Internal Quality Assurance Manual

GBSB Global Business School

Version 1.0, April 2020

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1 IQA Manual Review

Version reviewed by the Internal Quality Assurance Unit at GBSB Global Business School and approved in accordance with the provisions of process GBSBGLO_S11_1 by the Quality Standards and Programme Development Committee on the 9th of April, 2020, and presented to the NCFHE on the 12th of April, 2020.

1.1 Changelog

Version No.	Date	Responsible	Reason for Change
1.0	12/04/2020	Internal Quality Assurance Unit	First Edition
1.0 a	01/03/2023	Internal Quality Assurance Unit	Added Annex I

2 List of IQA Manual Processes

Code	Name	Date Created	Date of Last Update
GBSBGLO_S2_01	Strategic Plan Process	16/12/2019	
GBSBGLO_S2_02	Budgeting Process	16/12/2019	
GBSBGLO_S3_00	The Process of Identification of the Need for New Programmes	16/12/2019	
GBSBGLO_S3_01	Programme Design and Approval Process	16/12/2019	
GBSBGLO_S5_01	The Admission Process	16/12/2019	
GBSBGLO_S5_02	Process of Analysis of Progression and Retention Metrics	16/12/2019	
GBSBGLO_S6_01	Teaching Staff Recruitment Process	16/12/2019	
GBSBGLO_S6_02	Teaching Staff Induction Process	16/12/2019	
GBSBGLO_S6_03	Teaching Staff Performance Assessment Process	16/12/2019	
GBSBGLO_S6_04	The Process of Providing Development Opportunities to the Teaching Staff	16/12/2019	
GBSBGLO_S7_01	The Process of Identification and Allocation of Learning Resources for New Programmes	16/12/2019	
GBSBGLO_S7_02	The Process of Identification and Allocation of Learning Resources for Existing Programmes	16/12/2019	
GBSBGLO_S7_03	The Process of Identification and Allocation of IT Resources	16/12/2019	
GBSBGLO_S7_04	The Process of Recruitment, Conditions of Employment, and Opportunities for Development of Administrative Staff	01/04/2020	
GBSBGLO_S8_01	The Process of Collection, Management, and Analysis of Information to Improve Educational Programmes	16/12/2019	
GBSBGLO_S8_02	The Process of Gathering and Analysing Graduate Information	16/12/2019	
GBSBGLO_S8_03	The Process of Gathering Information to Analyse Strategic Plan Indicators	16/12/2019	
GBSBGLO_S9_01	The Process of Creating a List of Available Public Information	16/12/2019	
GBSBGLO_S9_02	The Process of Content Development, Release of Information, and Updating of Public Information	16/12/2019	
GBSBGLO_S10_1	The Process of Planning the Revision of Educational Programmes	16/12/2019	
GBSBGLO_S10_2	The Process of Implementing Short-Term Improvements and Changes to Educational Programmes	16/12/2019	
GBSBGLO_S10_3	The Process of Evaluating and Reviewing Accredited Programmes	16/12/2019	
GBSBGLO_S10_4	The Process of Implementing Medium and Long-Term Improvements and Changes to Educational Programmes	16/12/2019	
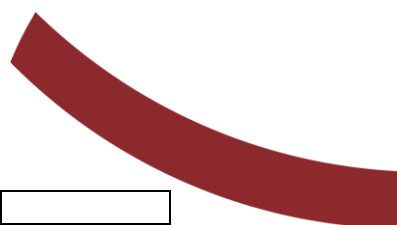
GBSBGLO_S11_1	The Process of IQA Manual Review	16/12/2019	

3 List of IQA Manual Procedures

Code	Name	Date Created	Date of Last Update
PRO_S1_1	Procedure for Reporting an Ethical Concern	16/12/2019	
PRO_S1_2	Procedure for Addressing Reports of Ethical Violation	16/12/2019	
PRO_S4_0	Procedure for Selection of Final Project Tutors	16/12/2019	
PRO_S4_1	Exam Supervision Procedure	16/12/2019	
PRO_S4_2	Make-Up Exam Procedure	16/12/2019	
PRO_S4_3	Grade Appeal Procedure	16/12/2019	
PRO_S5_1	Procedure for Requesting an Absence Excuse	16/12/2019	
PRO_S5_2	Procedure for Monitoring Attendance	16/12/2019	
PRO_S5_3	Procedure for Periodic Review of Attendance Data	16/12/2019	
PRO_S5_4	Procedure for Monitoring Academic Performance	16/12/2019	
PRO_S5_5	Procedure for Monitoring GPA	16/12/2019	
PRO_S5_6	Procedure for Periodic Review of Grades and GPA	16/12/2019	
PRO_S5_7	Procedure for Monitoring of Final Project Results	16/12/2019	
PRO_S5_8	Procedure for Monitoring Retention	16/12/2019	
PRO_S5_9	Procedure to Address Suspension and Dismissal	16/12/2019	
PRO_S5_10	Procedure to Prepare Certification Documentation	16/12/2019	
PRO_S5_11	Procedure for Requesting Disruption of Studies due to Health Reasons	01/04/2020	
PRO_S5_12	Procedure for Requesting an Academic Leave of Absence	01/04/2020	
PRO_S5_13	Procedure to Evaluate and Recognise Prior Learning	01/04/2020	
PRO_S6_1	Teaching Staff' Annual Objectives Assessment Procedure	16/12/2019	
PRO_S6_2	Procedure to Request for Participation in a Development Activity	16/12/2019	
PRO_S7_1	Procedure for the Review and Revision of the Library Collection	16/12/2019	
PRO_S7_2	Procedure for Disposal of Learning Resources from the Library Collection	16/12/2019	
PRO_S7_3	Procedure for Purchasing Additional Learning Resources	16/12/2019	
PRO_S7_4	Procedure for Library Database Management	16/12/2019	
PRO_S7_5	Procedure Concerning System Failure	16/12/2019	
PRO_S7_6	Procedure to Propose an Activity	16/12/2019	
PRO_S7_7	Procedure for Formalising an Internship Agreement	16/12/2019	

PRO_S7_8	Procedure to Submit a Request	16/12/2019	
PRO_S7_9	Complaints Procedure	16/12/2019	
PRO_S7_10	Procedure for the Review and Revision of the Online Learning Resources Collection	01/04/2020	
PRO_S9_1	The Procedure of Periodic Monitoring of Public Information Released by Third Parties	16/12/2019	
PRO_S10_1	Procedure for Programme Discontinuation	16/12/2019	

4 Introduction

4.1 About the Internal Quality Assurance Model

The European Standard and Guidelines (ESG) and NCFHE in Malta guidelines indicate that higher education institutions are expected to provide their services in alignment with the corresponding programmes' objectives, while seeking a continuous improvement in their operations. In this context, the Internal Quality Assurance (IQA) Manual has been established to promote quality and continuous improvement within the programme portfolio and services provided at GBSB Global Business School.

The IQA Manual is based on two key aspects:

1. The way GBSB Global levers its committees, policies, standards, criteria, procedures, etc. to improve design quality and development of its programme portfolio, the selection and promotion of teaching staff, the development of learning activities and learning outcomes;
2. The way GBSB Global involves different stakeholders in the design, development, evaluation and diffusion of its learning activities.

This IQA Manual defines the policy, objectives, and commitment of GBSB Global in terms of quality within the programme portfolio offered. This quality policy is aligned with GBSB Global's objectives and the expectations of different stakeholders.

Once approved by NCFHE, the information contained in this document would be published in different channels to be accessible by different stakeholders in line with the Process of IQA Manual Review Ref: [GBSBGLO_S11_1]. All staff members perform their activities in accordance with the guidelines of this Internal Quality Assurance Manual.

The IQA Manual has been designed following the guidelines defined by ENQA and NCFHE.

4.2 Internal Quality Assurance Objectives

The IQA design is an essential element that enables the deployment of GBSB Global's strategy. For this reason, the Executive Team together with the Quality Assurance Unit have established clear objectives that need to be achieved through the implementation of the IQA Manual across different operations within the institution:

- Establish an approach to all operations, formalised and common, which can be considered as an asset for the organisation. This implies the definition of a process map agreed by the whole organisation, detailing all activities and their interconnections with the purpose of:
  o Improving and facilitating the operative coordination between areas;
  o Establishing a foundation for the definition of the Information Systems required and for reference in the operations management;
  o Obtaining useful indicators to facilitate the decision-making process at different levels within the organisation.
- Contribute to the improvement of the student satisfaction through a high-quality academic training, innovative learning methodologies and proximity to employers; a student-catered organisation based on GBSB Global's core values;
- Increase the diffusion, transparency and participation of all stakeholders.

4.3   Internal Quality Assurance Scope

The IQA Manual has been designed to ensure the quality of all programmes approved by NCFHE, business units and services provided by GBSB Global Business School.

On a high-level basis, the scope of this IQA Manual embraces:

- With respect to the design of the programme portfolio offer:
  o Definition of quality policy and quality objectives;
  o Definition and approval of programme portfolio;
  o Admission criteria for prospective students;
  o Plan of programme portfolio.
- With respect to the teaching development and other actions concerning students:
  o Welcome and learning support activities;
  o Development of programme portfolio;
  o Teaching and learning methodologies;
  o Learning assessment and evaluation;
  o Student internships and mobility;
  o Professional orientation;
  o Programme portfolio evaluation and improvement;
  o Implementation of improvement actions;
  o Student claims and complaints management;
  o Records and degrees management.
- With respect to teaching and administrative staff:

- o Access, evaluation, promotion, training, recognition and support to teaching and administrative staff.
- With respect to services and material resources:
  - o Design and management of classrooms and library;
  - o Resources and learning services for student support.
- With respect to teaching results:
  - o Measurement, analysis and use of academic results;
  - o Measurement, analysis and use of student employability;
  - o Measurement, analysis and use of satisfaction results from all stakeholders.
- With respect to public information:
  - o The dissemination of up-to-date information about GBSB Global Business School.

5 Standard 1: Policy for Internal Quality Assurance

5.1 About GBSB Global Business School

GBSB Global Business School is a private education institution that teaches business and management and is dedicated to preparing students for career paths in the global economy.

The school's degrees prepare students to operate with ease across borders and cultures – in an environment that prizes diversity and the ability to bring a worldwide perspective to the study of international business. GBSB Global Business School is an excellent place for students who are looking for innovative business degrees in the trendy urban and cosmopolitan environment of the Mediterranean.

The business school's differentiators are:

- **Global Focus** – educating students to become global citizens, who think globally while acting locally;
- **Business Ethics & Sustainability** – resolving global challenges of today by educating ethical and responsible business leaders of tomorrow;
- **Employability** – supporting students in securing their future careers by providing them with applicable practical and modern business knowledge;
- **Modern Teaching Style** – offering innovative curriculum, international tutors and creative teaching methods by using case studies, group exercises and presentations;
- **Individual Approach** – fostering student-centred active learning approach in small classes.

5.2 Mission Statement

The mission of GBSB Global Business School is to foster business innovation and contribute to the world economic development by enhancing the innovative competencies of our future business leaders through an education that is entrepreneurial in spirit, ethical in focus, and global in orientation.

5.3 Core Values

5.3.1 Embodying Diversity

GBSB Global Business School is an educational institution that celebrates diversity at each level of the learning process through inclusiveness, empathy, and internationalism. Our students and alumni include representatives from over 85 countries. GBSB Global's faculty members are

business leaders from over 20 different countries with a variety of international backgrounds and professional experiences.

Our programmes prepare students to work and live across the globe and successfully overcome the challenges our globalised world faces today. Students develop cultural intelligence and awareness that empower them to work effectively with people who have vastly different values and behaviours. The diversity among our students, alumni, and faculty is a valuable educational tool which promotes greater creativity, problem-solving, and peer to peer learning.

5.3.2 Embracing Innovation

GBSB Global Business School offers business programmes that encourage, nurture, and develop the innovative potential that our students possess. We strive to have an impact on our graduates' and their ability to effectively manage, articulate, and implement innovative processes within their places of employment.

Managers with the right vision, drive the demand for innovation through well-developed businesses and successfully executed strategies which affect the ongoing supply of high-quality innovation. We aspire to become one of the business schools that create a better world by promoting the importance of innovation within our curriculum, preparing students to seek opportunities and find creative solutions that will impact the economy.

5.3.3 Encouraging Opportunities

GBSB Global Business School represents institutions that teach business and assist students to grow both professionally as well as personally, acquire new knowledge and skills, develop their network, and advance their cultural and emotional intelligence.

Studying at GBSB Global is a life changing experience. Our students gain a global perspective on the world, full of new career and business opportunities. GBSB Global motivates students to reach for new horizons, inspires limitless imagination, and assures that every student achieves their full potential as a successful future business leader.

5.4   Internal Quality Assurance System

5.4.1 Rationale

The basis for the formulation of the IQA (Internal Quality Assurance) Framework lies in GBSB Global Business School's determination to continuously improve the quality of its processes, services and deliverables. The publication of this document serves to provide every

stakeholder, including the general society, with information concerning the school's efforts to maintain quality standards. Internally, the Framework helps to document and substantiate decisions concerning IQA procedures across all departments and committees.

Any modifications to the IQA processes or standards would be reflected in a revised version of the IQA Manual. The availability of a clear framework eases the efforts to make further improvements to the school's existing IQA system during the annual IQA revision. Finally, the establishment of an IQA Manual assures stakeholders that the school applies a solid system to provide and maintain quality service and deliverables.

5.4.2 Institutional Perception of Quality Assurance

Quality assurance and quality management are central challenges in the governance of higher education institutions. In this context, the importance of promoting an institution-specific quality culture has drawn increasing attention. The concept of quality culture expands traditional approaches to quality assurance by focusing on aspects of organisational psychology, such as shared attitudes and commitment to quality. GBSB Global Business School strives to promote a culture where individuals are committed, engaged and feel responsible for their actions while leadership, communication, participation, shared values, and trust are promoted.

Furthermore, the following principles are applied in the quality assurance procedures:

- **Accountability:** Every IQA process has been assigned to a certain committee or individual to ensure clear accountability for every action. This allows for a swift identification of the person in charge in case requests for update or modification need to be made;

- **Transparency:** In the spirit of transparency, the IQA Manual shall be published to the public through GBSB Global website in the section "Quality Assurance" following the Process of IQA Manual Review, Ref: [GBSBGLO_S11_1] and in line with the Process of Content Development, Release of Information, and Updating of Public Information, Ref: [GBSBGLO_S9_02]. Additionally, students, staff and faculty can access the document through the school's intranet. This allows for a wide range of interested parties to provide feedback concerning the school's Internal Quality Assurance measures;

- **Clarity:** The Internal Quality Assurance framework has been written in a detailed manner to allow every interested party to fully understand the school's IQA processes. Should any changes be made to the Internal Quality Assurance processes, the Framework must be modified and released to the public according to the Process of IQA Manual Review, Ref: [GBSBGLO_S11_1] prior to the implementation of such

modifications. Every updated version of the IQA Framework shall have a version number and the month of publication on the cover page as well as a summary of the IQA Manual improvements made in comparison with the previous version. Institutional Approach to Quality Assurance

- **Systematic Approach:** At GBSB Global, Internal Quality Assurance processes have been designed in a systematic manner to account for correlations between departments in certain services and to promote inter-departmental collaborations;
- **Feedback-based:** Internal Quality Assurance processes at GBSB Global have been designed with strong consideration of the feedback provided by various members of the school. In line with the school's intention to undergo continuous improvement, measures to gather feedback from current students, alumni, faculty and staff are periodically implemented. Any member of the school's community is welcomed to provide feedback concerning the school's Internal Quality Assurance Framework;
- **Commitment to Quality:** At GBSB Global Business School, quality assurance methodologies are applied in order to maintain and enhance quality standards. Measures to gather feedback have been incorporated into the IQA system to identify possibilities to enhance the quality of the school's processes.

5.5   Internal Quality Assurance Enablement

The IQA is enabled at GBSB Global via two key components:

- GBSB Global Operating Model defines all functions, processes, activities, roles, committees;
- GBSB Global Organizational Chart enables the functional model with full-time and part-time employees and/or external support providers considering GBSB Global operations across different locations.

5.5.1   GBSB Global Operating Model

GBSB Global Operating Model is structured around its process map, role map, and institutional committees.

5.5.1.1   Process Map

All business operation processes performed at GBSB Global Business School are carefully aligned to serve the school's vision and mission. These processes have either been assigned to the school's departments based on relevance and staff expertise or contracted to external parties. Given the school's drive for continuous improvement, key business operation processes are

monitored, measured and analysed while relevant staff are encouraged to provide feedback. The school's business operation processes fall into the following main categories:

- **Strategic Processes:** Represent those related to strategic planning, market intelligence, partnership development, institutional policy development, market positioning and communication, and IQA model review;
- **Operational Processes:** Represent essential activities from the organisation such as design and development of educational programmes, student enrolment, programme execution, careers, and programme improvement;
- **Support Processes:** Represent those supporting activities such as people management, finance, human resources, legal, IT, academic support, etc.

The process map has been designed to allow for continuous improvement with reference to the PDCA framework.

Every process has a defined objective, process owner, indicators to be generated on a periodical basis, inputs, activities, and outputs.

The process map is reviewed within the strategic process of IQA Manual Review to monitor the level of implementation across the organisation and identify corrective actions for processes that require improvement based on satisfaction surveys, indicator performance, etc.

On a high-level basis, GBSB Global IQA Process Map is presented in the Table TAB_S1_1:

Table TAB_S1_1

GBSB Global IQA Process Map

Strategic

GBSBGO S2_01	GBSBGO S3_00	GBSBGO S11_1	GBSBGO S9_01	GBSBGO S9_02
Strategic Plan	Identification of the Need for New Programmes	IQA Manual Review	Creating a List of Available Public Information	Content Development, Release of Information, and Updating of Public Information

Stakeholders

Operative

- Potential Students
- Students
- Alumni
- Faculty
- Administration Staff
- Employers
- Society
- Accreditation Agencies

Planning of educational programmes

GBSBGO S3_01
Programme Design and Approval

GBSBGO S7_01
Identification and Allocation of Learning Resources for New Programmes

Development – Execution and implementation of educational programmes

GBSBGO S5_01
Admission

GBSBGO S5_02
Analysis of Progression and Retention Metrics

GBSBGO S8_01
Collection, Management, and Analysis of Information to Improve Educational Programmes

GBSBGO S8_02
Gathering and Analysing Graduate Information

Assessment and improvement of educational programmes

GBSBGO S30_1
Planning the Revision of Educational Programmes

GBSBGO S30_2
Implementing Short-Term Improvements and Changes to Educational Programmes

GBSBGO S30_3
Evaluating and Reviewing Accredited Programmes

GBSBGO S30_4
Implementing Medium and Long-Term Improvements and Changes to Educational Programmes

Support

People Management

GBSBGO S6_01
Teaching Staff Recruitment Process

GBSBGO S6_02
Teaching Staff Induction

GBSBGO S6_05
Recruitment, Conditions of Employment, and Opportunities for Development of Administrative Staff

GBSBGO S6_03
Teaching Staff Performance Assessment

GBSBGO S6_04
Providing Development Opportunities to the Teaching Staff

Resource Management

GBSBGO S7_02
Identification and Allocation of Learning Resources for Existing Programmes

GBSBGO S7_03
Identification and Allocation of IT Resources

GBSBGO S7_02
Budgeting

GBSBGO S8_03
Gathering Information to Analyse Strategic Plan Indicators

5.5.1.2 Institutional Committees

Quality Assurance is engrained in the work of every department at GBSB Global. All the departments are expected to meet quality standards to ensure the quality of service, tasks and deliverables. In addition to the roles and departments, there are several committees which have a vital role in the decision-making process of the school. Each committee has been designed to ensure that relevant roles, including cross-functional roles, are involved during the decision-making process. This system allows for collaboration between roles in different departments and ensures the alignment between the departments and the school's overall direction.

Table TAB_S1_2

Institutional Committees

Name of the Committee	Members	Purpose	Schedule of Meetings
Executive Committee	• Global Managing Director • Executive Director and Legal Representative • Head of Innovation and Programme Development • Head of Institution • Head of Information Technology • Head of Marketing and Admissions	To determine GBSB Global direction, prioritise strategic directions identified in the current GBSB Global Strategic Plan, and review and recommend new and ongoing partnership agreements and collaborations.	October December • GBSBGLO_S8_03 Analysis of Strategic Plan Indicators • GBSBGLO_S2_01 Strategic Plan Process • GBSBGLO_S9_02 Updating the List of Public Information • GBSBGLO_S2_02 Budgeting Process January April July • GBSBGLO_S3_00 The Process of Identification of the Need for New Programmes On request • GBSBGLO_S3_01 Programme Business Case Approval
Quality Standards and Programme Development Committee	• Head of Innovation and Programme Development • Head of Institution • Rotating Faculty Members	To ensure programmes are aligned to best suit market demands in terms of contents, curricular structure and faculty body, to	September December • GBSBGLO_S10_1 Annual Reporting • GBSBGLO_S9_02 Updating the List of Public Information

	• Quality Assurance Officer	transfer new market demand into new programmes and guarantee that new programmes meet quality standards within GBSB Global, to define and improve quality assurance standards, curriculum, policies and procedures of GBSB Global, and to review and recommend action for all proposed changes to the academic programmes; to make recommendations regarding academic standards.	**January** • GBSBGLO_S9_01 Preparing the List of Available Public Information **March** **July/August** **On request** • GBSBGLO_S3_01 Internal Approval
Academic Committee	• (Head of Academics) Head of Institution • Academic Coordinators • Rotating Faculty Members • Student Lead (on request)	To review grade appeals, grievances and provide recommendations for the improvement of school services, to determine if a violation of the standards of GBSB Global's Code of Conduct has occurred and, if so, to decide an appropriate academic penalty or sanction, to provide advice on GBSB Global's academic planning activities, policies and procedures.	**Weekly from September to July** **July** • GBSBGLO_S5_02 Process of Analysis of Progression and Retention Metrics • GBSBGLO_S7_02 Preparing the list of learning resources which should be purchased for the next academic year • GBSBGLO_S10_2 Revision of programme modules **December** • GBSBGLO_S7_02 Elaborating annual budget for learning resources • GBSBGLO_S9_02 Updating the List of Public Information **On request** • GBSBGLO_S3_01 Internal Approval
Admissions Committee	• Head of Marketing and Admissions • Admissions Officers • Head of Institution (on request)	To review admissions applications, check the authenticity of the documentation provided by applicants and recommend	Weekly all year round

		admission or denial of admission to each applicant.	
Faculty Evaluation and Development Committee	• Head of Institution • Faculty Coordinator • Academic Coordinators	To ensure continuous improvement of faculty members. To assess the effectiveness of current development activities. To formulate new development activities. To oversee evaluation standards and procedures to ensure that all tutors are being assessed in a fair and consistent manner. To oversee and enhance teaching performance by assessing feedback gathered from the students and providing personalised advice to the tutors.	February • GBSBGLO_S6_03 Teaching Staff Performance Assessment Process April • GBSBGLO_S6_03 Teaching Staff Performance Assessment Process July • GBSBGLO_S6_03 Teaching Staff Performance Assessment Process September • GBSBGLO_S6_03 Annual –Teaching Staff Performance Assessment Process • GBSBGLO_S6_04 Budget Allocation for Teaching Staff Development and Support December • GBSBGLO_S9_02 Updating the List of Public Information
Planning & Budget Committee	• Global Managing Director • Executive Director and Legal Representative • Head of Innovation and Programme Development • Appointed Accountant	To review compliance with the budget and, annually, to develop parameters for the planning and budgeting process in line with the strategic objectives set by the Executive Committee; plan activities for the whole academic year and allocate financial resources.	December • GBSBGLO_S7_02 Evaluation of budget for learning resources April July October • GBSBGLO_S2_02 Budgeting Process
Ethics Committee	• Head of Institution • Appointed Academic Coordinator • Faculty Coordinator	To ensure the fulfilment of the school's ethical principles in activities related to the school. The committee is responsible for	September • Annual revision of ethical issues and policies

	• Appointed Member of the Faculty • Student Lead	handling cases of serious ethical violations and overseeing the application of ethical principles in the school's policies and activities.	On request • PRO_S1_1 • PRO_S1_2

5.5.1.3 Advisory Board

The Advisory Board at GBSB Global Business School is drawn from the pool of industry and educational experts from Malta and abroad and across different disciplines. The Advisory Board provides guidance and direction for teaching staff, the administration and the institution itself. It helps GBSB Global leadership to see interconnections and perceive the relationship that exists amongst diverse subject areas, and the directions they are likely to take therefore helping to govern the school more effectively by providing guidance on how to deliver academic programmes.

The Advisory Board serves as advocate for GBSB Global to the community it serves in Malta and Europe, gathers input from/serves as a liaison with relevant stakeholders, provides feedback to GBSB Global from the community, provides an independent/unbiased sounding point of view, and assists the Executive Committee members in determining important activities.

The Advisory Board, led by the Advisory Board Chair, meets every six months and the Global Managing Director and other key people at GBSB Global must attend these meetings.

5.5.1.4 Students' Council

GBSB Global is committed to lever students' voice through a formalised channel – a Students' Council – that represents the whole student community and facilitates the students' participation throughout their learning process at GBSB Global.

The Students' Council objectives are:

- To promote the interests and welfare of students during their course of study and to represent, support and advise the students' body;
- To be the formal and recognised representative channel between students and GBSB Global and any other external bodies;
- To provide social, cultural, sporting and recreational activities and forums for discussions and debate for the personal development of students.

The Students' Council is formalised during the first 4-6 weeks of the academic year to give a voice to all students in front of the administration. Students are invited to participate in different committees and contribute to the decision-making process around academic processes, student services and student affairs.

5.5.2 GBSB Global Organisational Design

GBSB Global organisational design differentiates between three different structures (Corporate, Malta (Main Campus), Spain and other locations (Satellite Campuses) performing functions with two different approaches (centralised / federated) depending on institutional needs:

Table TAB_S1_3

Organisational Units and Locations

Org Unit	Corporate	Malta (Main Campus)	Satellite Campuses	Approach
Innovation and Programme Development	X			Centralised
Marketing, Communication & Institutional Relationships	X			Centralised
Policy Development	X			Centralised
Admissions	X			Centralised
Career Services	X	X	X	Federated
Technology (Support)	X	X	X	Federated
Administration	X	X	X	Federated
Research		X		Centralised
Internal Quality Assurance		X	X	Federated

GBSB Global organisational chart could be represented as following considering the three structures mentioned above:

Table TAB_S1_4

Organisational Chart

Org Unit L1   Org Unit L2   —— Hierarchical Dependency
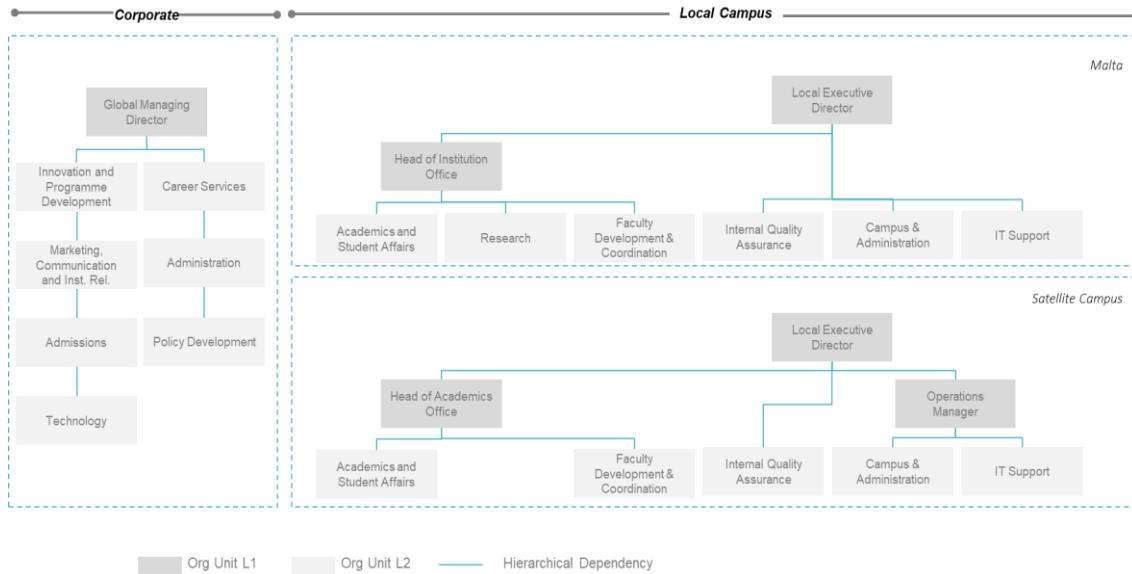
The main functions of each organisational unit are available below:

Table TAB_S1_5

Centralised Functions

Org Unit	Main Functions
Innovation and Programme Development	• Defines overall programme portfolio strategy considering marketing inputs, academic performance, and stakeholder inputs; • Improves current programme portfolio based on IQA inputs; • Introduces innovative teaching methodologies based on latest educational standards and research.
Marketing, Communication & Institutional Relationships	• Defines institutional communication strategy in both on-line and off-line media; determines communication standards and guidelines; • Defines communication calendar based on academic activities and institutional events; • Develops international academic partnerships with other global HEI to promote and facilitate student and teaching mobility. • Defines overall institutional marketing strategy and marketing mix for the overall programme portfolio; • Defines digital marketing strategy to improve awareness of GBSB Global's brand and market positioning in digital channels; • Determines improvement actions to enhance current institution reputation and awareness and programme value proposition.
Admissions	• Informs prospective students about GBSB Global institution and academic programme value proposition;

Org Unit		
	• Manages end-to-end student applications until they become official students; • Develops new relationships and maintains current agency network worldwide.	
Research	• Determines overall institutional research strategy by identifying required resources (financial and human); • Publishes advanced research studies in worldwide renown journals in those area related to institutional programme portfolio.	

Table TAB_S1_6

Federated Functions

Org Unit	Corporate	Local
Policy Development / Head of Institution Office	• Sets and develops global academic policies aligned with accreditation standards; • Develops, reviews, and improves institutional guidelines considering the input of stakeholders;	• Supports the development of new academic policies; • Disseminates and supports the understanding of academic policies and guidelines among stakeholders;
Career Services	• Defines global career services and service levels; • Consolidates global employability statistics; • Develops employer relationships at a global scale; • Develops annual employability reports.	• Implements careers services at campus level; • Collects local employability statistics; • Develops employer relationships at local level; • Organises local career fairs with employers; • Plans and executes career services activities.
Technology	• Defines overall technology strategy at institutional level; • Develops technological blueprint and related roadmap to support GBSB Global strategic objectives; • Liaise with technological partners to identify new capabilities which can lever strategic value proposition at institutional or programme level.	• Implements local infrastructural changes to improve technological services; • End User Support; • Ensures readiness and functionality of local infrastructure.
Campus & Administration	• Defines overall administration policies and	• Implements global policies and procedures

	procedures guidelines for HR, Finance, Legal, Procurement; • Consolidates overall performance indicators and reporting; • Defines overall campus services and standards for stakeholders.	with consideration to local regulatory requirements; • Prepares any required local regulatory report to local authorities; • Implements local campus services according to service standards.
Internal Quality Assurance	• Ensures that Internal Quality Assurance model is implemented across the organisation by monitoring the implementation level of defined processes and indicators with emphasis on improvement actions to be implemented; monitors the level of implementation of identified improvement actions; • Guarantees that all stakeholders participate as defined in the IQA Manual; • Disseminates institutional and academic performance to society as indicated in the IQA Manual; • Promotes quality culture across the organisation. • Collects and analyses quality assurance performance at HQ and campus level • Supervises satellite campus quality assurance officers functions	• Supports the implementation and solves potential doubts of the Quality Assurance model at the satellite campus; • Ensures local stakeholders participate as expected in the QA model; • Follows-up process indicators at satellite campus level; • Performs local audits at satellite level • Liaises with HQ QA team in Malta to report implementation level of QA model and current performance level; • Supports the promotion of quality culture within the satellite campus.

5.5.2.1 Roles

A set of roles who participate in the IQA Framework processes has been defined based on their belonging to a particular organisational unit:

Table TAB_S1_7

Roles and Responsibilities

Corporate
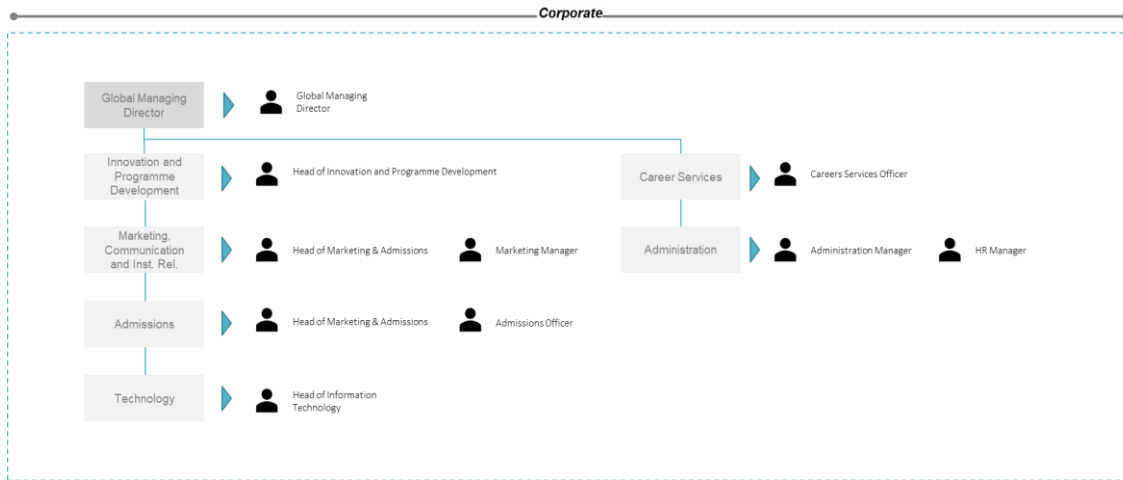
Local Campus
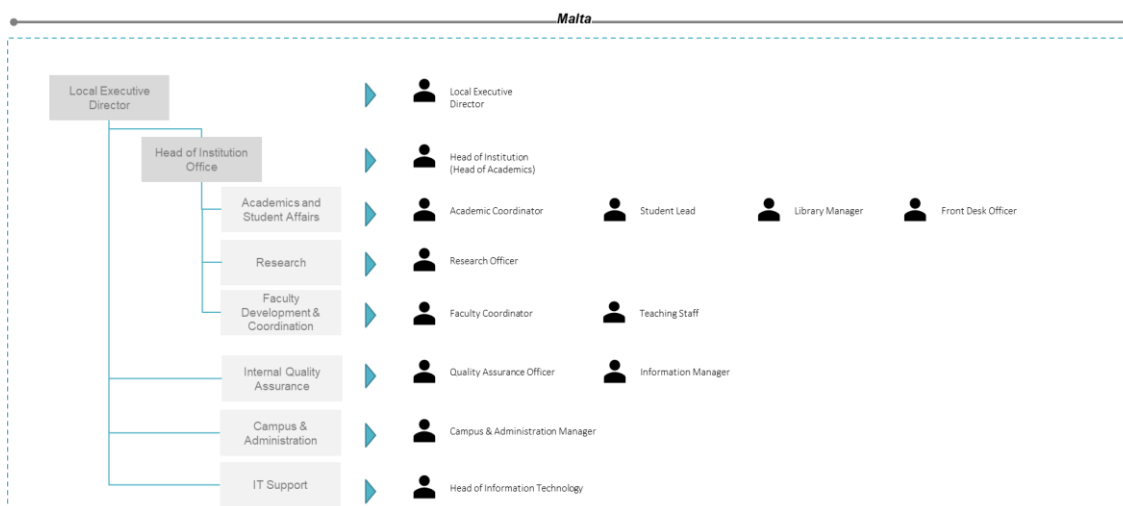
All roles and assigned responsibilities are reviewed within the strategic process of IQA Manual Review with consideration to stakeholder inputs and improvement actions identified by the Internal Quality Assurance Unit.

5.6 Ethical Principles in Quality Assurance

GBSB Global Business School strongly condemns all acts of intolerance and discrimination. This is demonstrated in the school's Equal Opportunities Policy and Disability Policy which address the importance of mutual respect, equal opportunities, and ethical behaviour. The school´s policies are complemented by the European legal framework which promotes equality and denounces both intolerance and discrimination. In order to ensure that all

stakeholders uphold these values, there are sanctions which would be imposed to those who violate any of the policies.

5.6.1   Equal Opportunities Policy

The school recognises that, within its local areas and its operating environments, there are people from a rich diversity of cultural backgrounds, with a range of differing abilities and previous educational experiences. Therefore, GBSB Global has developed a comprehensive Equal Opportunities Policy, in support of equal opportunities in employment and education for all staff and students of GBSB Global Business School. This Equal Opportunities Policy is designed to support the principle that staff are selected or promoted according to merit, and all students, employees, applicants and all those involved in GBSB Global's work, and other users of GBSB Global facilities receive fair and equal treatment.

Equal Opportunities Policy is developed around 4 axis which include different acting areas of GBSB Global. Certain principles are established in each of these areas which GBSB Global adheres to in its operations:

1. Equal Opportunities:
   o The principles of equal opportunities should be the basis for the business school's management actions with the purpose of increasing the level of commitment and involvement of all GBSB Global's community;
   o Promotion of gender mainstreaming and representation in all GBSB Global's policies;
   o Portraying of GBSB Global's image as an institution with high level of commitment towards equality and anti-discrimination;
   o The diversity of GBSB Global community is recognised, valued and respected;
   o Responsibility to the society.
2. Teaching and Research:
   o Promotion and awareness of values and rights related to equal opportunities;
   o Presence of equal opportunities contents in the subject areas being delivered at GBSB Global.
3. Participation and Representation:
   o Balanced representation of men and women in all the departments of GBSB Global;
   o Balanced enrolment of men and women to all study programmes at GBSB Global;
   o Staff and students are involved in the decisions affecting their work and study;
   o Activities in the workplace and study environment are performed by staff who understand and have agreed to ensure that principles of equal opportunity are implemented in their work area;

4. Access and Professional Promotion:
   o The basic rights of equal access to jobs, education and freedom from discrimination and harassment are protected. This includes receiving information about these rights and providing complaint mechanisms for redressing complaints;
   o Access to conditions and benefits of employment for all staff, and access to education for all students, is fair and equitable;
   o Equal opportunities guarantee in access to all jobs at GBSB Global;
   o Equal opportunities guarantee in professional promotion.

5.6.1.1 General Provisions

The commitment of GBSB Global Business School to diversity is fundamental to its educational mission. GBSB Global Business School does not discriminate on the basis of race, colour, religion, national origin, gender, age, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, disability, or any other basis prohibited by law in the administration of its educational policies or in the provision of access to its programmes, facilities, services, and activities.

GBSB Global Business School commits to:

- Encourage equality and diversity in the workplace and within its student body;
- Create an environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff and students are recognised and valued. This commitment includes training all the GBSB Global's community about their rights and responsibilities under the Equal Opportunities Policy. All staff and students should understand they, as well as GBSB Global, can be held liable for acts of bullying, harassment, victimisation and unlawful discrimination, in the course of their employment or studies, against fellow employees, students and other third parties;
- Take seriously complaints of bullying, harassment, victimisation and unlawful discrimination by fellow employees, students, suppliers, visitors, the public and any others in the course of the school's work activities. Such acts will be dealt with as misconduct under the school's grievance and/or disciplinary procedures as defined in the GBSB Global Code of Conduct and this IQA Framework, and any appropriate action will be taken. Particularly serious complaints could amount to gross misconduct and lead to dismissal without notice.

5.6.2 *Disability Policy*

The overall purpose of the Disability Policy is to ensure that GBSB Global is committed to providing access to and enabling students, faculty and staff with physical disabilities, sensory impairments, learning difficulties, autistic spectrum disorders, mental health difficulties and medical conditions to take part in all aspects of the business school's academic and social programmes. The school is striving to provide a supportive and inclusive environment for students, staff and faculty with a disability to enable them to participate, perform and innovate. This involves concerted efforts to promote awareness, eliminate barriers, and cater to special needs, whenever possible.

5.6.2.1 Objectives

- To reflect disability awareness and inclusion in the school's policies, facilities and activities;
- To ensure that the admission process is considerate to potential barriers in the application process;
- To ensure the accessibility of the school's online and on-campus facilities to students with disability;
- To provide sufficient support to students and staff with disabilities;
- To ensure confidentiality of information concerning disability;
- To increase the capabilities of staff and faculty members to ensure an inclusive learning environment for the students;
- To increase the capabilities of supervisors to ensure an inclusive environment for the faculty and staff members.

5.6.2.2 Approach

- GBSB Global welcomes applications from students with disabilities and provides a range of services (e.g. online education platform) which is designed to help them achieve their full academic potential;
- All students and staff members are encouraged to disclose their disabilities so that appropriate support can be made available to them. All information and documentation regarding a condition will be used exclusively for the purpose of planning and implementing an appropriate support provision in order that the disabled person may gain the maximum benefit from the educational and employment opportunity at GBSB Global;
- An inclusive technological environment can empower people of all abilities to push their limits and accomplish everything they want. Being an official Microsoft Showcase School

allows GBSB Global to be committed to accessibility and this culture manifests itself in digital technologies used by the school;

- The school will strive to provide students with equitable access and support to engage in all aspects of student life, including but not limited to:
  o Access to the school's buildings and facilities;
  o Access to services provided by the school;
  o Access to events and activities organised by the school;
  o Access to provide suggestions and complaints to the school.

- The school will make reasonable adjustments to the teaching materials and delivery whilst maintaining Quality Standards and fairness. The intention behind the adjustment is to provide the students with equal access to learning, without providing an academic advantage over other students;

- The school will provide staff members with information concerning disabilities to improve their ability to support the needs of students with disabilities;

- The school will make efforts to design curricular and extracurricular activities in a manner that is accessible;

- The school will make efforts to ensure that events held outside the school would be hosted in accessible locations;

- The school will promote a positive non-discriminatory mindset among its students and staff.

5.6.2.3 Adjustments

In several cases, adjustments are required to remove barriers for students with disabilities. These alterations have been designed to provide for equal access, without giving undue advantage. The Academic Coordinators are responsible for arranging the additional arrangements for their respective students. The students are responsible for providing medical documents which verify the need to implement adjustments. Meanwhile, the Faculty Coordinator is responsible for informing the faculty members, upon the students' consent, concerning disabilities. Further details are provided in the Table TAB_S4_4 "Meeting Requirements of Students with Special Needs" in the Standard 4 of the IQA Manual.

5.6.3 GBSB Global Code of Conduct

GBSB Global Code of Conduct defines the standards for community conduct, procedures for handling grievances and disciplinary issues, and sets sanctions in case of failure to meet these standards. All members of the community, whether students, faculty, or staff, have the obligation to uphold the standards specified in the GBSB Global Code of Conduct and behave in accordance

with the highest standards of professionalism. Below is the summary of the rules, regulations and policies listed in the GBSB Global Code of Conduct which aim to ensure a safe and non-discriminatory environment for all students, faculty members, and staff.

5.6.3.1 Harassment

Non-discriminatory harassment is defined by the school's Code of Conduct and includes any action, language, or visual representation, that is sufficiently severe, pervasive, persistent or blatantly offensive, and has the effect of unreasonably interfering with another person's work or academic performance, or that creates an intimidating, hostile, or offensive working, educational, or living environment:

- Unwanted physical contact (e.g. touching, stalking);
- Jokes of a sexual nature displaying sexually explicit material, indecent demands, or requests for sexual contact;
- Intrusive or inappropriate questioning, name-calling, offensive remarks, or jokes;
- Persistent and unwanted telephone calls, e-mails, or content published on social media;
- Verbal harassment: shouting, using rude vocabularies, threatening.

5.6.3.2 Threatening

Threatening is a way to frighten someone verbally or physically to get what one wants. GBSB Global Business School is strongly against all forms of threats. Students should never threaten the faculty members or academic staff with an intention to increase grades or for any other agenda. GBSB Global will not tolerate a violation of this standard since it contradicts the values and principles of the school.

5.6.3.3 Falsification of Documents

Students could be expected to provide relevant documents prior to their study, such as during the admissions process and during their study, for example, provision of medical certificates to justify absences. Students must ensure that any document provided to the school demonstrates correct information. In the event that any of the documents provided are false, the request for which the document was provided will be automatically denied.

5.6.3.4 Behaviour and Discipline

- **Respect to Others:** All students must respect members of the GBSB Global community including teaching staff members, administrators and other staff, and other students regardless of race, ethnicity, religion, beliefs, ideas, gender, age, citizenship, disability, and any other characteristics; All students must avoid disrupting or causing a disturbance

in classes, examinations, or the learning environment of GBSB Global; Appropriate and polite language should be used when communicating with the teaching staff members and administration;

- **Misrepresentation:** Misrepresentation is giving false, erroneous, or misleading information. GBSB Global values the freedom of expression, however the community will not tolerate anyone who misrepresents the school;

- **Misuse of School Resources:** The school's resources should not be misused by any member of the community. Specific violations of this principle include, but are not limited to: destroying, damaging, defacing, or misusing any facility or property belonging to GBSB Global; destroying, damaging, misusing, reproducing, altering, or defacing any student identification card, school-provided key or access card or any other material issued or owned by GBSB Global; inappropriate and/or unauthorised use of GBSB Global's internet domain and/or campus electronic information resources; reading, duplicating, removing, photographing, forging, counterfeiting, or altering any school's document or record without authorisation;

- **Campus Rules and Classroom Standards:** It is strictly forbidden to smoke within the school's premises; Being in possession of illegal drugs on the school's premises constitutes a violation of the community standards; Attending classes or entering GBSB Global facilities under the influence of alcohol or drugs will also be considered as an infraction; Students are expected to follow all classroom rules defined by the GBSB Global Code of Conduct.

5.6.3.4.1 *Sanctions for Disciplinary Misconduct*

GBSB Global typically applies two types of sanctions: inactive sanctions and active sanctions. Inactive sanctions are sanctions for misconducting (harassment, academic dishonesty, or fraud) whereas active sanctions are implemented when students need to make some form of payment for the violation of the policies and rules.

The school applies the following inactive sanctions:

- **Verbal Warning:** This is where the student is asked to see the Academic Coordinator or the Head of Institution to be given a first verbal warning. The person in charge will explain what conduct(s) the student has violated, its effects on the members of the school, and the student him/herself;

- **Written Warning:** The student is sent a formal letter specifying the standards of GBSB Global Code of Conduct which were violated. Depending on the seriousness of the case,

the student may be placed on Academic Probation. The duration of the probation period is determined on an individual basis.

- **Dismissal or Expulsion:** Permanent termination of the student's active status at school and the exclusion from school privileges, school-sponsored activities, and the property itself. This action will be recorded in the student's official transcript.

Furthermore, the school applies active sanctions as elaborated below:

- **Restitution:** Repayment to the school or effected party for damages resulting from a violation of GBSB Global Code of Conduct;
- **Other Sanctions:** Other sanctions may be applied to students depending on the type of misconduct.

5.6.4   Procedures Concerning Intolerance and Discrimination

5.6.4.1   Procedure for Reporting an Ethical Concern

Ref: [PRO_S1_1]

Given the school's emphasis on ethics, students are strongly encouraged to report cases or suspicions of ethical violation to the school staff. For the purpose of this procedure, the individual or group filing a complaint concerning ethical violations would be referred to as the complainant. Meanwhile, the individual or group whose action is the subject of ethical concern would be referred to as the respondent.

All reports concerning ethical matters would be handled in a professional and confidential manner. Documents concerning ethical concerns are kept in a classified folder with restricted access. Nonetheless, the complainant has the right to stay anonymous with regards to the investigation process and documentation. If the complainant chooses to stay anonymous, the Ethics Committee should prepare the documents in a manner which maintains the complainants' anonymity. However, with respect to witnessing an academic misconduct during an exam, students are suggested to directly inform the exam invigilator and not wait until the exam period is over.

1. **Fill and Submit the Ethical Concerns and Suggestions Form:** The complainant should download the Ethical Concerns and Suggestions Form from OneDrive or request a hardcopy from the Front Desk. They should fill the form with an explanation of the situation, then proceed to submit the form addressed to the Ethics Committee, through the Front Desk. An "Ethical Concerns and Suggestions" form should be submitted by any student who encountered the following situations;

- o Witnessed an event which could be considered as an ethical violation;
- o Aware of any information concerning acts of ethical violation;
- o Aware of any information concerning plans to commit an ethical violation;
- o Experienced harassment enacted by fellow students, faculty, staff members or relevant contractors;
- o Having doubts concerning the ethics of any activity relevant to the school;
- o Facing an ethical dilemma concerning academic and non-academic matters which are relevant to the school;
- o Has suggestions concerning ethical conduct.

2. **Process the Ethical Concerns and Suggestions Form:** A representative of the Ethics Committee would contact the complainant by e-mail or by phone and will arrange a meeting;

3. **Attend a Meeting with the Representative of the Ethics Committee:** This meeting involves a discussion on the details concerning the situation. At this stage, the complainant should be specific whether they would like to remain anonymous or let themselves be named during the investigation process;

4. **Provide Updates (if any):** Should the complainant receive new information concerning the alleged ethical violation, they should contact the Ethics Committee representative via email or phone, or personally;

5. **Hearing:** If the situation has not been resolved with the representative of the Ethics Committee and a series of actions is required, a meeting will be arranged with all members of the Ethics Committee, where a respondent may also be invited. This meeting would be documented through a Minutes of Meeting. The complainant may request to be marked as anonymous in the documents but, for the purpose of having clear records, would be advised otherwise.

5.6.4.2 Procedure for Addressing Reports of Ethical Violation

Ref: [PRO_S1_2]

1. Upon receiving an "Ethical Concerns and Suggestions" Form, the Front Desk Officer should register the form, seal the form in an envelope and pass the form to a member of the Ethics Committee;

2. The receiver should inform the rest of the Ethics Committee concerning the issue and decide on a representative to have a meeting with the complainant;

3. The selected representative would contact the complainant to request for a meeting. The meeting would take place in a private meeting room to provide the complainant with a suitable space to freely share information concerning the alleged violation. The selected representative should maintain a written documentation of the statements made during

the meeting. Furthermore, the selected representative should inquire whether the complainant would like to be anonymous during the investigation and documentation process;

4. The complainant holds the right over their statement and may refuse to let their testimony be used in any way. In this scenario, the Ethics Committee is responsible to find evidence and/or another witness. This system is in place to encourage reporting of ethical violations without placing pressure on complainants;

5. After the first meeting and when required, the representative of the Ethics Committee should schedule a meeting with the rest of the Ethics Committee in order to provide information and discuss about the next steps;

6. During the Ethics Committee's meeting, discussions and decisions concerning the next steps should be well-documented. In general, the committee may decide to conduct further investigation and/or call upon the respondent to make an initial statement;

7. After the Ethics Committee finalised its investigation results, the committee should schedule a hearing as promptly as possible. The Ethics Committee should make efforts to ensure that investigation would be done in a swift manner as to prevent further recurrences;

8. The hearing serves as a formal meeting, whereby the respondent should inform whether they plead to be responsible for the alleged violation(s). During the hearing, the Ethics Committee would convey the investigation results to the respondent to provide an opportunity for clarifications;

9. After the hearing, the Ethics Committee would convene to form a conclusion and, depending on the outcome, determine the sanction(s). In case of disagreements, the decision selected by a simple majority would be considered as the final decision;

10. If the respondent is deemed to be responsible for committing an ethical violation, the case would be documented in the school's disciplinary record.

5.6.4.3 Disciplinary Record

The disciplinary record enables staff members to keep track of the students' progress concerning ethical violations with the intention to help students learn from their mistakes and progress. These records are confidential in nature and will not be released to external parties. The disciplinary record folder only maintains information concerning confirmed cases of violations. Documentation concerning cases in which the Ethics Committee ruled for the respondent should be stored in a separate folder.

5.6.5 Academic Freedom

At GBSB Global, members of the teaching staff have the academic freedom to share factual information. In fact, tutors are encouraged to share their knowledge with the students without fear or repression. This freedom is protected by GBSB Global's Code of Conduct which forbid acts that involve violence and threats. Should any tutor sense any fear or repression with regards to their freedom to share facts, they can contact the Faculty Coordinator via email or meeting for support. The Faculty Coordinator would investigate the situation and present the findings to the Academic Committee for a discussion on the best way to resolve the issue with respect to the school's policies.

5.6.6 Prevention of Academic Dishonesty

Students at GBSB Global are expected to learn and perform their academic duties with academic integrity. This expectation is complemented by measures to prevent plagiarism, cheating and other acts of academic dishonesty. The school utilises a Plagiarism checker to check the students' assignments against cases of plagiarism. Meanwhile, the possibility of cheating during exams is minimised due to active monitoring by invigilators.

In terms of online learning, the student's identity is ensured via our Microsoft Active Directory which guarantees that every student has an associated username for which a personal password is required to login into the platform. During examinations, double verification access can be enabled to request user confirmation by phone call or SMS code.

As elaborated in Standard 4 of the IQA Manual, the school imposes sanctions against students who commit acts of academic dishonesty. The school provides every student at GBSB with clear information concerning the academic rules and sanctions to deter such acts.

5.6.7 Ethics Approval System

The ethics approval system covers research projects that intend to cover any aspect of the school. In order to support research efforts, the school would take every research proposal into consideration. However, there are limitations which the researcher should follow in order to gain approval for the research. The researcher must be able to prove that all aspects of the proposed research is ethical. Furthermore, the researcher should take measures to make sure that no one is personally identifiable in the research report.

This involves research performed by any party including the teaching staff, students, and external parties:

- The researcher should prepare a research proposal containing an overview of the research idea with clear details of all aspects that relate to the school. If there is any questionnaire to be distributed to members of the school, all of the questions should be included in the research proposal document;

- The research proposal should be submitted to the Head of Institution at least one month in advance;

- The Head of Institution would assess the proposal to ensure that all aspects of the research do not violate the school's ethical values;

- In cases where the researcher requires data from the school, the Head of Institution should consult the relevant committee or head of department in charge of that data;

- If a potential clash is identified, the researcher is provided with the opportunity to address the points of concern and submit the revised version of the proposal;

- If there are no points of concern, the Head of Institution would approve the research proposal;

- The school reserves the right to withdraw an approval if there is an inconsistency between the research proposal and implementation.

5.7   List of Related Documents

- S1_D1 Equal Opportunities Policy
- S1_D2 Ethical Concerns and Suggestions Form
- S1_D3 The Disciplinary Record
- S4_D2 GBSB Global Code of Conduct

6 Standard 2: Institutional Probity

6.1 Leading Staff

All the leadership and management roles at GBSB Global Business School are held by accomplished experts in their respective fields. This is to ensure that all departments would meet their respective objectives and, consequently, support the fulfilment of the school's strategic goals. In addition to fulfilling the school's goals, the leading staff is in charge of ensuring that the subordinates perform in an excellent manner and provide high quality work. Excellence in operations and services is crucial in supporting the school's aim for greater achievements.

The founders and top management are deeply involved into the daily operations and bring a real-world experience in business to the institution. This gives GBSB Global a competitive advantage, which allows the organisation to detect and react to opportunities and to quickly adapt to changing market conditions.

The following table explains the key roles within the organisation and the minimum selection criteria for appointing people for these roles:

Table TAB_S2_1

Leading Staff

Role	Responsibilities	Minimum Selection Criteria
Global Managing Director	Supervises the execution of strategies at the institutional level, ensuring that the business school fulfils both short-term and long-term strategic objectives.	An individual holding a Master's degree or higher in management, business or similar subjects, with considerable managerial experience in any area (minimum 10 years) at middle or senior level and additional 2 years in a managerial role in higher education sector. An ideal candidate has leadership and managerial skills, excellent written and oral communication skills in English as well as financial skills (budgeting, planning and control).
Executive Director and Legal Representative	Assures compliance with national laws and regulations, advises the Global Managing Director on local legal procedures and requirements,	An individual holding a Bachelor's degree or higher in management, business, law, or similar, with considerable experience of being a

	supervises accounts and assesses decisions.	professional director and legal representative and serving in boards of directors in different enterprises. An ideal candidate has knowledge of local laws, regulations and understanding of accounting issues.
Head of Innovation and Programme Development	Responsible for leading important initiatives in order to guarantee continuous quality assurance and development of all programmes, meeting the highest standards in the area of higher education following the recommendations of several accreditation bodies and those specified in the Bologna process of higher education principles in Europe.	An individual holding a PhD degree in education, management, or similar, with considerable experience in the area of quality assurance, academic programme design, or education project management in a higher education organisation (minimum 5 years) plus additional 5 years in any other academic role in a higher education organisation. An ideal candidate has excellent academic writing skills in English, understanding of different higher education systems in the world and project management skills.
Head of Institution	In charge of business and academic operations and compliance with quality assurance standards, fostering academic excellence, and developing an inclusive and supportive academic environment. Enhances the quality of the school's academic programmes by assessing the school's quality objectives and strategically aligning academic operations to meet the objectives. Monitors the course delivery process and ensures that all courses are being delivered as planned. Provides leadership in the Academics & Students Affairs Department.	An individual holding a Master's degree in the area of social sciences, or a PhD degree in any area, with considerable teaching experience and/or professional experience in the higher education sector (minimum 5 years in academic coordination/management role). An individual should have a clear understanding of different accreditation processes and requirements, academic policies and quality assurance indicators in order to support GBSB Global Business School with different initiatives related to continuous improvement. An ideal candidate has leadership skills and an ability to manage teams, excellent written and oral communication skills in English and administrative experience (working with documents, planning and control).
Head of Information Technology (IT)	Responsible for the implementation and maintenance of the school's	An individual holding a Bachelor's degree or higher in computer science,

		telecommunications, or similar, with a minimum of IT management experience of 5 years. An ideal candidate should have an understanding of IT technologies within the higher education sector.
Head of Marketing and Admissions	Manages the operations of the admission department and is responsible for achieving the annual KPIs. Responsible for preparing strategies to ensure the achievement of the annual marketing goals. Furthermore, this role involves ensuring that thorough information is provided to stakeholders including the potential students, alumni and society.	An individual holding a Bachelor's degree or higher in management, marketing or similar with a minimum of 10 years' experience in marketing and sales role in any sector. An ideal candidate has leadership skills and an ability to manage teams, excellent written and oral communication skills in English and administrative experience (working with documents, planning and control).

6.2   Finance

The Planning & Budget Committee is responsible for ensuring the financial stability and growth of the school. The Planning & Budget committee collaborates closely with the Executive Committee and the respective heads of different departments in order to assess financial needs throughout the institution.

From a financial perspective, GBSB Global ensures its financial sustainability by implementing the following processes:

6.2.1   Strategic Plan Process

Ref: [GBSBGLO_S2_01]

On a high-level basis, the strategic plan process follows a three-phase approach:

- **As-Is Diagnosis:** In this phase, GBSB Global reviews its current institutional status by reviewing the achievements made from the last strategic plan, evolution of the main strategic indicators during the previous years versus the planned objectives, and the current capability maturity model of the institution. To ensure a comprehensive review of all areas, GBSB Global levers its internal assets like the GBSB Global capability model which considers market leading practices and determines the school's maturity model in different levels (low, medium, high, very high);

- **To-Be Model:** One of the key activities when defining GBSB Global's Strategic Plan is to review the school's mission / vision statements, SWOT matrix, main challenges, new strategic objectives, and the new target capability framework for the next 3-5 years period. Considering the new maturity targets for each capability, a different number of strategic development opportunities are identified;

- **Roadmap:** In this last phase, all strategic initiatives are set in a 3-5 calendar and forecasted in terms of human and financial resources. This is a required input for our budgeting process in order to forecast how many resources are expected to be allocated during the next fiscal year within the institution and sets the first baseline of investment required for the institution in the next cycle.

6.2.2 Budgeting Process

Ref: [GBSBGLO_S2_02]

The budgeting process ensures that the bottom-line of the institution has been properly forecasted and structured in two different categories:

1. **Growth/Transformation Budget:** This category groups all the budget required to implement the planned strategic initiatives that will transform the organisation or support the growth of the institution;

2. **BAU Budget:** This is the budget required to sustain the normal operation of GBSB Global and that needs to be optimised (if possible) to ensure GBSB Global can maximize the amount of resources for the growth and transformation initiatives. This would include salaries, campus maintenance, student services, promotion and enrolment of new students, etc.

On an annual basis, the Planning and Budget Committee triggers the budgeting process which normally takes place between Q3-Q4 of every calendar year. During this timeframe, both budget components (Growth / Transformation and BAU) are planned as follows:

- The growth/transformation budget is planned by the program manager assigned within the strategic plan with consideration towards the initial forecast stated in the strategic plan and iterated internally (by reviewing different implementation approaches) or externally with different service providers. As a result, a more accurate budget is planned and sent to the finance department to be included in the annual budgeting plan.

- The business-as-usual (BAU) budget, is normally set following the previous budgeting period by the different departments. Every department is responsible for planning the next calendar year by determining their internal activity levers and forecasting the level of

increase/decrease for the next period. In case an activity lever is unknown, the previous budget amount is considered to forecast the budget. All budgets are sent by a specific due date (normally, the end of Q3) to the Planning and Budget Committee.

Once all budgets have been forecasted, the Planning and Budget Committee would proceed to consolidate an annual plan for the next period and present it to the Executive Committee that will review and approve it during the Q4.

6.2.2.1 Financial Performance Review

Once an annual budget is approved, the financial performance review ensures the executed budget is in line with the annual plan. Typically, at the end of each quarter the Planning and Budget Committee generates an annual budget follow-up report to identify potential budget execution gaps and corrective actions for the strategic initiatives and the BAU budget. The analysis is performed both at quarter and accumulative level.

In case there is a negative deviation and there is no possibility to amend the situation, the Executive Committee reviews which strategic initiatives can be stopped/delayed in order to transfer the budget to the operational activities and ensure financial sustainability of the institution.

6.3   List of Related Documents

- S2_D1 GBSB Global Strategic Plan

7   Standard 3: Design and Approval of Programmes

7.1   Identification of Potential New Programmes

GBSB Global Business School recognises and supports the need to design, develop and deliver programmes (in an efficient and flexible manner) that anticipate the changing needs of the economy, in line with national and international requirements, and stakeholder requirements. The school strives to cultivate initiatives, which support best practice in modern programme development, in order to maintain GBSB Global as an innovative, current and competitive business school. There are measures to ensure that the school provides programmes that meet the latest demands of the industry. This involves considering the business case for the development of a new programme(s), programme development and design with involvement of different stakeholders and programme approval process.

7.2   The Process of Identification of the Need for New Programmes

Ref: [GBSBGLO_S3_00]

Identification of opportunities for new programme development is a shared responsibility at GBSB Global, and may happen through formal market research by the Marketing Department, in response to a market or a partnership opportunity, or from the school through programme quality assurance and associated self-evaluation processes including institutional and programmatic reviews and feedback mechanisms.

The Executive Committee is responsible for annual programme portfolio revision. Revision process includes reviewing all the programmes being offered by the school and assessing the alignment between the current list of programmes and the latest students/market demands. The committee utilizes the annual research performed by the Marketing Department to assess the relevance of existing programmes in today's market and identify a new need for knowledge or skills which are not covered in the current list of programmes. Furthermore, the committee assesses the results of the module evaluation survey to gather the students' input concerning the existing programmes. This assessment emphasises on programmes with unfavourable feedback related to relevance to professional careers.

In addition to a scheduled annual programme portfolio revision based on research data, any faculty or staff member can present to the Executive Committee a proposal for a new academic programme. Such proposals shall be based on the principle of their alignment with the school's strategic direction and realistic assessment of the resources required. The Executive Committee would review all proposals during the annual programme portfolio revision.

Table TAB_S3_1

Identification of the Need for New Programmes

Identification of the Need for New Programmes	Stakeholders in Charge	Input Required
By annual programme portfolio revision	Executive Committee	• Input from the Admissions and Marketing Departments • Input from the Career Services Department • Input from students and stakeholders
By proposal to the Executive Committee	Any faculty or staff member	• The programme is aligned with the school's strategic direction • There are sufficient resources

7.3   Programme Design and Approval Process

Ref: [GBSBGLO_S3_01]

The following criteria apply to all potential new programmes before they are submitted for approval to ensure that the new programme would serve the school's goals, graduates and the society in general:

- **Alignment with the school's strategic direction:** In order to achieve the school's goals, programmes should be aligned with the school's strategic direction;

- **Identifiable market demand:** This involves the availability of employment opportunities for the graduates of the new programme. The programmes available at GBSB Global are employment-oriented and, therefore, graduates of the programme should have a strong likelihood of being employed;

- **Beneficial to the society:** The programme should have a clear social impact to ensure that graduates of the programme would perform their duties in a manner that benefits the society;

- **Alignment with requirements:** All programmes must align with requirements of the National Commission for Further and Higher Education (NCFHE), the Referencing Report of Malta, and, where applicable, other external accreditation bodies and references such as those of professional and regulatory bodies.

There are five clear stages to developing a programme leading to an award of a degree, incorporating both internal and external activity.

7.3.1 Stage 1: Programme Business Case Approval

This stage is required for new programmes and significant redesign or modifications of existing programmes leading to re-accreditation and where there are significant resource implications. This stage does not apply to the Process of Evaluating and Reviewing Accredited Programmes, Ref: [GBSBGLO_S10_3].

The Head of Innovation and Programme Development in collaboration with the Head of Marketing and Admissions have the responsibility for developing the Programme Business Cases. The Executive Committee has the responsibility for approving Programme Business Cases. Programme Business Case Approval considers the business case for the development of a new programme(s). Operational and academic development plans should, where possible, include details of all new programmes in advance of their development. The Programme Business Case Approval stage of the process aims to ensure that:

- There is a sound business case and sufficient resources;
- The programme is aligned with the school's strategic direction;
- The proposed programme would fall within the known fields of competence of GBSB Global;
- There is an identifiable market demand;
- The marketing strategy is appropriate;
- There are perceived employment opportunities for graduates;
- Graduates of the proposed programme would be well positioned to progress to further study in the field;
- Potential risks have been identified and plans are in place to manage them;
- Estimated budget to launch a new programme is adequate;
- Estimated start date of a new programme and project management implications are outlined.

Formal market research is conducted, including data generated by the Marketing and Admissions Departments, Career Services Department, module evaluation surveys, annual satisfaction survey, review and analysis of programmes offered by other business schools and universities, and information garnered from industry, employers and third parties.

On completion of the relevant market research, the Programme Business Case is prepared by the Head of Innovation and Programme Development and the Head of Marketing and Admissions and presented to the Executive Committee for revision.

In case the Programme Business Case is approved by the Executive Committee, such decision (which impacts on recruitment to programmes) must be completed no later than 30 November, 20 months before the first intake (October starts) in the academic year preceding delivery of the programme.

7.3.2 Stage 2: Designing a Programme for Approval

At this stage, the accrediting body is informed, by the Head of Innovation and Programme Development, of the intention to propose a new programme and be advised of the timescale involved.

The programme development stage results in a complete Programme Accreditation Application Form presenting a final programme proposal for accreditation. The Programme Accreditation Application is prepared using the template provided by the National Commission for Further and Higher Education (NCFHE).

The Head of Innovation and Programme Development has primary responsibility over the academic development of the new programme and drives the programme's documentation through the internal review and approval processes, supported by the Head of Institution to ensure consistency across programmes.

The Head of Innovation and Programme Development appoints the Programme Development Team which is comprised of representatives from the main academic disciplines involved. The objective for the Programme Development Team, under the direction of the Head of Innovation and Programme Development, is to develop a formal programme application that satisfies NCFHE requirements and includes the following:

- Rationale for the new programme;
- Programme structure and content (including specific module descriptors, appropriate to the level);
- Teaching and learning strategy;
- Programme assessment strategy;
- Learning outcomes;
- Required academic resources and support services.

Designing a programme is normally an interactive process with proposals being prepared by the Head of Innovation and Programme Development and reviewed by the Programme Development Team with wider consultations internally and externally as required. This phase includes consultation with key stakeholders such as: learners, graduates, employers and professional bodies, where appropriate, to ensure that all feedback mechanisms are explored. The timescale for programme design and development should allow for such debate and iteration as a healthy and productive part of the overall process. In developing the Programme Accreditation Application Form the Programme Development Team is encouraged to draw upon a number of internal and external information sources, including: market research, information on similar programmes offered by other institutions, industry/employer requirements and relevant consultation, GBSB Global's employment reports, GBSB Global's library resources, feedback from learners and recent graduates from comparable programmes at GBSB Global, feedback from potential candidates, and government reports.

Table TAB_S3_2

Designing a Programme for Approval
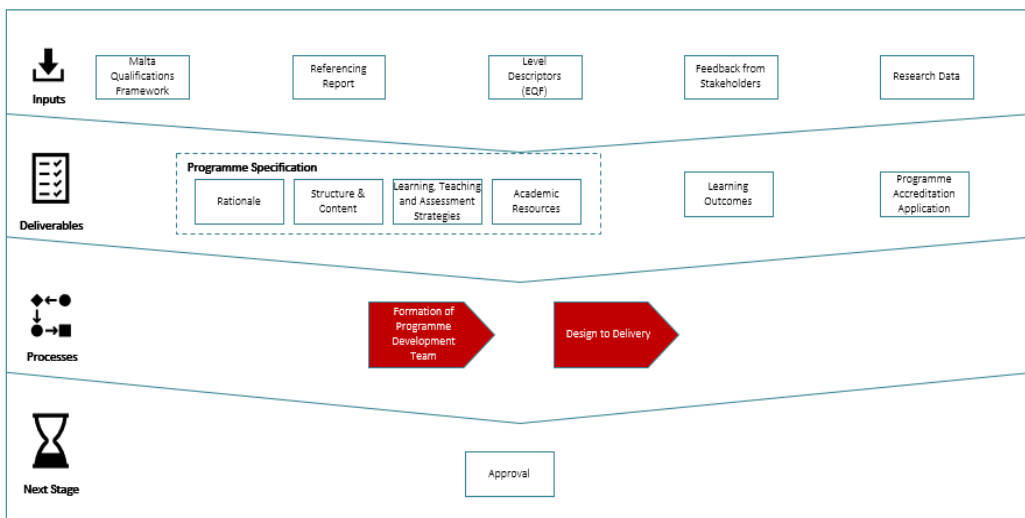
7.3.3   Stage 3: Internal Approval

Internal approval is required before a Programme Accreditation Application Form can be submitted to the NCFHE. When the Designing a Programme for Approval stage is completed, the Programme Accreditation Application Form is reviewed to take cognisance of feedback received from other committees and stakeholders.

The completed Application Form is submitted to the Academic Committee and the Quality Standards and Programme Development Committee for internal review. The two committees prepare feedback which should be sent to the Programme Development Team. Identified issues are considered and documented by the Programme Development Team and the Programme Accreditation Application Form is amended if an as required.

Once internally identified issues are resolved, the Programme Accreditation Application Form is internally approved by the Quality Standards and Programme Development Committee. The finalised version of the Application Form is sent to the Global Managing Director for formal ratification of the willingness of GBSB Global Business School to support the programme.

7.3.4   Stage 4: External Approval

This stage is coordinated through liaison between the Head of Innovation and Programme Development the National Commission for Further and Higher Education (NCFHE).

The Head of Innovation and Programme Development sends the Programme Accreditation Application Form to NCFHE.

After receiving the application form, NCFHE will acknowledge the application and start the programme accreditation process. After the review has been undertaken, NCFHE will provide with two possible outcomes: 1) the submission may proceed to accreditation; 2) the submission does not adequately address the criteria or is not adequately presented.

If the submission is inadequate, then the Programme Development Team will be given a chance to resubmit. This process will be driven by the Head of Innovation and Programme Development. Once the submission satisfies the NCFHE requirements, the programme is formally accredited and is included in the national List of Accredited Modules Offered by Educational Institutions.

7.3.5   Stage 5: Post-External Review

The main focus of this stage is the close-out of issues and the communication of all relevant information to internal functional areas and key stakeholders.

The following activities are carried out to facilitate effective implementation of the programme:

- The programme may now be advertised as leading to an official award;
- All relevant committees and internal stakeholders are informed of the accreditation status;

- A complete set of definitive documentation is made available to the Academics & Students Affairs Department;

- The Planning & Budget Committee meets for final allocation of funds approval required to launch the programme. Once approved, the items are purchased, following the school's purchasing policy for learning resources;

- A definite programme timeline is established by the Academic Committee: for a programme to be offered in the next academic year [October Intake], the accreditation shall be granted no later than 31 January in the academic year preceding delivery of the programme to ensure that any timetabling implications can be accommodated;

- The information about the programme is made public on the website and a brochure is prepared;

- The Admissions Officers are trained on programme details, career paths it offers, and different options a programme provides.

7.4   List of Related Documents

- S3_D1 Programme Business Case
- S3_D2 Programme Accreditation Application Form

8 Standard 4: Student-Centred Learning, Teaching and Assessment

8.1 Teaching, Delivery and Assignments

8.1.1 Main Roles

Teaching, delivery and assignments are essential to the students' learning progress and attainment of programme objectives. Therefore, responsibilities concerning teaching, delivery and assignments have been shared among relevant roles and evaluated on a periodic basis. The following are the main roles involved in teaching, delivery and assignments at GBSB Global:

- **Full-Time Teaching Staff:** A full-time teaching staff delivers a minimum of 8 hours and a maximum of 12 hours per week of teaching hours, and a minimum of 264 teaching hours in an academic year. Full-time tutors with considerable load related to functions other than teaching are granted a release from the need of teaching a minimum of 264 hours per year;

- **Part-Time Teaching Staff:** A part-time member of the teaching staff delivers less than 8 hours per week of teaching hours, or less than 264 teaching hours in an academic year. Part-time tutors form most of the teaching staff at GBSB Global Business School and, therefore, they play an important role in different essential functions and are constantly engaged in different institutional activities. Part-time tutors who are academically-qualified primarily conduct research activities while part-time tutors who are professionally-qualified help GBSB Global to establish relationships with business and industry which is particularly important for organising industrial visits to different companies and organisations, bringing important guest speakers, organising professional conferences and workshops and developing a network for securing internships for GBSB Global students. All part-time tutors are actively engaged with student advising and counselling activities: this can be advising regarding preparation of the undergraduate and graduate Final Project or counselling about professional opportunities in a particular industry. Part-time tutors are also actively helping to develop syllabi for different modules and participate in curriculum development: because some modules at GBSB Global are very innovative (e.g. those related to digital business) teaching staff who are experts in the area play an important role in making sure the knowledge provided to the students is up-to-date;

- **Exam Invigilators:** Several staff members at GBSB Global have been specifically trained to ensure that exam papers fulfil quality standards and examination process are carefully supervised. Specifically, these members of staff verify that all exam papers prepared by

teaching staff comply with standards for exam papers and are consistent with the information provided in the module syllabus. Additionally, these staff members supervise exams or assist teaching staff with exam supervision;

- **Academic Coordinators:** Every academic programme available at GBSB Global has been assigned to an Academic Coordinator. The Academic Coordinator is responsible for supervising every academic aspect of programme delivery and responding to students' inquiries concerning academic matters. Furthermore, they assist the teaching staff solely on matters with direct correlation to academics;

- **Faculty Coordinator:** The Faculty Coordinator is responsible for providing support to both the full-time and adjunct tutors. This involves providing information concerning the tutors' responsibilities, development opportunities as well as monitoring both the performance and development of the teaching staff. This differs with the type of support provided by the Academic Coordinator which is focused on academic matters, such as exams. Furthermore, the Faculty Coordinator handles the recruitment process of new tutors and finalisation of the economic agreement;

- **External Business Professionals and Companies:** The school's emphasis on practical learning led to an active engagement of external business professionals and companies for various learning activities. Accomplished professionals are often invited to deliver workshops, providing the students with the opportunity to directly discuss matters concerning the industry with a wide range of specialists. Furthermore, industrial visits are periodically held to provide the students with a unique insight into current business processes and conditions.

8.1.2 Teaching Load

The institutional policy that determines the normal teaching load of a full-time and any part-time tutor establishes that a normal teaching load should not be more than 12 hours per week in total. The maximum number of hours for a tutor per one academic term cannot exceed 132 teaching hours.

The factor which plays an important role in determining the teaching load is the time needed for adequate module preparation and sufficient time resources for modules follow-up and supervision. In this respect, if there is more than one group of students taking the same module, all such groups will be assigned to the same tutor (because the time to prepare the module does not vary). The institutional policy establishes that one tutor cannot teach more than 4 different modules/disciplines per term.

The two most commonly used ratios are Teaching Staff/Students Ratio and Support Staff/Students Ratio. GBSB Global uses benchmarking obtained from several university rankings. The institutional policy establishes that the total number of full-time equivalent (FTE) tutors and research members cannot be less than 1/25 in relation to the total number of enrolled students at any given time.

Furthermore, the academic planning process always includes the assignation of working hours which should be dedicated to such activities as: final project supervision and direction, student advising and counselling activities. Therefore, the need of tutors for such activities is always properly planned and covered. The combination of full-time and part-time teaching staff allows for an optimal planning of different activities: while full-time tutors take active role in administrative activities, community projects and special projects, part-time tutors, due to their intensive business and industry interaction bring real practical knowledge to the classroom.

8.1.3 Procedure for Selection of Final Project Tutors

Ref: [PRO_S4_0]

As part of the graduation requirements, students must submit a Final Project and receive a passing grade in order to graduate. Both masters and bachelor students receive consultations and counselling from tutors in order to gain feedback and develop high quality work. The selection of Final Project tutors is critical to the students' success. Therefore, the school implements the following criteria and procedures:

Minimum Criteria for Dissertation Tutors:

- Hold a masters' degree;
- Taught at the school for a minimum of 3 academic quarters;
- Must have prior experience as a dissertation supervisor for the corresponding academic level or be an expert in the area chosen by a student for the Final Project.

Procedure:

- The Faculty Coordinator initiates the process by preparing a list of tutors who meet the minimum criteria for Final Project supervision. This involves assessing the tutors' CVs to note the tutors' educational qualifications and experience then calculating the total duration in which the tutors have taught at school;
- Afterwards, the Faculty Coordinator would submit the list to the Head of Institution;
- The Head of Institution assesses the tutors' academic suitability with the task of tutoring the Final Project;

- The shortlist would be provided to the Faculty Coordinator who will proceed to contact the selected Final Project tutors and verify their availability;
- The selection of a tutor who has never tutored a Final Project at GBSB Global may involve a meeting to provide clear information;
- The list of available Final Project tutors is published for all students.

8.2   Teaching Methods

A mixture of teaching/learning methods are used to achieve learning outcomes. Through the use of the selected pedagogical approaches, students become more engaged in the learning process. Active learning methodology is at the centre of all learning and teaching throughout the studies and is defined as an approach to instruction that involves actively engaging students with the module material through discussions, problem solving, case studies, role plays and other methods. Particularly, the following methods are used at GBSB Global:

- **M-1 Lectures:** Lectures are used as a method where an instructor who possesses the knowledge on a given topic delivers all relevant information to students verbally;
- **M-2 Independent Study and Readings:** Students complete independent study and readings with the guidance and under the supervision of a tutor;
- **M-3 Debates and Discussions:** Debates and discussions are considered as one of the many active learning strategies to motivate students and encourage proactive thinking, improve communication skills and facilitate immediate feedback from students;
- **M-4 Case Studies:** The highly dynamic and hands-on case study method serves as one of the main programme's learning methodologies. With up-to-date case studies, students learn how to manage businesses, products and crises before leaving the classroom;
- **M-5 Individual Work:** To stimulate individualised learning and encourage students' autonomy and responsibility in relation to their studies, individual work is used as a teaching method which recognises the role of individual learners in directing their own learning process;
- **M-6 Group Work:** Group work (cooperative learning) is a method of instruction that gets students to work together in groups. It is essential for developing teamwork and collaboration skills;
- **M-7 Research Project:** Library and research-based assignments help build students' research and thinking skills. Engaging students with research strategies help them learn to gather and assess information in any format;

- **M-8 Public Presentation:** Presentations usually form a natural part of another assignment and help improve students' public speaking skills, an ability to design and create a presentation, and organise thoughts and material in a logical manner;

- **M-9 Practical Session:** Practical sessions provide an opportunity for students to apply and investigate theoretical knowledge and develop practical skills. A practical session can be computer-based, involve creativity exercises or solving problem-sets with a tutor. The format of practical sessions varies depending on the unit of studies;

- **M-10 Self-reflection Report:** As demonstrated by various studies, the process of learning comes through the act of self-reflection. Being open to self-reflection and honest critique is hard, however, it helps learners gain self-awareness, and assess learning gaps; it also challenges students to connect class activities with unit objectives and to develop higher-level thinking and problem solving;

- **M-11 Learning-by-doing:** Learning-by-doing method is included in some units as discovery versus instruction or practical experience versus book-learning and allows to acquire an awareness of the process practices and the skills necessary to solve real problems;

- **M-12 Feedback from Classmates:** Feedback from peers is a motivator for students to actively join the learning process as it creates more opportunities for an in-depth discussion about the feedback and allows students to learn how to use the evaluation criteria and standards objectively so that they can apply them easier to monitor their own work;

- **M-13 Workshop:** Workshops usually involve invited professionals who teach students hands-on skills and latest instantly applicable workplace practices related to a certain area of study;

- **M-14 Guest Speakers:** Guest speakers typically talk to students about their experiences and achievements in the workplace as part of a lecture and provide an excellent chance for students to learn from their expertise, build contacts and network with professionals;

- **M-15 Teambuilding:** Teambuilding is about providing the skills, training and resources that students need so that they can successfully accomplish group work. Additionally, teambuilding as a method is used for developing entrepreneurship and soft skills;

- **M-16 Collaborative Classroom Exercises:** Active exchange of ideas within groups of students promotes critical and innovative thinking, creativity and develops entrepreneurial skills. Such exercises create more interactive and collaborative classroom environment which helps to accommodate students who have different learning styles;

- **M-17 Creativity Exercises:** Several proved teaching and learning methods to develop creativity are used in the programme and primarily consist in creativity exercises which encourage students to practice creativity rather than engage intellectually with creativity;

- **M-18 Flipped Classroom:** In some units, students watch pre-recorded lectures at home and complete assignments in class, as opposed to hearing lectures in class and doing homework at home. Tutors may use their own instructional videos or pre-made videos from online sources;

- **M-19 Game-based Learning:** Game-based learning (simulations) use real-life scenarios that depict several challenges, which students will eventually face after the module completion. It is only natural that mistakes happen during the module of learning, and using simulations is a great way to present students with a real-life situation allowing them to learn from mistakes;

- **M-20 Group Problem-solving:** Group work normally results in group problem-solving, but this method is particularly important when solving case studies and problem sets and is used in and outside the classroom;

- **M-21 Direct Question and Response:** The ability to ask and answer questions is central to training and development. Questions allow to check understanding, help students identify what has been learned and can also stimulate discussion;

- **M-22 Brainstorming:** Brainstorming is used as a strategy to generate ideas on a given topic. It helps students to come up with creative solutions to problems and provides a free and open environment that encourages everyone to participate;

- **M-23 Field Study:** Field study as a teaching method is used in some assignments in the form of face-to-face interviewing, telephone surveys or direct observation. Such approach enables students to observe businesses at first hand within a dynamic and rapidly changing business environment;

- **M-24 Project-based Learning:** Students acquire a deeper knowledge through active exploration of real-world challenges and problems and develop knowledge and skills through projects organised around issues they may face in the real world;

- **M-25 Role Plays:** Role plays allow students to explore realistic situations by interacting with each other in a managed way in order to develop experience and try different strategies in a supported environment.

8.2.1   Teaching Methods in Online Delivery

The online programmes provided by GBSB Global Business School were designed to replicate a traditional classroom environment so that students who cannot attend the traditional

classes for personal or professional reasons can fully experience the programme, collaborate with classmates, participate in projects, develop communication and leadership skills.

GBSB Global's digital learning platform levers the Microsoft Office 365 for Education platform which includes modern digital tools guaranteeing:

- **Personalised Online Learning:** Modern online education platform that supports remote collaboration, teamwork and online interaction between the school, students and educators; increases learning opportunities for students all over the world regardless of cultural and geographic limitations;
- **Development of Learning Community:** Access to various tools and platforms included in Office 365 for Education suite; Management of time, schedule, tasks and setting priorities; Staying updated and communicating with peers, teachers and the school; Access to digital classroom, assignments and assessments; Information on all upcoming events and recent news.

Specific attention is given to online participation and communication, teamwork and planning of projects, assignments, and notes taking. Considering that online students do not physically attend classes, online participation becomes a vital aspect of pedagogy and assessment as it allows a tutor to understand:

- Whether a student got familiar with posted class materials;
- Whether a student understood concepts and theories explained;
- Whether a student is capable to participate in discussions related to a topic;
- Whether there is any knowledge gap and additional explanation, or some other study materials should be provided by a tutor.

Online participation is carefully evaluated every week based on the student's involvement in online campus activities such as the following:

- **Completion of Quizzes:** After several classes, a tutor would provide the students with some questions in the format of a quiz. After getting familiar with the class materials the students should answer the questions of the quiz. Such quizzes provide an indication of whether a student reviewed the uploaded materials and class recordings and whether a student understood the concepts explained;
- **Conversations and Discussions:** A conversations tab is a "timeline" of each class session. The tutor will challenge the students by asking questions or posting some content expecting everyone to comment. Students are expected to take initiative in asking

questions and answering other students. This will generate a discussion or a debate around different class topics. Students are expected to participate weekly in these discussions and it will directly impact their grade for the online participation component.

Another important aspect in online learning is teamwork and students are encouraged to work together on an assignment or a project. The functionality of the learning platform makes it possible for the students to view, edit, and collaborate on the documents right within the online learning environment. In terms of Word, Excel, and PowerPoint, students can see changes made by one another almost in real time. Students are advised against doing teamwork outside the learning platform (e.g. e-mail) so that a tutor could at any time consult the progress of a team, supervise a team or track the contribution of each team member. Additionally, they can have a project group where to discuss issues, use Skype for Business for virtual meetings, use Microsoft Planner for correct execution of the assignment/project, division of roles and responsibilities.

Furthermore, weekly assignments and other deliverables requested by a tutor are important components of learning, assessment and progress. It is important for students to submit all assignments on time and according to the instructions provided by a tutor. A tutor would publish an assignment in the Conversations tab and students would receive a notification as well as information about a deadline.

Every week, tutors release lecture recordings and various study materials. Students may decide to take notes of the information available in those materials in order to ease their learning process or prepare for the final exam. Microsoft Teams provide students with the option to write, edit and store digital notes on the platform. These notes can be easily accessed by the students through either a desktop computer or a tablet.

8.3 Assessment Procedures

A student's performance is assessed continuously throughout the studies. The approach to assessment is described in the module outline, which is discussed during the first session of the module by the tutor. A variety of assessment procedures are used to assess the students' learning performance, namely:

- **A-1 Participation:** Quality of participation is a valuable and necessary assessment criterion when active learning methodology is used. Assessing participation rewards development of oral skills and group skills such as interacting and cooperating with peers and a tutor. Participation is assessed in every unit of the programme;

- **A-2 Individual Assignments:** Students complete individual assignments independently with the guidance and under the supervision of a tutor. Such assignments normally refer to one particular area of the unit material and result in a written piece of work, but can also consist in preparing a piece of multimedia work (e.g. video) or producing a piece of creative work (e.g. mood board, a product prototype);

- **A-3 Group Assignments:** Students complete group assignments by working with peers with the guidance and under the supervision of a tutor. Such assignments normally refer to one particular area of the unit material and result in a written piece of work, but can also consist in preparing a piece of multimedia work (e.g. video) or producing a piece of creative work (e.g. mood board, a product prototype);

- **A-4 Written Exam:** Written exams involve students answering questions to test their understanding. They can include long written essay answers, short text answers, problems or multiple-choice questions;

- **A-5 Presentation:** Oral presentations as assessment items are used to assess student learning from student individual or group research projects. Presentations allow students to practice presentation and organisation skills: speaking to an audience, responding to questions, planning timings, creating presentation media and supplementary handouts;

- **A-6 Self-reflection Assignment:** The purpose of this assessment method is to improve student learning; therefore, assessment of self-reflection does not involve judging the contents of a completed assignment but rather evaluating a student's effort to complete such assignment according to given guidelines;

- **A-7 Final Individual Assignment/Project:** Final individual assignment/ project provides experience with planning, executing and formally reporting on overall unit understanding within a set time. In contrast to individual assignments which assess a particular area of understanding of the unit material, final individual assignment/ project normally assesses the overall learning outcomes for the unit;

- **A-8 Group Final Project/Research Project:** Group final projects include practical and research components and are used for both formative and summative assessment. In contrast to group assignments which assess an area of understanding of the unit material, group final project normally assesses the overall learning outcomes for the unit. A mark is given to each member of the group based on a single piece of work submitted by the group;

- **A-9 Quizzes:** Quizzes are used for continuous assessment only and assess student understanding of the concepts taught.

8.3.1 Ensuring Consistency, Fairness, and Accuracy of Assessment

The ultimate purpose of assessment at GBSB Global is to make sure that it accurately and consistently measures what students know and can do by applying knowledge and understanding. GBSB Global Business School is committed to a transparent, consistent, accessible and fair process of assessment of learners and aims to ensure clear understanding by teaching staff and students of the assessment process and criteria.

8.3.1.1 Consistency of Assessment

The following principles are applied to ensure that the results of assessments are consistent and reliable:

- **The use of systematic procedures to determine students' scores on assessments:** It is required that written scoring instruments (e.g. rubric or point scheme) are used to score assessments where possible. Such instruments, developed with the help of the Internal Quality Assurance Unit at GBSB Global, are standardised across different academic programmes and cohorts of students and allow to consistently measure results in each academic year and in each programme. Particularly, it is required to use a standardised rubric to assess such assessment procedures as participation, presentation, and procedures which assess the achievement of overall learning outcomes for the unit/ programme, such as final individual assignments/project, group final project/research project and final master's project (capstone) or bachelor's thesis (dissertation);

- **Students are given several opportunities to demonstrate achievement of each learning outcome:** The intended learning outcomes acquired by the learner at the end of each academic programme are always covered in more than one module of that programme so that students could complete more tasks in the domain of each learning outcome and could have more opportunities to demonstrate their achievement of that learning outcome;

- **Assessments are designed to minimise measurement error:** The main sources of measurement error in assessment are inconsistent scoring, inconsistent student performance on different items or tasks, or an insufficient number of items or tasks to make an accurate statement about student performance. To maximise reliability of assessment, standardised syllabi for all units within each academic programme are used in each academic year that detail the exact exercises, activities and tasks the students must complete;

- **Formative and summative assessment should be included in each programme:** Formative and summative assessment should be incorporated into programmes to ensure that the purposes of assessment are adequately addressed;

- **Teaching staff, supervisors and all assessors are trained to increase consistency and reliability:** Staff who conduct assessments to confirm student achievement of learning outcomes are specifically trained in all assessment instruments used at the school. Such trainings are designed and supervised by the Head of Institution with assistance of the Internal Quality Assurance Unit. Specific guidelines are given to the assessors detailing how to generate and apply outline solutions and marking schemes;

- **Using the full range of assessment opportunities available within a specific academic programme:** Teacher-based formative assessment allows for important achievements to be measured that are more difficult to capture in exams, such as extended projects, practical assignments or oral work. Therefore, teaching staff shall use the full potential of different assessment procedures to cover the full range of goals specified in the curriculum; this is ensured by assisting tutors in designing syllabi and approving each module syllabus in advance (the responsibility of the Head of Institution and the Quality Standards and Programme Development Committee as part of the Programme Design and Approval Process, Ref: [GBSBGLO_S3_01] and the Process of Evaluating and Reviewing Accredited Programmes, Ref: [GBSBGLO_S10_3].

8.3.1.2 Fairness of Assessment

To ensure that the assessment procedures are fair GBSB Global makes sure that all learners are informed of the system of assessment in advance and are provided with detailed information on the assessment process before the start of each academic module. Therefore, learners know in advance on what they will be assessed, what the expectations are of them, and what level of proficiency is associated with each scoring decision.

The following is clearly outlined in the module syllabus:

- Description of the nature of assignments and projects included in each unit;
- Deadlines to submit assignments and projects;
- Assessment plan for the module;
- In most cases assessment rubrics are provided within the syllabus to give the opportunity to self-assess.

Additionally, Student Guidelines and Academic Policies and the IQA Framework available to all students prior to the commencement date of their academic programme provide for the following issues and situations related to assessment:

- Student responsibilities in relation to assessment that include: handing up assessments by the agreed deadline; the importance of confirming work is one's own; the importance of being present for examinations; acceptable behaviour in examinations; respect for the work of other students; academic integrity principles;
- Repercussions to the student if these responsibilities are not met;
- Grade scheme and conditions for the assessment to be considered as passed;
- Circumstances under which a student can repeat an assessment;
- Avenues open to a student who wants to appeal his/her result and the appeal process;
- Special accommodations available and the method of accessing these for students with special needs. As far as is possible without compromising academic standards, inclusive and equitable assessment should be available to ensure that tasks and procedures do not disadvantage any group or individual.

8.3.1.3 Accuracy of Assessment

A consistent approach to assessment within all modules aims at ensuring that all students are assessed on the same tasks and that their results are measured by the same standards. In this respect, avoiding bias helps to guarantee greater accuracy in the work of assessment. To ensure that the marking process is free of bias and discrimination, the following measures are in place at GBSB Global:

- **Where applicable, the student's identity remains unknown throughout the assessment:** A unique identity code is assigned to each student at GBSB Global. Where feasible (e.g. during written examinations), only a student's code needs to be informed on examination papers;
- **Internal verification of the summative assessments:** Following the teacher-based assessment, the works which assess the achievement of overall learning outcomes for the academic units must be subject to internal verification by an appointed internal verifier. Depending on the nature of the assessment, either a total amount of works or randomly selected works will be verified;
- **Appointment of internal verifiers:** The Head of Institution is responsible for appointing internal verifiers. All internal verifiers must be familiar with assessment procedures and requirements, grading schemes and IQA provisions for assessment and evaluation; they should not be the original assessors for the assignments to be internally verified;

- **Issues of inconsistency are to be addressed to the Academic Committee:** Any issues identified by internal verifiers will be included in their respective reports and will be addressed to the Academic Committee. Any discrepancies highlighted, that are resulting in an inconsistency of marking between the assessors, must be resolved before communicating the evaluation results to students;

- **Approval of results:** All results provided by assessors on the overall performance in the academic module are deemed provisional and should not be given to learners until after the Academic Committee have met and signed off on them. This is implemented to timely detect any inconsistencies (e.g. too high or too low grades in the whole group) and to resolve any issues before communicating the evaluation results to students;

- **Appointment of an external committee:** In situations where a student makes a grade appeal according to the Grade Appeal Procedure, Ref: [PRO_S4_3] an external committee comprised of the teaching staff from other institutions and independent experts will be formed to assess that student's work. The Academic Committee is responsible for appointing an external committee for the matters related to grade appeals;

- **Final Project defence committee:** Undergraduate Thesis (dissertation) and Master's Final Projects (capstone) are assessed by the defence committee formed by three assessors who were not final project tutors of the specific groups of students. Defence committees are formed based on the area of their specialisation and the students' Final Projects to be defended. External faculty and experts from other institutions are also invited to form the defence committee. The requirements to become a member of the Defence Committee are similar to those stated in the Procedure for Selection of Final Project Tutors, Ref: [PRO_S4_0]. The appointment of the defence committee is the responsibility of the Head of Institution.

8.3.2 Providing Feedback to Students

Timely feedback that promotes learning and facilitates improvement should be an integral part of the assessment process. Students are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to students in advance.

- **Formative assessment feedback:** Apart from providing feedback following an assessment, feedback should also be delivered by tutors during instruction, allowing tutors to identify student misunderstandings and help correct their errors. The formative feedback is crucial for improving knowledge, skills, and understanding, and is also a significant factor in motivating student learning and encouraging the achievement of the learning outcomes. Students must use this feedback provided by the tutor to engage in

the appropriate actions required to close the gap between the actual and desired level of performance. Therefore, for successful student learning, formative feedback should not be one-sided but involve both the tutor and the students. *Supervised placement and practice hours* in each academic unit provide for the time when learners are supervised, coached or mentored and should also be used for providing meaningful feedback;

- **Summative assessment feedback:** Where appropriate, tutors are required to provide in writing the descriptions of strengths and weaknesses of summative assessment tasks. Such descriptions should contain the information that will assist and guide students to take follow-up actions. If any student wishes to receive further clarification about the feedback provided on a summative assessment task, they will need to contact their Academic Coordinator who will help to arrange a meeting with the tutor and/or internal verifier responsible for assessing that piece of student work. GBSB Global will not however permit work to be remarked or reconsidered in the absence of any upheld ground for appeal;

- **Feedback on overall learning progress:** Considering different procedures related to student progression and retention described in the Standard 5 of this IQA Framework as well as approaches to provision of academic support by administrative staff described in the Standard 7 of this IQA Framework, students who were identified as at risk of academic failure are entitled to receive feedback provided by the Academic Coordinators and in some circumstances by the Head of Institution related to their overall learning progress in the academic programme and areas which require considerable improvement. Such feedback is grounded on different types of information (performance, attendance, grades, GPA, and prior meetings with the student's tutors) which allow to construct a comprehensive analysis of the student's academic progress towards achievement of the learning outcomes;

- **Provision of academic support by teaching staff:** The Standard 7 of this IQA Framework states the need for provision of continuous academic support by the teaching staff with the purpose to provide learning advice to students. Such support should be based on feedback related to the strengths and weaknesses of students and on how to convert strengths into an opportunity to achieve learning outcomes more efficiently at the same time mitigating weaknesses so that they do not become an obstacle towards achievement of the learning outcomes and future career plans.

8.4 Evaluation

8.4.1 Grades Scheme

Table TAB_S4_1

Grade Scheme

Grade	Description	Marks	Percentage	On 4.00 Scale	Result
A	*Exceptional*				
	Superior performance showing comprehensive understanding of the subject matter	A	95-100	4.00	Distinction
		A-	90-94	3.70	Excellent
B	*Good*				
	Clearly above average performance with knowledge of the subject and understanding of the subject matter	B+	87-89	3.33	Good
		B	84-86	3.00	Good
		B-	80-83	2.70	Good
C	*Fair*				
	Basic understanding of the subject matter	C+	77-79	2.30	Satisfactory
		C	74-76	2.00	Satisfactory
		C-	70-73	1.70	Satisfactory
D	*Poor*				
	Marginal performance – generally bad preparation for the module	D+	67-69	1.30	Below Average
		D	64-66	1.0	Below Average
		D-	60-63	0.70	Below Average
F	*Fail*	F	< 60	0	Make-up exam or Retake depending on performance
FA	*Fail due to absences*				**Repeat Module**
	Unsatisfactory performance & absenteeism: the student must repeat the module				

All modules follow a standard grading system with a prefinal grade and final exam grade playing an important role in the module outcome. The Prefinal grade is a weighted sum of the student performance evaluation (e.g. participation, homework, project, etc.) excluding final exam.

By the end of the module, each student is expected to accumulate at least 50% of the prefinal grade. For example, if the prefinal grade in the module is 60% (60 points of the total 100), the student should have accumulated at least 30 points as a prefinal grade. The lower the prefinal grade, the higher the score should be earned on the final exam in order to achieve a pass standing for the module which is 60%. Regardless of the mark received on the final exam, if the overall grade of the module is less than 60%, it means that the student did not perform sufficiently during the studies and failed to achieve the required learning outcomes. The student would have to retake the whole module and pay the associated fee.

On the other hand, if the student's performance during the module was good (i.e. the value of the prefinal grade is 50% or more), but the final exam mark is lower than the required minimum which is 50 points, the student may be eligible for the final exam make-up rather than retake of the whole module. All the module evaluation outcomes are calculated automatically and displayed in the "Grades File" that is published on Students' One Drive in the end of every term.

For better understanding of how the grading system works, the students can refer to the table and the explanations provided in the table below:

Table TAB_S4_2

Scenarios for the Module Outcome

Module Grading (see the Syllabus)		Scenario 1	Scenario 2	Scenario 3	Scenario 4
Participation	10%	100	60	100	50
Assignments	10%	80	70	80	60
Final Project	40%	90	55	95	40
Prefinal Grade	**60**	**54**	**35**	**56**	**27**
Final Exam	40%	90	55	**40**	**40**
Cumulative Grade	**100%**	**90**	**57**	**0**	**0**
Mark	**Letter**	**A-**	**F**	**F**	**F**
Outcome	**N/A**	**Pass**	**make-up**	**make-up**	**Retake**
Please note that this is just an example and the grading system (including the share of the prefinal grade) may change depending on the module.					

- **Scenario 1:** Prefinal grade is 54 points out of 60 points (54 represents 90% out of 60), final exam grade is more than 50 points, the cumulative grade is more than 60 points then the outcome is a passing grade;
- **Scenario 2:** Prefinal grade is 35 points out of 60 points (35 represents 58% out of 60), final exam grade is more than 50 points, the cumulative grade is less than 60 points ☐ the outcome is a make-up exam. A student is eligible for a make-up exam rather than

retake because in this case the prefinal grade equal or more than 50% implies that the student has fulfilled at least 50% of the required workload;

- **Scenario 3:** Prefinal grade is 56 points out of 60 points (56 represents 93% out of 60), final exam grade is less than 50 points then the outcome is a make-up exam. A student is eligible for a make-up exam rather than retake because in this case the prefinal grade equal or more than 50% implies that the student has fulfilled at least 50% of the required workload;

- **Scenario 4:** Prefinal grade is 27 points out of 60 points (27 represents 45% out of 60), final exam grade is less than 50 points then the outcome is a retake. A student is not eligible for a make-up exam but will have to repeat the whole module because the prefinal grade less than 50% implies and final exam less than 50 points imply that the student has not fulfilled at least 50% of the required workload.

The inability to get at least 50 points on the final exam can happen for one of the following reasons:

- The student did not study properly during the whole term and the failure of the final exam is a result of the student's poor work;
- The student displayed good performance during the whole term but failed the final exam due to some contingency factors.

Under no circumstances can a student attend a make-up exam if he or she did not attend the main exam during the exam week without a justified reason for their absence. In this case, the student fails the module without an option to take the make-up exam.

8.4.2 Final Examinations

Any student who does not take the final examination will not receive credit for the module. If a student is absent from the final examination and has valid justification, they can be considered to make-up the exam during the make-up exams week. All valid justifications should correspond to a written certificate and be handed to the Academic Coordinator of the programme as an original document no later than 5 calendar days after the exam took place. Valid reasons are those concerning serious family or health-related problems. As already mentioned, these circumstances should be accompanied by an official documentation, and the approval of the exam deferral will always remain under the Academics & Students Affairs Department's discretion.

If the students do not make up the examination within the allocated time frame, they will receive a "F" (fail), and the student will be required to repeat the module and pay the corresponding fee. Furthermore, students arriving more than 10 minutes late to the final exam will

not be allowed to enter the classroom, and the final exam will be considered as not attended. Failure to attend the final exam or getting a zero (0) on final exam will mean automatic failure of the entire module. Final examinations have rules and regulations that need to be read and understood by the student before the starting of the exam.

8.4.2.1 Make-Up Exam Procedure
REF: [PRO_S4_2]

Make-up exams are an additional opportunity to improve the grade received in a final exam and may occur for the following reasons:

- When a student fails a final exam, but the rest of his/her performance is satisfactory;
- When a student misses a final exam for a justified reason (e.g. serious illness).

The make-up exams for each term will take place in the 6th week of the following term and cannot be scheduled for a different period.

All students who need to undertake the make-up exam should complete a registration form and pay the respective academic fee. The deadline to do this is 7 calendar days after the module grades are received. Students who do not follow these steps will not be permitted to take the exam. After registering and paying the fee, GBSB Global's staff will communicate the exact date and time of the exam. This date and time cannot be modified under any circumstances.

If a student does not register for the make-up exam within one week, after receiving the module grades, they automatically lose the chance to retake the exam and will have to retake the entire module again. If a student has registered for the make-up exam and did not attend it, the payment will neither be refunded nor cover any other extra credits.

If a student cannot attend a make-up exam for a valid reason confirmed by a medical certificate, then an extraordinary exam session may be held depending on the decision of the administration and the Head of Institution.

The students who do not pay the corresponding fee will not be allowed to take the make-up exam and will need to retake the entire module again in the following academic year by paying for the corresponding credits in full. It is not possible to take the make-up exam in the next academic year. All students will have only one chance to take the make-up exam.

If the make-up exam has been taken successfully (not less than 50 points) but the cumulative grade including the homework and projects is still less than 60, then the student will have to retake the entire module again. The students should follow these steps:

- Fill in the make-up exam form within one week after receiving the grades and pay the corresponding tuition fee;
- The administration will inform you about the exact date and time. This date cannot be modified under any circumstance;
- Prepare for the exam and attend it during week 6 of the following term;
- Receive your updated final grade for the module.

8.4.3 Students Failing Other Components of the Evaluation

Other elements of the module evaluation such as participation, homework, presentations, projects, group work, attendance to industrial visits, etc., will not be eligible for a make-up. If a student fails a module due to low performance or incompletion of these requirements, he or she will have to repeat the entire module.

If a student does not attend a final project presentation due to a justified reason, the submitted report/document justifying the absence will be assessed by the Academics Department. Absence at class sessions where important tasks are taking place, such as final presentations, quizzes or similar, are not allowed without a justified reason even if a student has not reached the 20% absence limit. Missing such class sessions without a justified reason will mean receiving a zero for the corresponding activity.

If a student fails a module due to the incompletion of these requirements but comes with a valid justification (e.g. medical certificate) an ad-hoc decision will be taken in each individual case by the Academics Department. Official documents proving evidence of this justification will be required.

8.4.4 Failing Compulsory Modules

Bachelor and master's degree seeking students who receive a failing grade (F) in any compulsory module due to a low grade on the final exam and not general performance (e.g. homework submission, attendance) will be given a second chance to pass the exam. Students who do not take the make-up exam, fail the make-up exam, or fail the module due to other circumstances will have to repeat the entire module again.

8.4.5 Failing Final Project

Work on an undergraduate Thesis (dissertation) or a Master's Final Project (capstone) is regulated by either **Thesis Guidelines** or **Final Project Guidelines** published by GBSB Global Business School and distributed to all students at the start of their studies at GBSB Global and available to them throughout the whole programme on the school's Intranet. This document provides details on the timeline, deadlines, format and requirements for the Thesis/Final Project as well as on the assessment procedure of the Thesis/Final Project and requirements to qualify for the Thesis/Final Project Defence.

In circumstances when a student fails the Thesis/Final Project Defence, he or she will have to register for the Thesis/Final Project module again. Depending on the situation, the Defence Committee will indicate whether the submitted work can be improved and presented again or if the student needs to elaborate a new Thesis/Final Project (e.g. in cases of detected plagiarism). Following the Procedure for Monitoring of Final Project Results, Ref: [PRO_S5_7], the student will be referred to his/her Thesis/Final Project tutor to improve the work or, where specifically requested by the student and/or defined by the Academic Committee, a new Thesis/Final Project tutor can be assigned.

If any student for whatever reason did not defend or failed their Thesis/Final Project Defence, he/she will have two natural years from the moment of finishing all modules in the programme to present the work for the defence again. Students who do not defend their Thesis/Final Project within two years after completing all other graduation requirements, will not be awarded GBSB Global's degree. Each student has only two defence attempts where the first attempt is a planned defence, and the second one is a retake. Should this condition not be met the student will be issued the Certificate of Studies.

8.4.6 Grade Appeal Procedure

REF: [PRO_S4_3]

If a student is dissatisfied with a grade received at GBSB Global Business School, the following procedure must be followed, should a student wish to appeal the grade;

- The student will first discuss the grade with the tutor of the module to understand why a certain grade has been received;
- If the student is not satisfied with the explanation provided by the tutor, the student will provide a formal written request appealing the grade to the school's administration. The

written request must include the class, tutor, grade received, date, the conclusion from the meeting with the tutor and the specific reason(s) for appealing the grade;

- The Academics & Student Affairs Department will perform the due diligence necessary to assess the merits of the appeal request. This includes, but is not limited to, meeting with the student, meeting with the tutor, or requesting the tutor to provide an official reply to the grade appeal;

- After a careful investigation, the Academics & Student Affairs Department will communicate the decision to the student;

- If the student is still not happy with the final action, their grade appeal with all of the supporting documentation, will be submitted to an external committee, and the student may be required to take additional examination(s) with external evaluators. The decision made by the external committee will be final;

- A formal written request for grade appeals must be submitted no later than 15 calendar days after grades have been reported by the administration.

8.4.7 Class Attendance

Class attendance is mandatory at GBSB Global which means that students are expected to attend all scheduled classes. Attendance will be marked by the tutors and monitored by the administration staff. Nonetheless, students are responsible for checking the attendance list by reviewing the weekly attendance sheets. If any mistakes have been made, students should contact the relevant tutor within 5 calendar days with an explanation of the issue and prove of their attendance.

Students who arrived less than 10 minutes late could be allowed to enter the classroom, depending upon the tutor's consideration. This means that if the tutor has started the class and believes that those arriving late may disturb the class, he/she has a right not to allow any late students to enter the classroom. Students who are more than 10 minutes late should not be allowed to enter the classroom until the next break. In case the student is not allowed to enter the classroom in the first part of the class or is late more than 10 min, then the attendance will be rated at 50% or a half class. This margin of time is not applicable after the mid-class break, i.e. students coming late or not returning after the break, will not be allowed into the class and/or will get documented only 50% of presence. Continuous late arrivals by a student give the tutor the right to dismiss that student from the class, with a failing grade.

In accordance with GBSB Global policy, there is a mandatory 80% attendance rule for students. This means that, for example, in a 10-session module (20 hours) students will only be allowed to miss 2 sessions (4 hours). For absences exceeding 20% of the classes, students

should submit corresponding medical documentation. In this case, the absence limit can be increased up to 30%. Should a student fail a module due to non-attendance, he/she will be required to retake the module again and pay the corresponding tuition fees in full.

Absence is not considered to be a justifiable excuse for not submitting the required homework for the following session. Students are responsible for informing themselves on the class content and homework submission dates regardless of being absent from the class when the deadline was announced.

In order to be eligible to sit/submit a final exam, students should attend at least 80% of the classes. In case of a serious illness, based on the provided medical documentation the Academic Committee may allow the student to attend/submit the final exam, if both justified and unjustified absences do not exceed more than 30% of classes for a specific module. If in the unfortunate case, a student misses more than 30% of the class time, he/she should notify the Academic Coordinator as soon as possible to discuss potential absences due to the same reason and to request the Academic Leave to make sure he/she will not be subject to extra fees for retaking the modules.

For attendance rates below 70% for serious medical reasons, the ultimate decision of whether a student is eligible to sit/submit a final exam lies with the Academic Committee based on general student performance and the official medical reports. Only complete reports from official health authorities will be accepted to demonstrate or authorise this situation. Regular visits to doctors which do not require a student to be hospitalised are not considered as a sufficient basis to request the Academic Leave nor to justify absences exceeding 30%.

Table TAB_S4_3

Attendance

% of Absences	Consequences
Up to 20%	Unjustified absences (no documentation needs to be presented). Students take full responsibility for missing the classes for unjustified reasons.
21-30%	Should be justified (only serious medical cases are considered; an official medical certificate from a medical centre should be submitted).
More than 30%	Individual cases

8.5 Meeting Requirements for Diversity and Student Needs

Table TAB_S4_4

Meeting Requirements of Students with Special Needs

Phase	Special Support
During On-campus Study	Students with vision impairment may request for learning materials be provided in large print electronic format.
	Students with vision and/or hearing impairment have priority to first row of seats during classes.
	Students with verified learning disorder, such as ADHD, may request for permission to make an audio recording of the class sessions, subject to the tutor's permission and agreement to not distribute the recording.
	Students may request for assistance in finding the electronic version of the reading materials.
	Tutors are expected to avoid reliance on visual cues in classrooms attended by students with vision impairment.
During Examinations	Any request for additional arrangements for examinations should be made two weeks in advance.
	Students should present medical evidence portraying the need for additional arrangements to be made.
	The type of additional arrangements is subject to the student's conditions and the availability of resources.
	Students with dyslexia receive 25% extra time to complete their exam.
	Students with mobility impairment that influences the ability to write and type would be allowed to use Microsoft's dictation feature to complete their exam in a separate area.
	Students with vision impairment may request for exam materials to be provided in larger font.
Submission of Assignments	The deadline for assessment projects is not subject to adjustments, unless the student face major and unforeseen changes in terms of health conditions. Due to the varying nature and extent of these situations will be handled on a case-by-case basis.
	Students with vision impairment may request to be provided with instructions concerning their assignments in larger fonts.
During Assessments	Tutors are advised to be considerate about certain difficulties, such as dyslexia, when assessing assignments. Upon the student's consent, the tutor will be reminded about the student's condition as to avoid penalisation of spelling and syntax errors.

With respect to students with special needs, Microsoft O365 Cloud Platform offers a range of tools and functionalities for students with special needs related to vision, hearing,

neurodiversity, learning, mobility, and mental health. Further information is available at https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1:primaryr2

8.6   Academic Integrity

Academic honesty and self-discipline are essential aspects of learning and is one of the most important values taken into account by academic communities throughout the world. GBSB Global, as an internationally accredited business school, follows strict standards of academic honesty which all students must follow. Academic dishonesty includes, but is not limited to, plagiarism, cheating on exams, unauthorised collaboration, attempted theft of academic records, or examinations and alteration of grades.

8.6.1   Types of Academic Misconduct

8.6.1.1   Plagiarism

Plagiarism is defined as a dishonest and unethical practice of presenting someone else's ideas, words, or work as if they were one's own. By submitting work as one's own, a student is being disrespectful to his/her classmates, the tutor, and the school rules. Therefore, it is crucial that students always avoid plagiarism. There are five main types of plagiarism, and they are explained below:

- **Direct Copying:** Copy and paste someone's spoken or written material (i.e. books, articles, essays, assignment, etc.) and present as if it were your work;
- **Word-switching:** Copy and paste someone's spoken or written material (i.e. books, articles, essays, assignment, etc.) then change words (for example, different becomes various) here and there throughout the paper, then present it as if it were your work;
- **Concealing Sources:** Taking someone's spoken or written material (i.e. books, articles, essays, assignment, etc.) and not citing all the sources used or only citing it once when the source is used multiple times;
- **Buying Assignments:** Paying someone to write an assignment, project, essay, or anything related to an academic report or spoken material (i.e. speech for presentation);
- **Re-using Previous Assignments:** Using the student's old work which was previously spoken or written (i.e. books, articles, essays, assignment, etc.) in their former education institution or another class at GBSB Global.

Students should take into account that when turning in a group work, each and every member of the group is responsible for the academic integrity of the work. If sections of a group report are plagiarised, for example, it is not acceptable to just argue that the students who worked

on those sections are the only people responsible for the issue of academic integrity. Therefore, students who have doubts about whether they have properly cited or referenced another's thoughts, words, or collaboration, should seek guidance from their tutor.

8.6.1.2 Cheating on Exams

Students shall refrain from all forms of cheating and academic dishonesty which are defined as a conduct intended to obtain unfair academic advantage over one's classmates or colleagues. The following list of actions would be considered as cheating:

- Copying from a student sitting next to you; allowing another student to copy your work;
- Looking at another student's exam paper;
- Sharing answers with another student;
- Displaying or using any unauthorised materials (i.e. notes, cheat-sheets, or electronic devices);
- Any form of communication with someone (i.e. talking, texting) during the exam;
- Opening a social media tab when allowed to use a computer/phone/tablet during the exam.

8.6.1.3 Unauthorised Collaboration

Meanwhile, unauthorised collaboration involves the following activities:

- Copying another student's homework;
- Sharing answers or working with other students to do the assignments (unless it is a group project) without authorisation of the tutor;
- Delegating another individual to represent a student during any evaluation, examination, or assignment.

8.6.1.4 Academic Dishonesty and Fabrication

Last, academic dishonesty and fabrication refer to the following actions:

- Giving false excuses to obtain exceptions, such as the postponement of an exam or assignment due date;
- Forging signatures or submitting documents containing false information;
- Invent or produce false documents and certificates (i.e. medical certificates).

8.6.2 Measures to Detect Academic Misconduct

8.6.2.1 Detection of Plagiarism

GBSB Global takes plagiarism cases seriously as it directly impacts the reputation of the institution and that is why it equips all tutors with the possibility to detect plagiarism cases in an easy and efficient way. In order to detect plagiarism cases in the most efficient way possible, GBSB Global contracted the services of one of the most famous anti-plagiarism software developers used in the academic world – URKUND – which is available for use to all GBSB Global's teaching staff and administration. This software allows to detect plagiarism in a very precise manner, indicating the sources of copied text, graphs, paraphrasing – copying work by rewriting it, comparing works of two or more students. According to GBSB Global's academic policy, it is considered that the work has been plagiarised if the share of the copied text exceeds 20%. A detailed report provided by the software is available in each case of plagiarism and can be further investigated. The whole functionality of URKUND software is enabled within MS Teams. It means that a tutor can submit to plagiarism check any piece of work prepared by students within the online learning environment and get the results instantly.

8.6.2.2 Confirmation of Online Students' Identity

Student identity is ensured via our Microsoft Active Directory which guarantees every student has an associated username for which a personal password is required to login into the platform. During examinations, double verification access can be enabled to request user confirmation by phone call or SMS code. Depending on the nature of assessment (e.g. standardised multiple-choice tests or exams requiring closed-book approach) remote invigilation will be implemented.

8.6.2.3 Detection of Cheating During Exams

In the spirit of fair assessment and competition, measures have been carefully set to prevent academic dishonesty during exams. This includes the involvement of invigilators for every exam, development of procedures for invigilation and execution of sanctions. Before and during the examination period, students are repeatedly reminded about the consequences of academic dishonesty. The front cover of every exam paper provides a clear set of rules pertaining to the exam, including an explanation of the sanctions which would be applied in case of academic dishonesty. In order to ensure that students are fully aware about the examination rules, every copy of the exam paper has the following information on the cover page:

Any student found cheating, having in their possession unauthorised materials (including smart phones) will be automatically dismissed from the exam with 0% grade. Speaking with

classmates is strictly prohibited. Any student noticed speaking will receive a warning in the form of (-10) points note on the exam sheet. In case the student is observed speaking for the second time, he/she will be dismissed from the exam with 0% grade.

The following examination rules apply at GBSB Global:

- Students are not allowed to enter the exam session after the first 10 minutes;
- All bags, coats, books & papers should be left at the front of the room;
- All electronic equipment switched off (e.g. mobiles, etc.) and placed in your bags at the front of the room;
- Only pens and pencils are needed on desks;
- No food and drinks (only water) allowed;
- Calculators and/or laptops will be allowed following the tutor's instructions;
- The use of dictionaries is prohibited;
- Students are not allowed to leave the classroom during the exam;
- Students cannot talk or ask their classmates, tutors or invigilators any questions during the examination;
- Students must hand in the exam paper and all papers (drafts) they use. Drafts can be requested only from the invigilator.

8.6.3 Exam Supervision Procedure

REF: [PRO_S4_1]

Exams are supervised by either the tutors or academic coordinators. The following step-by-step procedure should be followed by the invigilators to ensure careful supervision of exams.

Table TAB_S4_5

Exam Supervision Procedure

Period	Steps
Before the Exam	- Get the exams, check the exam attendance sheet, understand who is not allowed to take the exam, recalculate the number of exams; - Preparation of supplies: take blank papers, pens, pencils, eraser and a stapler; - Read whether the tutor allowed his/her students to use any electronic devices; - The invigilator should arrive in the classroom 10 minutes before the exam starts;

	• Check all desks in the class that they are clean (without any inscriptions); • Block the screen of smartboard by pressing ⊞ (windows menu key) + L (the time will appear on the screen); • Students must put their jackets and bags in front of the classroom; • Students are only allowed to put bottled water, pen, pencil and eraser on their table; • All devices such as phones, laptops, Ipods, Ipads and others must be switched off and stored in their bags; • Remind students about exam rules and whether someone needs to go to the restroom; • All students must be quiet once you start distributing the exam papers; • While the students are seated, place exams with the front page on the table. Then, ask students not to open the exam paper until they receive the instruction to start the exam. All the students should start at the same time.
During the Exam:	• If the invigilator needs to go out of the exam room, he/she should ask someone to replace him/her first; • Students are not allowed to talk; • Students are not allowed to look at their neighbour's exam papers under any circumstances; • In case tutors allow students to use phones or computers, make sure that they are not communicating with each other on social media; • Walk in different directions unexpectedly; • Stand in different corners for a better perspective; • Look for any suspicious things on the table (e.g. cheat notes, or written conversation with a neighbour student) while walking; the invigilator can request the student to show what is under exam sheet (attention should be paid to the possible notes on the table which are slightly visible); • If the student is talking or looking into the neighbours' exams, the invigilator has full right to approach the student and leave a (-10) mark on the front sheet of the exam without warning a student; • Distribute extra paper upon request of students and put your signature on it.
Dismissal of Students from the Exam	• If a student is found cheating whether with a cheat note or copying from another student; • If a student violates any other exam rules (e.g. talking, cheating, disturbing the class, etc).
After the Exam:	• Make sure students sign the attendance sheet; • Make sure students give you all the papers they used.

8.6.4 Sanctions for Academic Misconduct

With specific regards to academic misconduct, the following sanctions apply:

- **Cheating on Exams and Unauthorised Collaboration**: Any GBSB Global student involved in cheating will automatically fail the exam or assignment and will be placed on Academic Probation. In extreme cases, expulsion will be considered. Furthermore, any student found to have unauthorised materials (including smart phones) will be automatically dismissed from the exam with 0% grade. Speaking with classmates is strictly prohibited. Any student noticed speaking will receive a warning in the form of (-10) points note on the exam sheet;

- **Plagiarism in Module Work:** Any student caught in the act of plagiarism will receive a failing grade for the respective academic work and (-10) points on the total grade in the module. Additionally, the student will be placed on Academic Probation. Should a student repeatedly commit an act of plagiarism they will be expelled from the programme;

- **Plagiarism in Final Project Work:** Students who committed plagiarism in their Final Project will receive a failing grade in the module. In case of unconfirmed suspicions, students may be required to provide evidence that proves the originality of the work (e.g. data sources, online survey, recorded interviews, etc.).

8.7 List of Related Documents

- S4_D1 Student Guidelines and Academic Policies
- S4_D2 GBSB Global Code of Conduct
- S4_D3 Thesis/Final Project Guidelines

9 Standard 5: Student Admission, Progression, Recognition and Certification

9.1 Student Admission

Admission policies state the types of students targeted by GBSB Global Business School as well as the school's main ideas regarding the screening of students. The goal of the admissions review process is to select, from the growing pool of local and international applicants, individuals who have challenged themselves on academic and personal level and shown commitment to successfully accomplish the academic programmes which they plan to study. In order to achieve a student group that embodies rich diversity, there are admissions policies and procedures in place that define the principles for recruiting, identifying and selecting the students. The admission policies at GBSB Global are based on three fundamental principles:

- Only students who are capable and likely to succeed in their chosen programme of study are selected;
- The selection process is conducted in an ethical and responsible manner;
- Appropriate access and equality principles are considered in selection criteria.

The Head of Marketing and Admissions together with the Admissions Committee are responsible for supervising the processes and procedures and taking decisions related to recruitment and admission of students.

Information concerning admission policies and the admission process is considered public information and is available to public according to the Process of Creating a List of Available Public Information, Ref: [GBSBGLO_S9_01]. Particularly, the following policies and processes are released as detailed in the Table TAB_S9_1: The List of Available Public Information of the IQA Framework:

- The Policies for Admission of Undergraduate Students *(Website, Programme Brochures, Prospectus);*
- The Policies for Admission of Graduate Students *(Website, Programme Brochures, Prospectus);*
- The Policies for Admission of Transfer Students and Recognition of Prior Learning *(Website);*
- Application Guidelines [The Admission Process, Ref: [GBSBGLO_S5_01] *(Website, Mailing Campaign).*

9.1.1 Recruitment Policies

9.1.1.1 Recruitment Channels

GBSB Global Business School uses several channels to recruit students. These are:

- Digital channels (school's website, social media and educational portals);
- Educational agents worldwide;
- Educational fairs worldwide;
- Direct partnerships with high schools and universities.

9.1.1.2 Recruitment Principles

The Admissions Department at GBSB Global Business School shall:

- Recruit prospective students, using the data that has been provided by the prospective students, which shall be owned of GBSB Global;
- Use the data for the only and exclusive purpose of the admissions process;
- In accordance with GBSB Global's Equal Opportunities policy and procedures recruit and assist in the recruitment of prospective students to undertake the programmes;
- Provide prospective students or educational partners with all necessary information about the programmes, GBSB Global's services and assistance in completing and submitting application forms to GBSB Global;
- Promote the programmes with integrity and accuracy and recruit prospective students in an honest, ethical and responsible manner;
- Inform prospective students or educational partners accurately about the requirements of programmes using only material provided by GBSB Global;
- Take reasonable steps in confirming the accuracy of the information provided by prospective students in the application;
- Ensure that only completed applications are submitted to the Admissions Committee and ensure that relevant supporting documentation accompany each application and acceptance of offer documents.

9.1.1.3 Training of Admissions Officers

Admissions Officers are the main points of contact for prospective students. They work under the supervision of the Head of Marketing and Admissions and are held to ethical standards in their interaction with applicants.

To ensure that each Admissions Officer is fully aware of all policies and procedures related to admission of students, they follow intensive initial training. Video tutorials and FAQ Training

Guide are available and provide information which Admissions Officers needs to know, as well as examples of acceptable (and unacceptable) answers to various questions and scenarios posed by prospective students.

9.1.2 Admission Policies

9.1.2.1 The Policies for Admission of Undergraduate Students

The following general admission policies are applicable to all undergraduate applicants. To be eligible for consideration for admission, an applicant must meet certain requirements in terms of high school graduation, high school exams, and competence in English.

9.1.2.1.1 General Admission Criteria

- A/S or A levels at the appropriate level or the Matriculation Certificate Exam with three exams that receive the grade of either A, B, C or D;
- International Baccalaureate Diploma with 34 points overall or the IB Diploma with specific achievement in higher/standard level subjects;
- GCSE/IGSCE "O" Levels: five subject exams with grades of A, B, C or D, and A/S or A Levels: three subject exams with grades of A, B, C or D;
- AP Program;
- Other high school leaving certificate or equivalent (other educational systems, e.g. National high school diploma, any other relevant international secondary education titles such as Advanced Placement International Diploma (APID), Advanced International Certificate of Education (AICE).

9.1.2.1.2 Proof of Proficiency in the English Language

- English as a native language;
- TOEFL – Minimum score: 213 (computer based), 79/80 (internet based), or 550 (paper based);
- IELTS – Minimum score: 6.0;
- Cambridge ESOL, Certificate in Advanced English (CAE) – Minimum score: C;
- English as the language of instruction during previous studies in the formal educational system*;
- Internal English level testing at GBSB Global.

The student must have studied at least one year in classes taught in English. Taking classes to study the English language is not sufficient.

9.1.2.1.3   Interview with the Admissions Officer

30 minutes long of face-to-face interview on campus or via Skype is intended to help the institution assess the applicant as a candidate. The interviewer speaks with the applicant, takes notes and reports all impressions to the Admission Committee. This evaluation becomes part of the student's application file.

9.1.2.1.4   Motivation Letter

A motivation letter serves to highlight the applicants' extracurricular activities which demonstrate self-motivation, leadership and innovative thinking skills. Furthermore, a motivation letter should give the Admissions Committee a clear picture of the applicants' academic preparation by subject area, as well as their curiosity inside and outside of the classroom. The essay is not a writing test and therefore, applicants are asked to concentrate on its content rather than focusing on a particular word limit.

Applicants need to respond to three of the GBSB Global essay prompts for their application:

1. Personal introduction
2. How your hobbies, interests and educational background relate to the programme of choice?
3. What will be your contribution to the class group and the programme? What are your future plans?

9.1.2.1.5   Curriculum Vitae

Each candidate has to submit an updated CV.

9.1.2.1.6   Selection Criteria

In case there are more applications for admission than study places available, the following criteria will apply:

1. Relevance of previous subject exams to the undergraduate program of interest (25%);
2. Higher exam grades (25%);
3. English language proficiency of C1 level or higher (20%);
4. Interests and experience outside the formal education system (10%);
5. International experience (2%);
6. Candidate's personal motivation and objectives that led him/her to apply for the programme (3%);
7. Results of a personal interview with an Admissions Officer (10%);

8. Interest in studying the program full-time (5%).

The Admission Committee may specify and extend these criteria. In any case, the relevance of previous subject exams, the academic achievement and the English language proficiency combined should not be less than 70%.

9.1.2.2 The Policies for Admission of Graduate Students

9.1.2.2.1 General Admission Criteria

1. **Master of Science Programmes**

- European three-year initial degree or a recognised equivalent of EQF/MQF Level 6;
- A foreign university degree from outside the EHEA which allows access to graduate studies in the country of origin;
- Previous studies/experience in the relevant field:
  o Holders of a degree in Business Management and Administration, Economics, Finance, Accounting, Industrial Engineering, or other similar qualifications;
  o Degrees in similar fields such as Mathematics, Physics, Computer Sciences, etc.;
  o Degrees in other fields and postgraduate training in Business Management and Administration, Economics, or other similar fields;
  o Degrees in other fields and GMAT (minimum score 650), or GBSB Global's own online admission test;
  o Degrees in other fields and a minimum of 2 years professional experience in a relevant field.

2. **Master of Arts Programmes**

- European three-year initial degree or a recognised equivalent of EQF/MQF Level 6;
- A foreign university degree from outside the EHEA which allows access to graduate studies in the country of origin.

3. **Master of Business Administration**

- European three-year initial degree or a recognised equivalent of EQF/MQF Level 6;
- A foreign university degree from outside the EHEA which allows access to graduate studies in the country of origin;
- GMAT (minimum score 650), or GRE (minimum score 160/162), or GBSB Global's own online admission test;

- A minimum of two years' full-time relevant professional experience post-graduation.

9.1.2.2.2 Proof of Proficiency in the English Language

- English as a native language;
- TOEFL – Minimum score: 213 (computer based), 79/80 (internet based), or 550 (paper based);
- IELTS – Minimum score: 6.0;
- Cambridge ESOL, Certificate in Advanced English (CAE) – Minimum score: C;
- English as the language of instruction during previous studies in the formal educational system*;
- Internal English level testing at GBSB Global.

The student must have studied at least one year in classes taught in English. Taking classes to study the English language is insufficient.

9.1.2.2.3 Interview with the Admissions Officer

30 min face-to-face interview on campus or via Skype is intended to help the institution assess the applicant as a candidate. The interviewer speaks with the applicant, takes notes and reports all impressions to the Admissions Committee. This evaluation becomes part of the student's application file.

9.1.2.2.4 Motivation Letter

A motivation letter serves to highlight the applicants' extracurricular activities which demonstrate self-motivation, leadership and innovative thinking skills. A motivation letter should give the Admissions Committee a clear picture of applicants' academic preparation by subject area, as well as their curiosity inside and outside of the classroom. The essay is not a writing test and therefore, applicants are asked to concentrate on its content rather than focusing on a particular word limit.

Applicants need to respond to three of the GBSB Global essay prompts for their application:

1. Personal introduction
2. Volunteering and/or Internship/professional experience and educational background
3. What will be your contribution to the class group and the programme? What are your future plans?

9.1.2.2.5 Curriculum Vitae

Each candidate has to submit an updated CV.

9.1.2.2.6 Recommendation Letter

A third person perspective of an applicant's professional achievements and personal characteristics – reinforcing the image and skills an applicant has presented in their application. Each applicant has to present a minimum of one recommendation letter.

9.1.2.2.7 Selection Criteria

In case there are more applications for admission than study places available, the following criteria will apply:

1. Master of Science and Master of Arts Programmes

1. Relevance of previous studies to the Master's programme of interest (25%);
2. The academic results (GPA) of the studies previously completed (25%);
3. English language proficiency of C1 level or higher (20%);
4. Previous professional experience or the score obtained in the tests (10%);
5. Mobility during previous studies (2%);
6. A statement of objectives, explaining the candidate's personal motivation and the objectives that have led him/her to seek admission in the Master's programme (3%);
7. Personal interview with the Admissions Officer which evaluates the applicant's objectives and fit with the Master's programme of interest (10%);
8. Interest in studying the program full-time (5%).

The Admission Committee may specify and extend these criteria. In any case, the relevance of previous studies, the academic results and the English language proficiency combined should be not less than 70%.

2. Master of Business Administration

1. Relevance of professional experience to the MBA programme (25%);
2. The academic results (GPA) of previously completed studies (25%);
3. English language proficiency of C1 level or higher (20%);
4. The score obtained in the tests carried out during the admission phase (10%);
5. Mobility during previous studies (2%);

6. A statement of objectives, explaining the candidate's personal motivation and the objectives that have led him/her to seek admission in the Master's programme (3%);
7. Personal interview with the Admissions Officer which evaluates the applicant's objectives and fit with the Master's programme of interest (10%);
8. Interest in studying the program full-time (5%).

The Admissions Committee may specify and extend these criteria. In any case, the relevance of professional experience, the academic results and the English language proficiency combined should be not less than 70%.

9.1.2.3 The Policies for Admission of Transfer Students and Recognition of Prior Learning

> **Note: This Sections has been substituted by The Policies for Admission of Transfer Students and Recognition of Prior Learning (RPL) in the Annex I.**

Note: This Sections has been substituted by

The Admissions Committee may consider applications from suitably qualified students currently attending other universities, applicants who have achieved a lower level award, or applicants seeking admission based on Recognition of Prior Learning (RPL). Applications of students who seek admission based on lower level awards, credit transfer or RPL can be assessed only by the Admissions Committee with involvement of the Head of Institution.

- An **advanced student** is a student who, having successfully completed an approved programme of study and received an award, is admitted at an appropriate point of an approved programme in a similar field of study to GBSB Global. This generally applies in cases where a student has completed a lower level award and subsequently wishes to register for a related higher-level award (e.g. BSc or MSc);
- A **transfer student** is a student who, having successfully completed a part of an approved programme of study at another institution of higher education, is admitted to GBSB Global at an appropriate point on an approved programme in a similar field of study;
- A **recognition of prior learning student** is a student who is admitted to an approved programme at GBSB Global with credits accumulated from prior certificated learning or via prior experiential learning. Such prior learning should be relevant/applicable to the intended programme of study and allow exemption from specific modules.

9.1.2.3.1 Admission of Advanced Students

Undergraduate Advanced Students:

- An applicant should meet the standard first year entry requirements for the programme;
- An applicant has received an award at EQF/MQF Level 4, or EQF/MQF Level 5;
- This option is not available for applicants from outside the EHEA;
- An applicant's award is in the same or very similar area to that of a chosen programme at GBSB Global;
- An applicant has passed and achieved not less than 60 ECTS or 120 ECTS respectively;
- An applicant is admitted either to the second or to the third year of the undergraduate programme and completes either 120 ECTS or 60 ECTS at GBSB Global;
- Awards of less than 60 ECTS may be reviewed on a case-by-case basis.

Graduate Advanced Students:

- An applicant should meet the standard entry requirements for the Master's programme;
- An applicant has received an award at EQF/MQF Level 7;
- This option is not available for applicants from outside the EHEA;
- An applicant's award is in the same or very similar area to that of a chosen programme at GBSB Global;
- An applicant has passed and achieved not less than 30 ECTS.

9.1.2.3.2 Admission of Transfer Students

Undergraduate Transfer Students:

Only a round number of credits can be transferred from those options listed in the table below (Total Credit Granted). The criteria to grant credit should take into account the total number of credits earned by the applicant rounded it to the nearest option, as outlined below:

Table TAB_S5_1

Eligible Credits Earned and Granted (Transfer Students)

Eligible Credits Earned During Previous Studies _(Business-related, a mark not less than C (70) or equivalent)_	Total Credit Granted at GBSB Global
Less than 30 ECTS	No Credit Granted
30 ECTS – 59 ECTS	30 ECTS

60 ECTS – 89 ECTS	60 ECTS
90 ECTS – 119 ECTS	90 ECTS
120 ECTS and more	120 ECTS

- An applicant should meet the standard first year entry requirements for the programme;
- An applicant has studied a recognised EQF/MQF Level 6 (Bachelor) programme of study;
- An applicant has studied a foreign university degree from outside the EHEA which is equivalent to EQF/MQF Level 6;
- An applicant has studied the same or very similar programme to that chosen at GBSB Global;
- Studies had to be conducted not more than 10 years ago;
- An applicant has passed and achieved not less than 30 ECTS in his/her previous programme of study (if less than 30 ECTS are achieved, this is considered a first-year undergraduate student and no credit will be granted);
- Credit granted shall not exceed two thirds (120 ECTS) of the overall credit value of the programme;
- Only modules for which a mark not less than C (70) or equivalent has been achieved can be transferred.

Graduate Transfer Students:

- An applicant should meet the standard entry requirements for the Master's programme;
- An applicant has studied a recognised EQF/MQF Level 7 (Master) programme of study;
- An applicant has studied a foreign university degree from outside the EHEA which is equivalent to EQF/MQF Level 7;
- An applicant has studied the same or very similar programme to that chosen at GBSB Global;
- Studies had to be conducted not more than 10 years ago;
- An applicant has passed and achieved not less than 30 ECTS in his/her previous programme of study (if less than 30 ECTS are achieved, general admission criteria will apply);
- Credit granted shall not exceed one third of the overall credit value of the programme;
- Only modules for which a mark not less than C (70) or equivalent has been achieved can be transferred.

9.1.2.3.3 Recognition of Prior Learning

Recognition of Prior Learning (RPL) refers to the fact that learning is continuous and therefore it should be used to recognise achievement resulting from this process. Essentially, RPL is an assessment process that enables applicants to receive recognition of their achievement from a range of activities they have already undertaken.

It may be that an applicant has already attained the knowledge and expertise needed to meet the standards stated in the assessment criteria, through:

- Employment;
- In relevant voluntary work or leisure activities;
- In education or training e.g. adult education modules or in-company training;
- From independent or previous study in a college or university;
- From other commitments or activities e.g. involvement in a family business.

The essential point for RPL is that the learning from any or all of the activities listed above, or other activities not listed here is not via a recognised, regulated qualification. Through the recognition of informal and non-formal learning which has occurred before admission to a programme or to the relevant stage of a programme, the Admissions Committee aims to valorise the relevant learning, irrespective of mode or place of learning and to either grant admission or to accept RPL for achievement of modules which are being claimed (exemption). Such statement is based on the belief that learners should not need to repeat learning where there is valid and reliable evidence to show that learning outcomes have been met at the standards stated by the assessment criteria of a particular academic programme.

As a general rule, RPL is not the norm and is only likely to occur in exceptional circumstances. Furthermore, the RPL process cannot allow for the certification of any externally assessed modules, which learners may already have achieved.

Applicants should be aware that the evidence they submit in support of their application shall be assessed against the requirements and learning outcomes of the relevant programme, and that evidence submitted for RPL must be authentic, reliable, current, valid, sufficient.

Applicants seeking admission and/or exemption through RPL must provide evidence in writing, through the submission of a portfolio, that they have achieved the specific learning outcomes at the required levels. The evidence that could be included in the portfolio would typically include:

- A detailed curriculum vitae;
- Certificates confirming participation in training;
- The scope of duties performed to date;
- A report from an internship/apprenticeship agreement;
- Professional certification;
- Articles or other works written by the applicant;
- Opinion issued by the employer or manager or leader of an organisation;
- Evidence of participation in a project and the scope of duties involved;
- Evidence of participation in foreign exchange periods;
- Examples of work performed (e.g. prepared reports, budget sheets, plans, etc.).

The evaluation of prior learning is an academic task and, like other forms of assessment, is done by academic experts in a given field, drawing on other experts as needed. After the collection of all opinions from relevant experts, the Admissions Committee with involvement of the Head of Institution take a final decision.

9.1.2.3.4 *Procedure to Evaluate and Recognise Prior Learning*

Ref: [PRO_S5_13]

Scope

This procedure applies to all applicants who:

- Seek recognition for skills and knowledge previously gained through experience in the workplace, volunteer work, social or domestic duties, or through non-formal and informal studies where there are no formal qualifications as proof of learning.

The Head of Marketing and Admissions is responsible for the implementation of this procedure and ensuring that staff and applicants are aware of its application and follow its requirements.

Policy Requirements

- All staff involved with this procedure must be aware of the specific differences between Credit Transfer and Recognition of Prior Learning (RPL);
- All evidence supplied with the RPL application must be stored in the student files (specifically the Portfolio relating to the application for RPL);

- Assessors must have expertise in the field of study being assessed and procedures and internal guidelines, to undertake the task.

Procedure

- An RPL starts during the admissions process where the applicant decides to make an RPL application by attaching all evidence that proves his/her previous learning. All evidence is to be certified (where applicable). Where evidence is in a language other than English, the applicant must provide a translation by an accredited translator;
- The Admissions Officer responsible for that applicant's application informs the Head of Marketing and Admissions about receiving an RPL application;
- The Head of Marketing and Admissions reviews the RPL application to determine if any clarification is needed from the applicant and if such application can be considered an RPL application. If everything is correct, the Head of Marketing and Admissions addresses the RPL application to the Head of Institution informing about the programme the applicant seeks admission to and providing the summary of the application made (e.g. where the main evidence comes from, number of years of professional experience, availability of reference letters, etc.);
- The Head of Institution appoints an RPL assessor from the faculty members at GBSB Global, when required more than one assessor can be appointed. Application evaluation is to be undertaken in a timely manner (preferably less than 21 days);
- When assessing RPLs, assessment methods should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. When assessing an RPL application, the assessor must evaluate the evidence giving consideration to:
  - **Authenticity:** Relates to making sure the evidence is from or of the candidate and not another person. The assessor needs to be satisfied that the evidence gathered is the candidate's own work. Evidence of this may be provided through third-party letters of authentication and statutory declarations;
  - **Validity:** Ensure that the evidence relates clearly and directly to the learning outcomes, assessment and volume of learning relevant to a subject;
  - **Relevance:** It requires the assessor to assess if the material that is cited is applicable to the subject or qualification being sought and look at the relevance of the material being offered as proof. This does not mean that material should be excluded; simply that some will not demonstrate relevance to the same extent as others and may require additional support;

- Sufficiency: Relates to the amount of evidence collected. There are four types of evidence that may be considered:
    1. *Direct Evidence:* Questions undertaken with by the assessor;
    2. *Indirect Evidence:* Statements by the applicant's employer regarding work performance (written or verbal), samples of work, performance appraisals;
    3. *Personal Statements:* Details outlining the functions the applicant undertakes and work activities;
    4. *Supplementary Evidence:* Any further information the applicant may provide.
  - Currency: Relates to the age of collected evidence – the evidence collected must be current/very recent. GBSB Global requires evidence to be no older than eight years;

- Once the RPL is assessed, the assessor issues a report with the main conclusions and, where necessary, holds a meeting with the Head of Institution to discuss the applicant's potential to success in the academic programme. They also review the total number of ECTS credits that may be recognised;

- The Head of Institution attends the Admissions Committee meeting to take a final decision;

- The Admissions Officer communicates the resolution to the student.

9.1.3 The Admission Process

Ref: [GBSBGLO_S5_01]

The admission process at GBSB Global consists of 3 stages:

1. Entry Interview with an Admissions Officer (handled by the Admissions Department);
2. Assessment of Eligibility Criteria (handled by the Admissions Committee with the involvement of the Head of Institution in some cases);
3. Communication of the Admission Decision and Reservation of the Study Place (handled by the Admissions Officers).

9.1.3.1 Stage 1: Entry Interview with an Admissions Officer

The first stage of the Admission Process consists in the following steps:

1. An applicant contacts the Admissions Department by using one of the following contact options:
   - Directly by filling out an online request form on GBSB Global's website or external partner's platform;

- Directly by calling or sending an email request to the Admissions Department at GBSB Global;
- Directly by contacting via social media or other digital channels;
- Directly during open door events, information sessions or educational fairs.

2. After an applicant submits their request form, the Head of Marketing and Admissions assigns it to one of the Admissions Officers within 24 hours on working days and the lead is registered in the school's CRM system;

3. The Admissions Officer contacts the applicant either by phone or email (in case the number is not known) to:
   - Confirm the correctness of the email address provided by the applicant;
   - Arrange time for an entry interview (either by phone, Skype or face-to-face on campus);
   - Conduct preliminary screening (level of English language, viability);
   - Explain the interview process;
   - Unless specifically requested by the applicant, no additional information is provided at this stage.

4. The Admissions Officer sends email to the applicant with agreed time of the interview, asks about the preferred mean for the interview (Skype, on campus or the phone call) and also requests a CV. The school does not accept any other means of communication with the applicants;

5. After the applicant sends their CV, the Admissions Officer assesses whether the applicant fits the programme admission criteria and prepare questions for the entry interview;

6. On the agreed date and time, the entry interview is held. Interviews are conducted via phone, Skype or on campus. Normally, interviews take around 20-30 minutes. The interview aims to cover the following aspects:
   - Introduction;
   - Why GBSB Global? Why a chosen programme of study?
   - Previous studies and academic achievements;
   - Previous professional, internship, volunteering experience (graduate students);
   - Hobbies and interests;
   - Aspirations and future plans;
   - Intake, year and campus of interest;
   - Any questions about the programme and the school;
   - Outline of the programme entry requirements and documents to submit.

During the interview, the Admissions Officer takes notes according to the interview rubric. Apart from that, the Admissions Officer fills out the fields related to Intake, Year and Campus of the applicants' interest.

7. On the same day after the interview, the Admissions Officer sends email to the applicant with a detailed list of the documents to submit and a copy of the school's Terms & Conditions, as well as the link to the online application form.

9.1.3.2 Stage 2: Assessment of Eligibility Criteria

At the second stage of the admission process, the prospective students' eligibility to apply for the programme of their choice is assessed.

1. The Admissions Officer reviews whether the application form has been completed correctly;

2. The Admissions Officer checks whether all required documents have been submitted based on the General Admission Criteria for each programme. Apart from the required documents, each applicant is expected to provide:
   o A passport-sized photo, full face (used for student's file and later for student's ID card);
   o A copy of valid passport (used to confirm the identity of the applicant and to issue visa document if required);
   o A signed copy of the school's Terms & Conditions.

   Additionally, the Admissions Officer must check and make sure that all documents are accompanied by official notarised translation if these documents are not originally in English language.

3. Where documents are missing or incomplete, the Admissions Officer emails the applicant and requests these missing documents;

4. Where required by the admission policies (e.g. GBSB Global's own online admission test in management – for MBA programme applicants instead of other management admission tests, and for MSc programme applicants who do not possess a business-related degree or business-related professional experience)the Admissions Officer arranges time and date for GBSB Global's own online admission tests by either emailing or calling a candidate. The tests take place online on the GBSB Global's platform within a specified time limit and the candidates should accept the related terms & conditions under which they declare that the tests are completed by them and they will not hold GBSB Global responsible if proved otherwise at any later stage as a consequence of submitting any false information during the admission process;

5. Once the application is fully completed, the Admissions Officer sends a confirmation email to the applicant;

6. The Admissions Officer analyses the documentation provided and whether a student meets General Admission Criteria for the programme, then fills in the Admission Assessment Table;

7. Once the documentation is analysed, the Admissions Officer decides whether the applicant can be admitted to the programme of choice;

8. On the day of the meeting of the Admissions Committee, which takes place once per week, all applicants are assessed based on the Admission Assessment Table. Each applicant receives the status of either 1) Accept; 2) Reject; 3) Waiting List. The outcome of each meeting is minuted in the school's CRM system. GBSB Global embraces technology in all its operational activities, including the admission process. By using an efficient CRM system throughout the whole admission process the Admissions Committee ensures that all the records at all stages, including the decisions of the Admissions Committee, are stipulated in a student's master file in the CRM, and can be consulted at any moment retrospectively and filtered by date of the decision, programme, starting date, etc.

9.1.3.3 Stage 3: Communication of the Admission Decision and Reservation of Study Place:

1. The Admissions Officer contacts the selected applicants by phone to communicate the admission decision;

2. The Admissions Officer sends the Acceptance Letter and the Tuition Payment Plan prepared according to the available templates;

3. The Admissions Officer sends an email to applicants who were not admitted and provide the decision;

4. Once the Tuition Payment is received, the Admissions Support Manager and the Academics & Student Affairs Department receive a notification about the enrolment of the new student.

9.1.4 Application Deadlines

Applications are accepted all year round but should be within specific deadlines:

- EU Students – Tuition Payment should be received not later than two weeks before the Intake Start Date;
- Non-EU – Tuition Payment should be received not later than one month before the Intake Start Date.

9.1.5   Student Induction

9.1.5.1   On Campus Orientation Day

In order to provide students with a smooth start to their learning journey with GBSB Global, support is provided prior to the classes in the form of a comprehensive induction process. The induction process is referred to as Orientation Days and involves providing students with information concerning the available services and introducing them to the Student Lead.

- **Academic Policies:** During orientation, students are trained and informed about such policies and the Academics & Students Affairs Department, thereafter, is required to supervise and report any incidents related to these policies produced among faculty and students. Students should comply with and abide by such policies, including academic honesty, plagiarism, respect, diversity issues and behaviour. This is to ensure that GBSB Global provides comfortable learning environment for highly multicultural student body, in which each individual is respected and valued, and which promotes the values of trust and honesty;

- **Graduation Requirements:** This session is held in order to ensure that the students are well aware of the school's policies concerning graduation requirements and plan their studies accordingly.

- **Digital Session:** The digital session involves an introduction to the IT learning tools utilised in the school. The information provided in the introduction is designed in a manner that allows students to understand how to operate the platform;

- **Career Services:** The career services session serves to inform the students about support and events which the students may choose to join in order to learn about the job market and maximise their employment opportunity. This includes an introduction to the GBSB Global Career Gate which provides students of GBSB Global with information concerning jobs and internships across the globe;

- **Session with the Student Lead:** The Student Lead would provide the students with information concerning the services available to support the students with non-academic matters such as accommodation, extracurricular activities, etc.

During each session on the orientation day it is explained to students that the electronic copies of all mentioned documents such as Student Guidelines & Academic Policies, GBSB Global Code of Conduct, Equal Opportunities Policy, the IQA Framework, Career Services Guidelines, Thesis and Final Project Guidelines, etc. are available to them on the school's intranet. GBSB Global supports paperless environment and does not distribute any printed copies

of the said documents. As part of the welcome pack, GBSB Global students may also receive a USB where the most important documents are saved.

9.1.5.2   Online Orientation Day

The online orientation day serves to provide online students with the information required for them to begin their studies with adequate knowledge of the available services and support. Prior to the Online Orientation Day, the Academic Coordinator for online programmes sends an email explaining how to access the documents and videos relevant to the school's policies and learning platform. These documents include but are not limited to Students Guidelines and Academic Policies, GBSB Global Code of Conduct, the IQA Framework, and Equal Opportunities Policy. Additionally, it is specified that all these documents are available to students on the school's intranet throughout the academic programme. Furthermore, the students are requested to provide a video to introduce themselves to their classmates prior to the Orientation day.

During the Online Orientation Day, the Academic Coordinator provides the students with two live chat sessions which take place on MS Teams. These sessions run in the morning and evening in order to accommodate difference in the students' time zones. Students can log in to the Orientation Day class on MS Teams and ask any questions to the Online Academic Coordinator who would be online and available to respond in real time.

9.2   Student Progression and Retention

Retention and progression rates are one of the key priorities of GBSB Global Business School as this is in the best interests of the students as well as of the institution. Student retention and progression rates are therefore a Key Performance Indicator under the business school's strategic plan and, accordingly, are embedded throughout the school's operations with an objective to create support systems and excellent student services to help all students to make full use of appropriate academic support, though all the avenues available.

All students are required to become familiar with GBSB Global's progression and retention policies by signing a statement of understanding of Student Guidelines and Academic Policies, a document which is distributed to all students electronically at the start of their studies at GBSB Global Business School and is available throughout the academic programme on the school's Intranet. General public, including prospective students, accreditation bodies, partner universities and other stakeholders can get familiar with the school's approach to progression and retention and the associated policies by downloading GBSB Global's IQA Framework from the school's website.

9.2.1 Requirements for Steady Progression

Students are expected to progress with their studies as described in their registration form. However, a steady progression is contingent upon a number of factors such as the students' attendance and grades. Policies have been set to regulate these factors in a manner which promotes responsible behaviour, good academic performance and participation in class activities. These policies exist to maximise the students' learning experience and to ensure the quality of the school's graduates. Students receive both clear information concerning these policies and pastoral care to help them comply with the policies as indicated in the following procedures:

- Procedure for Monitoring Attendance, Ref: [PRO_S5_2];
- Procedure for Monitoring Academic Performance, Ref: [PRO_S5_4];
- Procedure for Monitoring GPA, Ref: [PRO_S5_5];
- Procedure for Monitoring Retention, Ref: [PRO_S5_8].

In order to graduate on time, the students must complete the modules as per the timeline stated in their respective registration form. This involves passing the minimum grade in all the modules and attending 80% of all the classes. In addition, students must meet the school's general academic requirements for graduation. Students receive their respective registration form and information concerning the graduation requirements prior to the start of their study.

The graduation requirements are as follows:

- **Undergraduate/Graduate Final Project:** Upon completion of all modules in a programme, students are required to prepare and present a final project which is defended in front of the Defence Committee on the date correspondent to the student's intake;
- **GPA:** An accumulative GPA, or grade point average of 2.0 is required to receive a degree. Those students who do not achieve a GPA of 2.0 will be issued a Certificate of Studies rather than a degree;
- **Other Obligations:** Neither degrees nor official grade certificates are issued to students in the case they have not fully paid the required tuition fees, owe money to GBSB Global Business School or have not returned the school's equipment or resources.

9.2.2 Monitoring Students' Progression

In light of graduation requirements, the school implements monitoring processes to identify the students' progression and provide pastoral care when necessary. Factors which affect progression are carefully monitored by the Academic Coordinators to allow for early detection of

potential issues in the students' academic progression. Furthermore, these processes provide data which would be useful to support decision makers during the programme evaluation process. The data gathered from monitoring processes is complemented with the feedback provided by the students, providing decision-makers with solid information during the review process.

9.2.2.1 Attendance

In order to maximise the students' learning process, the school implements an absence policy which applies to all students. According to the policy, students must attend 80% of the classes to qualify for the final exam. Should a student fail a module due to non-attendance, he/she will be required to retake the module again. This means that the student would fail to graduate on time. However, special considerations are available for absences which took place due to health reasons and procedures are in place [Ref: PRO_S5_1; PRO_S5_11; PRO_S5_12] to determine whether the students' absences were justified. The student should go through the procedure to verify the reasons behind his/her absence. If the absence is deemed as justified, the student would be eligible for a make-up exam.

9.2.2.1.1 *Procedure for Requesting an Absence Excuse*

Ref: [PRO_S5_1]

For absences exceeding 21%:

- Fill in the Absence Excuse Request Form;
- Attach the doctor's note – an original document with the signature and stamp of the doctor/medical centre;
- Deadline: no later than 7 calendar days after the absence. The certificates presented later, will not be accepted and the absence will be considered unjustified.

9.2.2.1.2 *Procedure for Requesting Disruption of Studies due to Health Reasons*

Ref: [PRO_S5_11]

In the unfortunate event when a student expects to miss more than 30% of classes due to health reasons, he/she should notify the Academic Coordinator as soon as possible to discuss potential absences and to request an Academic Leave of Absence if applicable. In some circumstances, when the student is confident that he/she can catch up with coursework, a request should be addressed to the Academic Committee. In such case, the student may be allowed to continue with the studies if all absences are justified, however, for attendance rates below 70% for serious medical reasons, the ultimate decision of whether a student is eligible to continue with

the studies lies with the Academic Committee based on the student's general performance, recommendations of the teaching staff, and the official medical reports provided.

As a general rule, family and other personal circumstances are not considered for requesting a disruption of studies under this procedure, unless the Academic Committee determines otherwise based on the documentation provided.

9.2.2.1.3 *Procedure for Requesting an Academic Leave of Absence*

Ref: [PRO_S5_12]

Sometimes circumstances might compel students to interrupt their studies. These breaks are formally recognised as academic leaves of absence and are normally associated with specific medical conditions or circumstances:

- Long-term illness;
- Maternity leave;
- Long-term hospitalisation / movement disability.

Students planning an academic leave should promptly consult with their Academic Coordinator who would inform them about possible implications of this decision for the planned graduation date.

- Fill in the General Request Form (provide all necessary details and dates of the leave);
- If applicable, attach medical certificate(s) which would clearly indicate inability to continue studies for medical reasons stating an approximate duration of the leave;
- The Academic Committee is responsible for reviewing and approving such requests;
- The Academic Coordinator is responsible for registering the academic leave of absence in the student's file.

9.2.2.1.4 *Procedure for Monitoring Attendance*

Ref: [PRO_S5_2]

- A month prior to the start of every academic quarter, the Academic Coordinator prepares the electronic version of the attendance sheets for every module in the corresponding quarter;
- The attendance sheets should include the date, programme(s), module title, tutor's name, students' names and classroom. This information should be derived from the student database of the corresponding quarter;

- During the academic quarter, the attendance sheets are printed for every class scheduled for the day. The sheets automatically update the dates of the attendance sheets while the remaining information remains the same;

- Upon their arrival to the school, tutors visit the Front Desk to take the attendance sheet for their respective classes;

- Tutors are expected to check the attendance of every student whose name appears on the absence list. This takes place twice, specifically, at the beginning of the class and after the students return from the break. Students who arrive later than 10 minutes after the session began should be marked as absent;

- At the end of the class, tutors should mark '1' beside the names of the students who were present for the first half of the class and 0 for the students who were absent. After the break, the tutors should repeat the process for the second half of the class;

- Every day, the Attendance Control Spreadsheet is updated with information concerning the students' attendance. The Attendance Control includes tabs for every module available during the term. Based on the information available on the Attendance Sheet, the Attendance Control should be updated accordingly by marking 1 for students who attended both sessions, 0.5 for students who were marked present for one session and 0 for students who were marked absent during both class sessions;

- Every day, the Front Desk Officer passes the physical copies of the attendance sheets to the Academic Coordinators;

- The Academic Coordinators store the attendance sheets in the absence folder;

- An anonymised copy of the Attendance Control is made available to the students for them to have clear information concerning their attendance for all their modules. The students' copy of the Attendance Control document is updated on a weekly basis by the Academic Coordinator;

- Every week, the Academic Coordinator checks the Attendance Control data to monitor the attendance of students for all modules;

- As soon as the Academic Coordinator notices any student who is about to reach the limit of maximum absences, the Academic Coordinator would send an email to notify the students about the situation and remind about the consequences of exceeding the absence limit. This is done to prevent the students from being disqualified from the final exam;

- Students who have missed classes in many modules would be invited to a meeting with their corresponding Academic Coordinator. This meeting is set to understand the students' situation and provide pastoral assistance in coordination with the teaching staff and the Head of Institution where required;

- With regards to the undergraduate Freshman, the Academic Coordinator would email the students and their respective parents (if applicable and where previous authorisation has been granted) concerning the situation. Should a student fail a module due to non-attendance, he/she will be required to retake the module again.

9.2.2.1.5 *Procedure for Periodic Review of Attendance Data*

Ref: [PRO_S5_3]

- Every quarter, the Academic Committee would gather to review the data on attendance to identify modules with high rate of absences;
- Modules involving a high rate of absences would be investigated to understand whether there are issues to be addressed;
- The investigation involves identifying the module evaluation forms, correlations between modules with high rate of absences and common factors such as tutors or timing;
- Based on the results of the investigation, the Academic Committee would decide whether any changes should be made. These changes can be in various forms such as provision of additional support to the students, additional training to the tutors and modifications in the syllabi.

9.2.2.2 Academic Performance

In addition to attendance, students must successfully complete all the modules according to the timeline available on their Course Registration Form in order to graduate on time. For the module to be considered complete, students must achieve a passing grade of 60%. If these conditions are not met, students may be required either to make-up the final exam or repeat the whole module which will depend on the value of the prefinal grade.

Students who fail a module and do not qualify for a make-up exam would have to retake a module and, therefore, fail to graduate on time. However, students who failed the final exam but qualify for a make-up exam can still graduate on time if they pass the make-up exam. Students who fail the make-up exam would have to retake the module and, consequently, fail to graduate on time.

In addition to completing the modules, students must meet the minimum GPA of 2.00 in order to qualify for the final project. Students who do not fulfil the limit would have to take additional classes or retake previous classes, rendering them unable to graduate on time.

9.2.2.2.1 *Procedure for Monitoring Academic Performance*

Ref: [PRO_S5_4]

- Prior to the commencement of classes, the Academic Coordinators prepare the grade template sheets for every module. The grade template should include the tutor's name, students' names and codes, module title, evaluation system and student performance evaluation;

- The Academic Coordinator should refer to the syllabus to identify the evaluation system for every module. The student performance evaluation would be kept vacant until the tutors returned the filled grades;

- These grade template sheets would be emailed to the corresponding tutor for them to document the students' grades;

- After the tutors submit the filled grade sheets, the Academic Coordinators fill the Grade Masterfile with all the students' grades. The Grade Masterfile is a single file for all academic programmes, password-protected, accessible only by all Academic Coordinators and the Head of Institution; it is the primary source of information concerning the students' grades. It comprises of all the grades which the students receive throughout their studies;

- Students would be aware about the grades when the grades have been released by the Academic Coordinator. The excel sheet includes information which allows the students to understand whether they have passed the module or qualify for a make-up exam;

- Nonetheless, the Academic Coordinators monitor all the grades to list the students who have failed either the exam or the entire module. Afterwards, the Academic Coordinators email the students about the situation;

- The Academic Coordinators provide students with information concerning the make-up exams and module retake options. Meanwhile, tutors receive information about the need to prepare questions for the make-up exam;

- The Academic Coordinator enters details concerning make-up exams and retake in the same Grade Masterfile. This database allows for a thorough analysis on the number of failures which happen per module. Modules with a high rate of failures will be assessed to identify whether there are any problems with the module.

9.2.2.2.2 Procedures for Monitoring GPA

Ref: [PRO_S5_5]

- The Academic Coordinators monitor the Grade Point Average (GPA) of every student to identify any student with GPA lower than 2.00. Failure to earn a minimum grade-point average of 2.00 will automatically place the student on academic probation during the term that follows;

- The Academic Coordinator lists all the students with a low GPA to send a notice / academic warning concerning the situation and invite each student for a meeting;

- Following the meetings with the students, the Academic Coordinator prepares a report for the Head of Institution with the list of students on academic probation and the summary of the meetings held;

- The Head of Institution reviews the situation with each student and decides upon the actions to be taken (e.g. requesting additional information from the teaching staff, investigation of some issues, etc.). In terms of additional modules, the Head of Institution will assess the students' programme and suggest relevant modules for the students to take if such option exists;

- Following the revision of the Head of Institution, all students on probation must consult with the Academic Coordinator to discuss their plans, academic progress and GPA repair. Probationary students may be required to agree to a series of actions likely to result in improved academic performance. This refers to registration for additional modules or upgrade of previously taken modules;

- When a student decides to take additional modules or retake a module, the Academic Coordinator will revise the students' Module Registration Form with the module title and corresponding term to ensure proper documentation of the changes.

9.2.2.2.3 *Procedure for Periodic Review of Grades and GPA*

Ref: [PRO_S5_6]

- The Head of Institution assesses the academic performance by consulting different academic performance dashboards which can be organised automatically by programme, by module, by groups and detects academic issues. The Head of Institution prepares a report detailing these issues;

- Every quarter, the Academic Committee would review the results of the monitoring procedure to identify modules in which many students receive low grades and to recognise units in which students have low GPAs;

- These modules and units would be investigated to identify the exact reason behind the low performance. This involves assessing the module evaluation results to identify the students' perception regarding the module. If necessary, focus group discussions would be held by the Academic Committee;

- Depending on the results, the Academic Committee would decide whether to make adjustments. These adjustments would be proposed to the Quality Standards and Programme Development Committee for approval;

- The review could result in various types of adjustments, ranging from changes in the syllabi, learning materials to tutor. Low grades could suggest for modification in the admission requirements for the programme or the need for additional learning resources;
- Changes which affect other departments such as admissions would require a meeting between the Quality Standards and Programme Development Committee members and the Head of the corresponding department.

9.2.2.3 Final Project

Students must complete the Final Project in order to graduate. If the student fails the Final Project defence, he/she would fail to graduate on time. Depending on the situation, the Defence Committee will indicate whether the submitted Final Project can be improved and presented again or if a student has to elaborate a new final project. Detected cases of plagiarism in the Final Project will automatically mean a failure of the Final Project module. If the committee members suspect plagiarism, they may require additional evidence which proves the originality of the work (e.g. data sources, online survey, recorded interviews, etc.)

9.2.2.3.1 *Procedure for Monitoring of Final Project Results*

Ref: [PRO_S5_7]

- The Academic Coordinators monitor the students' performance concerning their Final Project by assessing the module evaluation results for the corresponding module and attending Final Project defence discussions;
- Final Project module provides students with the opportunity to discuss their ideas with the tutors and receive guidance. The guidance is intended to enhance the students' ability to develop innovative final projects with great quality. At the end of the module, the Academic Coordinator provides students with a Module Evaluation Survey link through which students can provide their feedback concerning the module;
- The Academic Coordinator would assess the students' feedback provided through the Module Evaluation Survey to identify issues;
- Furthermore, the Academic Coordinators are present during the defence committee's discussion to understand the reasons behind the students' grades. This is intended to gather more information which would help understand the factors which influence their grades;
- During the next Academic Committee meeting, the Academic Coordinators would present these factors to the rest of the Academic Committee members.

9.2.3 Retention Policy for Undergraduate Students

GBSB Global Business School has a responsibility to identify students who may be unlikely to graduate on time and earn degrees due to poor academic performance. Standardising the eligibility criteria for academic probation, suspension, readmission, and dismissal allows for greater understanding and consistent application of academic policies. This policy applies to all undergraduate students who are classified into one of the following categories for retention purposes:

- Good Academic Standing;
- Academic Probation;
- Suspension & Reinstatement;
- Dismissal.

9.2.3.1 Good Academic Standing

In order to be considered in a "good academic standing", undergraduate students must earn and maintain at least a 2.00 Cumulative grade-point average (GPA), which is the minimum retention requirement for continuing studies at GBSB Global.

Failure to earn a minimum grade-point average of 2.0 will automatically place the student on academic probation during the term that follows.

9.2.3.2 Academic Probation

Academic probation is a warning to the student that his/her cumulative GPA is unsatisfactory: the student is not making satisfactory progress towards meeting the graduation requirements and may be placed on academic suspension if his/her academic record does not improve.

- Students will be placed on initial academic probation at the end of any term in which their cumulative GPA falls below 2.00 and will receive a notice / academic warning sent by the Academic Coordinator following the Procedure for Monitoring GPA, Ref [PRO_S5_5] Students on academic probation who earn a 2.00 (C) end of term GPA or higher, but still have below a cumulative GPA below 2.00 are placed on a continued academic probation. Each student may be permitted not more than two consecutive terms of academic probation (initial and continued);
- Upon completion of a full academic year of the undergraduate studies, the performance of each student will be individually assessed by the Academic Committee to determine whether they succeed to the next stage of studies. The following outcomes are possible:

- o Succession – a student has a cumulative GPA of 2.00 or higher;
- o Provisional succession a student might be admitted to the next stage of the studies under certain conditions (see the following section for further details);
- o Suspension and reinstatement – cumulative GPA is below 1.75;
- o Dismissal – follows suspension, a student is not allowed to return to GBSB Global.

9.2.3.2.1 Provisional Succession

The undergraduate program at GBSB Global comprises of three consecutive academic years. Students must fulfil the minimum requirements to be able to progress to the next academic year. This policy has been implemented to ensure that students gain the learning objectives and achieve the programme's learning outcomes.

Table TAB_S5_2

Provisional Succession

Provisional Succession	Cumulative GPA	Make-Up Exams	Retakes
1st year to 2nd year	Cumulative GPA is **not lower than 1.75** (if otherwise, please refer to the section *"Suspension & Reinstatement")*	• 5th-6th week of the following term	• Students would have to retake the module in *summer* of the same academic year if the retake is opened; • If the retake is not opened in summer, students would need to wait until the module is offered during the following academic year.
2nd year to 3rd year	Cumulative GPA is **not lower than 1.75** (if otherwise, please refer to the section *"Suspension & Reinstatement")*	• 5th-6th week of the following term; • If a make-up exam resulted from Spring term, students would have to take it in *July* of the same academic year	• Students would have to retake the failed module in summer of the same academic year if the retake is opened; • If the retake is not opened in summer, students would need to wait until the module is offered during the following academic year.
3rd year – Graduation	***Other graduation requirements are met*** Not lower than **2.00**	• 5th-6th week of the following term; • If a make-up exam resulted from Spring term, students would have to take it in *July* of the same academic year.	• Students would have to retake the failed module in summer of the same academic year if the retake is opened; • If the retake is not opened in summer, students would need to wait until the module is offered during the following academic year.

			A student is required to retake the failed modules within one academic year after the defence date ensuring that the cumulative GPA is not lower than 2.00 and all other graduation requirements are met. If this condition is not met, the student will be issued the <u>Certificate of Studies.</u>

9.2.3.3 Suspension and Reinstatement

If the student has used both probation terms or reached the end of the academic year failing to meet the required cumulative GPA of 1.75, the student will be suspended from further enrolment. Such decision is taken by the Academic Committee and official notification about suspension is issued and signed by the Head of Institution. The Academic Coordinator is responsible for delivering the decision to the student following the Procedure to Address Suspension and Dismissal, Ref: [PRO_S5_9].

All suspended students can apply for being readmitted to repeat the same year of studies during which they showed inadequate performance.

The application should be addressed to the Academic Committee no later than within 5 calendar days after receiving an official notification about suspension delivered by the Academic Coordinator

In all cases, if requesting reinstatement, suspended students must provide evidence of academic potential and a plan for significant academic success. This includes self-analysis of the student's academic performance during the last academic year (if underperformance took place only in certain modules/certain terms), examples of academic work completed at the required level and proposals to seek recommendations from certain teaching staff, evidence of any recent informal learning (work experience, online courses, voluntary work). Students are eligible to request reinstatement from suspension only once within the duration of their undergraduate programme at GBSB Global Business School.

9.2.3.3.1   Decision on Readmission from Suspension

The Academic Committee will review all complete readmission applications and will officially notify each student about the final decision. In case of a positive outcome, the following has to be taken into consideration:

- Student is readmitted on probation;
- Student must obtain a 2.00 or higher term GPA and end up the next academic year with a cumulative GPA of 2.00 or higher.

9.2.3.4 Dismissal of Undergraduate Students

Academic dismissal occurs after suspension and readmission when a student fails to achieve minimum academic standards. This results in a student being prohibited from returning to GBSB Global Business School. Dismissed students are no longer eligible to appeal for the reinstatement.

9.2.4 Retention Policy for Graduate Students

The academic performance of graduate students is continuously monitored by their Academic Coordinator. During the programme, a graduate student is permitted to fail a maximum of 21 ECTS credits. In case the number of accumulated failed ECTS credits exceeds the aforementioned limit, the student will not be able to graduate with a Master's degree and will be issued a Certificate of Studies, regardless of whether a student has already successfully retaken some modules or not.

Should a student approach the defence date with permitted number of retakes, he/she will still be allowed to defend the Final Master's Project and would be required to retake the failed modules within one academic year after the defence date, with the condition that the cumulative GPA is not lower than 2.00. If this condition is not met, the student will be issued the Certificate of Studies.

If the graduate student passes all the modules without failure and successfully defends his/her Final Master's Project but does not accumulate the required cumulative GPA of 2.00 (under the condition that it is not lower than 1.75), he/she will be given an opportunity to upgrade several modules (maximum of 21 ECTS) with the lowest grade within one academic year after the defence date. Upgrade of the modules means that the student has to repeat them again. If this condition is not met, the student will be issued the Certificate of Studies.

If the graduate student passes all modules without any failure and successfully defends his/her Final Master's Project but would have a cumulative GPA lower than 1.75, he/she will not be eligible for any upgrade and will be immediately issued with the Certificate of Studies.

9.2.5 Voluntary Withdrawal from Studies and Reinstatement

Some circumstances (e.g. a job offer, family reasons and other personal circumstances (other than health reasons), competitions and sport activities, etc.) may force a student to voluntary withdraw from their programme of study. Withdrawal means that a student stops attending a programme of study or that a student has not registered for a particular academic year (undergraduate students).

In order to withdraw from a programme, students should submit a signed copy of the Notification of Withdrawal Form and attend a meeting with their respective Academic Coordinator. A student who withdraws from the programme voluntarily, has a right to request an academic transcript which would list all academic records up to the date of withdrawal.

A student who withdraws from the programme voluntarily has a right to request reinstatement within no later than two years after voluntary withdrawal (taking as refence the end date of the academic term which a student last attended). GBSB Global reserves the right of re-admitting the student depending on availability of study places and other circumstances. When a student is readmitted, his/her transcript will be evaluated on the subject of changes in the programme structure, changes in contents of the modules, etc., meaning that not all modules previously completed and passed can be considered for credit after readmission. In order to graduate after readmission, a student will have to complete all modules and meet all graduation requirements valid in the academic year of readmission.

If more than two years have passed after voluntary withdrawal, a student cannot seek reinstatement. He/she will have to apply for the programme again and follow the standard admission procedure for new applicants.

9.2.6 Procedure for Monitoring Retention

Ref: PRO_S5_8

Given the diversity of the global educational institutions, retention is often perceived and measured differently throughout the world. With regards to GBSB Global Business School and its unique realities, retention is best defined as the number of students who are enrolling to the following academic year in comparison with the number of students who have enrolled to the current academic year.

The school's global focus led to the high proportion of international students within the campus. Given the students' geographical flexibility, the school's retention rate is greatly affected by the students' decision to continue studies in their home country or move to another country. In

addition to this, international students face challenges such as cultural shock and homesickness as well as greater financial expenses such as accommodation and travel expenses. These factors often influence the students' decision to continue their studies in the campus.

Students at GBSB Global receive high quality education and numerous types of support designed to assist them in completing their study. However, there are cases in which students decide not to continue with their studies. The reason behind the students' decision to drop their study could relate to academic matters, non-academic matters, or a combination of both. Therefore, the school implements several measures to support the students, enhance the rate of student retention, and minimise the rate of drop-out. These measures involve different aspects such as learning support, consultations with the academic coordinator, advising by faculty and extracurricular activities. The Academics & Student Affairs Department maintains several databases which contain information about the students' progression and retention. The Academic Coordinators are in charge of updating these databases with any changes in the students' status. In order to maintain consistency, there are specific procedures to be followed for the different cases.

The Academic Committee are in charge of student retention efforts which address academic matters. Meanwhile, the Student Lead provides students with assistance relating to non-academic matters. These measures are primarily designed to prevent students from dropping out of their studies but do not address transfers, in acknowledgement of the students' geographical flexibility.

These prevention measures involve identifying students who are at risk of abandoning their studies, taking preventive measures, and providing assistance to retain them in the school.

9.2.6.1.1 *Identification Measures*

- **Identification of Low Academic Performance:** At the end of mid-term exams and final exams period, Academic Coordinators assess the grades of all students to identify those who receive low grades in more than one module;
- **Observation of Attendance Rates:** Every week, the Academic Coordinators assess the attendance of all students to identify absences. Students who continuously failed to attend classes would be invited to a meeting;
- **Observation by Faculty Members:** Faculty members are encouraged to observe students' participation during class and either informally inform the Academic Coordinator or send an email if there are students who seem to be struggling with their studies. The Academic Coordinator will follow up with the students in order to investigate the reasons.

Based on the observation data, students who might be at risk would be requested to attend a meeting with their respective Academic Coordinator. Through this meeting, the Academic Coordinator intends to identify the issue and assists the students accordingly. This is in acknowledgement of the idea that intervention should be done as soon as possible. If the student is facing issue related to non-academic matters, the Academic Coordinator would request the Student Lead to assist the students' accordingly. If the issue involves academic matters, the Academic Coordinator would highlight the issue during the Academic Committee meeting. The Academic Committee would assess the situation and decide on the best way to assist the student.

9.2.6.1.2 Preventive Measures

- **Maximum ECTS:** Limitations have been set on the number of ECTS that a student can take. This is to ensure that the workload which students have is manageable. Students with a high number of ECTS could struggle with their studies, increasing the risk of drop out.

- **Identification of Potentially Difficult Modules:** Based on the grades database, the Academic Committee lists the modules with a history of comparatively high failure rates. Members of the Academic Committee would meet in July to discuss preventive measures which could increase the probability of the students passing the modules as part of the Process of Implementing Short-Term Improvements and Changes to Educational Programmes, Ref: [GBSBGLO_S10_2].This could involve the provision of learning materials even before the classes commence among other solutions.

9.2.6.1.3 Provision of Assistance

- **Academic Advising by Faculty:** Students are provided with opportunities to receive academic advice from the faculty members. Due to their role in the students' learning journey, faculty members could be perceived as a role model and influence the students' decision to remain at the school;

- **Academic Consultations:** Students who struggle with academic matters would receive personalised guidance from the Academic Coordinator. Either the student or the Academic Coordinator can initiate this process depending on the situation by contacting the student/Academic Coordinator. The students are informed at all times about the availability of a dedicated Academic Coordinator starting from the Orientation Day and throughout their studies

- **Career Services:** Guidance with career goals could help motivate the students to remain studying at the school. Therefore, all students at GBSB Global have the opportunity to consult with Career Services concerning their career. If a student is considering

abandoning their programme due to career-related uncertainties, such as the correlation between their current programme and their career, the Career Services staff would assist the student by providing relevant information and clarifications;

- **Non-Academic Matters:** Depending on the situation, a student's decision to drop the studies could be influenced through the provision of assistance in non-academic matters. Students may struggle with adjusting to a new environment, community, and social life. In these cases, the student lead would approach the student to provide personalized moral support. Furthermore, the Student Lead could involve the student in social activities and extracurricular activities.

9.2.7 *Procedure to Address Suspension and Dismissal*

Ref: PRO_S5_9

- The Academic Coordinators monitor the grades of all students, including those who are under academic probation since failure to improve their grades would result in another probation period or suspension, depending on the students' academic performance;
- If the Academic Coordinators identify students who meet the criteria for suspension or dismissal, as elaborated in the Student Guidelines and Academic Policies and the IQA Framework, a report containing the names of the students and their academic performance during the probation period should be prepared;
- The Academic Coordinators must present this report during the Academic Committee meeting;
- During the meeting, the Academic Coordinator should provide information about the students' grades to ascertain that the student(s) should be either suspended or dismissed;
- After receiving a confirmation from the Academic Committee, the Academic Coordinator arranges a meeting with the students to discuss their situation and to provide the Academic Committee's decision;
- With regards to suspension and dismissal, the Academic Coordinator updates the corresponding fields in the database.
- Upon completion of a full academic year of the undergraduate studies, the performance of each student will be individually assessed by the Academic Committee to determine whether they succeed to the next stage of studies.

9.2.8 *Process of Analysis of Progression and Retention Metrics*

Ref: [GBSBGLO_S5_02]

The school collects and monitors a number of students' data to gain a clear understanding of their progression. Based on the data, the Academic Committee gathers at the end of every academic year to analyse the students' progression for the year. Furthermore, longitudinal assessments are performed to measure the school's progress over a period of time. This allows for a clear identification of potential problem points and provides a thorough understanding of students' progression. It is important to note that a vast majority of GBSB Global students are international students. Therefore, data should be interpreted with careful consideration of the school's realities. For example, given the geographical flexibility of most GBSB Global students, retention rate does not fully represent the quality of education provided by the school.

At the end of every academic year, the Academic Committee prepares Student Retention, Student Achievement and Student Performance metrics to be assessed. Next, the Head of Institution and the rest of the Quality Standards and Program Development Committee members gather to review the school's performance pertaining retention and the students' study progression. This data is complemented with the data from the school's satisfaction survey to gain a clear idea about the school's performance concerning retention. Based on this data, the committee can devise strategies to improve the school's retention rate. Depending on the need for further information, focus groups with students from programmes with low retention could be done to gain qualitative data. Based on the gathered information, modifications such as curriculum review, an intensive induction, additional support could be devised.

Table TAB_S5_3

Retention, Achievement and Performance Metrics

Term	Definition	Calculation	Notes	Target
Student Retention				
Continuation (Retention) Rate	The percentage of a school's first-time, first-year students who continue at the school the next year. For example, a student who studies full-time in the fall term and keeps on studying in the programme in the next fall term is counted in this rate.	First-time, first-year students who are still enrolled in the following academic year in one particular intake divided by the number of first-time, first-year students enrolled in the Year 1 in one particular intake. • Fall Intake Year 1 has to be compared to Fall Intake Year 2; Winter Intake Year 1 has to be compared to Winter Intake Year 2; Spring Intake Year 1 has to be	Students who are on academic leave should be excluded from this calculation.	Target/ threshold: 93% (88%)

		compared to Spring Intake Year 2. • The retention rate for the whole AY is the average between the 3 rates of different intakes.		
Student withdrawals (Drop-out rate)	The percentage of students leaving the school for the remainder of the academic programme and being officially removed from all classes.	Students who started an academic programme in one particular Academic Year (Fall, Winter, Spring) and have withdrawn from their programme at any point of time before end of the programme.	Students who are on academic leave should be excluded from this calculation.	Target/ threshold: 4% (8%)
Progression Rate	The percentage of cohort students in a given academic year who enrolled and progressed to the next level of student classification in the following academic year.	Number of full-time students in a designated grade/year level as a percentage of the number enrolled in the grade/year level below in the previous calendar year. • Fall Intake Year 1 or 2 has to be compared to Fall Intake Year 2 or 3 respectively; Winter Intake Year 1 or 2 has to be compared to Winter Intake Year 2 or 3; Spring Intake Year 1 or 2 has to be compared to Spring Intake Year 2 or 3. • The progression rate for the whole AY is the average between the 6 calculated rates of different intakes.	Students who transferred to other institutions but progressed to the next level should be included to this calculation. Students who transferred to the school directly to Grade 2 or 3 should be excluded from calculation as compared to one level below.	Target/ threshold: 83% (73%)
Transfer Rate	The percentage of a school's first-	A student who is in a three-year degree programme is	Students who	

	time, first-year undergraduate students who transfer to another institution within 150% of the published time for the programme.	counted as a transfer if the student goes to another institution within 4.5 years.	transferred to the school from another institution and then transferred again to another institution are <u>excluded</u> from calculation.	
Student Achievement				
Graduation Rate (on time)	The percentage of students who gained the final qualification by the graduation date specified during their enrolment.	The total number of students (in a single cohort) who gained the final qualification by the graduation date specified divided by the total number of students registered in that cohort. • The graduation rate for the whole AY is Fall Intake + Winter Intake + Spring Intake. If calculated before finalisation of one year for a certain intake, that intake should be excluded from the calculation. • Students who have any retakes (not make ups) would automatically be considered as having failed to complete the programme within that particular academic year. • Transfer students who stayed at the school in Year 3 should be included.	Students who are on academic leave should be excluded from this calculation. When students take an academic leave, the school will specify the exact graduation date that the students have to meet in order to qualify as having graduated on time.	Target/ threshold: 90% (80%)
Total Graduation Rate	The percentage of students who gained the final qualification at any point of time.	The total number of students (in a single cohort) who gained the final qualification at any point of time divided by the total number of students registered in that cohort. • The total graduation rate for the whole AY is Fall Intake + Winter Intake + Spring Intake. If	Students who were on academic leave but graduated should be included in this calculation.	Target/ threshold: 95% (85%)

		calculated before graduation of a certain intake, that intake should be excluded from the calculation. • Transfer students who stayed at the school in Year 3 should be included.		
Student Performance				
Performance Rate	The ratio between passed credits and registered credits in the first year of the programme.	The total number of students (in a single AY) who passed all credits for which they were registered in that AY divided by the total number of students registered in that AY. • The performance rate for the whole AY is all students registered in the first year of the programme of that AY (regardless of their start date). • It should be calculated by looking into results in each module and then calculating the average performance rate in the programme. • Students who have any retakes (not make ups) would automatically be considered as students who did not pass all registered credits in that AY.		Target/ threshold: 80% (70%)
Success Rate	The ratio between students who qualified to pass first year of the programme and the students who passed the first year of the programme.	The total number of students (in a single AY) who were eligible to pass the module and passed the module divided by the total number of students who were eligible to pass the module but failed. • The performance rate for the whole AY is all students registered in the first year of the programme of that AY (regardless of their start date).	Eligible means students who did not have problem with attendance, who did not drop the module, who were allowed to take the final exam.	Target/ threshold: 90% (80%)

		• It should be calculated by looking into results in each module and then calculating the average success rate in the programme.	Students who were not allowed to take final exam, should be excluded from this calculation.	
Efficiency Rate	Indicates student success at the end of the studies having consumed only the credits provided by the study plan.	The result of dividing the credits included in the study plan (e.g. 180 ECTS for undergraduate programme) divided by all credits taken by the student (retakes) by the time of graduation. It should consider all students scheduled to graduate in a certain AY and obtaining the average.		Target/ threshold: 95% (85%)

9.2.9 *Storage of Progression and Retention Data in Malta*

All information stored in cloud with a selected data storage provider is subject to that data storage provider being approved by the NCFHE. This implies that all records and information stored is managed by the approved provider's data retention and data archiving policies in order to fulfil any sort of regulatory / legal / business requirements.

Since all student records, assignments, assessments, and core indicators are stored in the system of an approved data storage provider, any matter in relation to record archiving is compliant with Malta regulations.

9.3 Recognition and Certification

Upon the completion of their studies, students should receive a transcript and diploma supplement. However, unsatisfactory academic performance could disqualify students from graduating with a degree from GBSB Global. In this case, students would receive a certificate of studies and transcript.

Information concerning recognition and certification is considered **public information** and is available to public according to the Process of Creating a List of Available Public Information, Ref: [GBSBGLO_S9_01]. Particularly, information about a degree awarded, EQF/MQF level and the number of ECTS credits in each academic programme is released, as detailed in the Table TAB_S9_1: The List of Available Public Information of the IQA Framework, on the school's

website (on each particular programme's page) and in the programme brochures. Additionally, students become aware of all graduation requirements by signing a statement of understanding of Student Guidelines and Academic Policies, a document which is distributed to all students electronically at the start of their studies at GBSB Global Business School and is available throughout the academic programme on the school's Intranet.

GBSB Global issues the following certification documentation:

- **Diploma:** A document issued by GBSB Global Business School that testifies that the receipt has successfully completed a particular programme of study and is awarded a specific qualification. It contains the name and surname of the holder of the qualification, the full name of the study programme, and the date and place where the qualification was awarded;

- **Diploma Supplement:** A document accompanying the diploma that provides a standardised description of the nature and the status of the qualification, EQF/MQF level, amount of learning credit, content and results of the qualification gained, and the achieved learning outcomes, in line with NCFHE regulations;

- **Certificate of Studies:** A document issued by GBSB Global Business School that testifies that the receipt has attended modules from a particular programme of study. It contains the name and surname of the holder of the certificate, the area of the study programme, and the date the certificate was issued;

- **Transcript:** A document accompanying the certificate of studies that indicates the name of the programme of study, EQF/MQF level of the programme of study, amount of learning credit gained and the results, it specifically indicates that the receipt was not awarded any qualification.

Table TAB_S5_4

Certification Documentation

Status	Diploma and Supplement	Certificate of Studies and Transcript
Undergraduate Students	Undergraduate students who have successfully completed all their modules and gained the required cumulative GPA of 2.00.	Undergraduate students who failed to accumulate the required cumulative GPA of 2.00.
	Undergraduate students who failed a module but retook the failed modules within one academic year after the defence date, ensuring	Undergraduate students who failed a module and did not manage to retake the failed modules within one academic year after the defence date.

	that the cumulative GPA is not lower than 2.00.	Undergraduate students who managed to retake the failed modules within one academic year after the defence date but failed to accumulate the required cumulative GPA of 2.00.
Master Students	Master students who successfully completed all their modules and gained the required cumulative GPA of 2.00.	Master students who failed to accumulate the required cumulative GPA of 2.00.
	Master students with less than 21 ECTS worth of accumulated failed ECTS credits who managed to retake the failed modules within one academic year after the defence date, ensuring that the cumulative GPA is not lower than 2.00.	Master students with accumulated retakes that exceed 21 ECTS will be issued a Certificate of Studies, regardless of whether a student has already successfully retaken some modules or not.
		Master students with less than 21 ECTS worth of accumulated retakes but failed to retake the failed modules within one academic year after the defence date.
		If the graduate student passes all modules without failure and successfully defends his/her Final Master's Project but would have a cumulative GPA lower than 1.75, he/she will not be eligible for any upgrade and will be immediately issued the Certificate of Studies.

9.3.1 Procedure to Prepare Certification Documentation

Ref: [PRO_S5_10]

After a student successfully completes all the requirements of the programme, the procedure for the preparation of the diploma and the official transcript will be initiated. Once the draft versions of the documents are ready, a student will receive an e-mail from their Academic Coordinator requesting to check the correctness of the information entered (especially personal data).

In case a student doesn't respond to the request of the coordinator by the indicated deadline, the school does not assume any responsibility for mistakes and typos, and diploma and transcript will be issued in its initial format. Should a student wish to correct any mistakes after the deadline, he/she will have to assume the fees for diploma/ supplement duplicate and shipment (if applicable).

Table TAB_S5_5

Official Diploma & Supplement Issuance Scheme

(after completion of all programme graduation requirements)	
Duration	**Procedure**
2-4 months	A student will be contacted by the academic coordinator to check the correctness of information and personal data in the diploma and supplement.
4-6 months	Official diplomas & supplements are delivered to the campus where the student has studied. Online students get the diploma to the provided physical address.

9.4   List of Related Documents

- S1_D1 Equal Opportunities Policy
- S5_D2 Video Tutorials and FAQ Training Guide for Admissions Officers
- S5_D3 Admission Policies and Guidelines
- S5_D4 The Absence Excuse Request Form
- S5_D5 The Attendance Control Spreadsheet
- S5_D6 Course Registration Form
- S5_D7 The Grade Masterfile
- S5_D8 Module Evaluation Survey
- S5_D9 Notification of Withdrawal Form
- S4_D1 Student Guidelines and Academic Policies

10 Standard 6: Teaching Staff

10.1 Teaching Staff Recruitment Policy

The hiring policies of GBSB Global Business School are intended to guarantee that all candidates have an equal access to all existing vacancies at school and that GBSB Global employs the most suitable candidates for the positions.

The main objectives of the GBSB Global hiring policy are:

- Engaging and retaining highly qualified, loyal and motivated tutors and staff who are dedicated to GBSB Global;
- Continuous improvement of the professional level of the tutors and staff at the GBSB Global;
- Securing a stable contingent of the tutors and staff at the GBSB Global;
- Transforming GBSB Global into an internationally recognised and highly ranked knowledge centre distinguished by practicing an innovative approach in education and training;
- Increasing the reputation of the GBSB Global and strengthening its prestige and stability as a leading school.

GBSB Global adheres to the principles of equality in employment. Neither racial, national, or gender, religion, citizenship, age, political views, or personal relationships influence the decision-making process.

The teaching language at GBSB Global is English. Therefore, the recruitment and selection of candidates are shaped by the following expectations:

- Teaching staff are expected to teach in English;
- The staff employed by GBSB Global and working directly with the administration or in academic areas/programmes are expected to have an excellent command of English and use it as the main language of communication.

10.2 Teaching Staff Qualifications and Experience

GBSB Global Business School is an innovative practically oriented and mission-driven educational institution. Therefore, tutors are required to adopt a pragmatic approach towards the modules they teach, provide a practical perspective to theories and deliver realistic learning framework through cases, recent examples and real corporate projects.

These values are reflected in the school's teaching staff composition which includes a high share of practitioners. The recruitment of candidates with strong professional qualifications and adequate teaching record enriches the students' learning experience with practical knowledge and skills, in line with the programme objectives. Furthermore, the teaching staff include academically qualified teaching staff to compliment the student's practical learning with solid theoretical basis.

Tutors are employed in either full-time or part-time basis, depending on their profile and availability. Flexible class schedules at GBSB Global allow some tutors to teach on a part-time basis without interrupting their full-time career. The involvement of tutors who are active in their fields benefit the students by providing the latest updates and bringing real-world experience to the classroom.

Full-time teaching staff assumes greater responsibilities beyond teaching, such as managing extracurricular events, competitions, participation in strategic development of the school, curriculum design, and serving as role models for intellectual leadership. Nonetheless, adjunct tutors also show high level of intra- and entrepreneurial skills by introducing new interesting projects to students, mentoring their career path, offering internship opportunities in own companies, and connecting them with the network of potential business-partners or employers.

In addition to this, the international composition of GBSB Global teaching staff serves to advance the cultural and emotional intelligence of students, prepares them to work and live across the globe, and successfully overcome the challenges of a globalised world, in accordance with the institution's core values. At the same time, success business stories of adjunct tutors and real-life examples of practicing full-time teaching staff stimulate students to reach new horizons, inspire imagination without limits, and achieve their full potential as a successful future business leader. Passion for transformation, cross-cultural approach, entrepreneurial spirit, knowledge of latest digital tools and technologies, as well as high level of creativity demonstrated by GBSB Global teaching staff are fully aligned with and support GBSB Global with the realisation of its mission and promotion of its core values.

In order to teach at GBSB Global, teaching staff should meet the following standards:

- **Bologna First Cycle/Undergraduate (Bachelor) Programmes:** Teaching and assessing is carried out by teaching staff holding a recognised qualification (degree) at MQF level 7 or higher in discipline taught related area or professionally qualified in a relevant business-related discipline;

- **Bologna Second Cycle/Postgraduate (Masters) Programmes:** Teaching and assessing is carried out by a teaching staff holding a recognised qualification (degree) at MQF level 7 or higher in discipline taught related area and professionally qualified in a relevant business-related discipline. The academic/theoretical aspects of master's degrees are covered by tutors with a full relevant qualification at Level 8 (academically qualified tutor);
- **Bologna Third Cycle/Doctorate Programmes:** 100% of teaching and assessing is carried out by academically qualified teaching staff.
- **Additional Selection Criteria**
  - Proven experience of lecturing at higher education institutions;
  - C1 level of English language;
  - Professional knowledge of MS Office (Word, Excel, PowerPoint);
  - Working knowledge of Microsoft 365 Suite for Education;
  - Working knowledge of other IT tools related to a discipline taught.

10.2.1 Academically Qualified Teaching Staff

10.2.1.1 Teaching Staff with Relevant Doctorate Degree

Tutors must fulfil one of the requirements below to be classified in this category:

- Hold a doctorate degree (PhD) in business with graduate level major, minor, or concentration in the area of teaching responsibility;
- Hold a doctorate degree (PhD) in business with five or more years of professional and management experience directly related to the area of teaching responsibility;
- Hold a professional doctorate degree (DBA) in business in the area of teaching responsibility;
- Hold a Juris Doctor (JD) and teach business law, the legal environment of business or other area with predominantly legal content.

10.2.1.2 Teaching Staff with Out of Field Doctorate Degree

Tutors must fulfil one of the requirements below to be classified in this category:

- Hold an out of field doctorate degree (PhD), and
- Meet at least one of the requirements below:
  - Demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at conferences.
  - Demonstrate successful professional practice evidenced by:

- Significant involvement in professional organisations related to the teaching field;
- Substantial professional or management level practice, or
- Significant consulting activity.

10.2.2 Professionally Qualified Teaching Staff

In order to be considered professionally qualified, a tutor must meet one of the following conditions:

- Be ABD, (All But Dissertation, meaning an individual has completed all coursework required for a Ph.D. in business or DBA and passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities, or
- Hold an MBA plus three years relevant work or teaching experience to be qualified to teach principle or introductory level business courses only, or
- Hold a Masters' degree in a business-related field and meet at least one of the requirements below:
  - Have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities and/or demonstrate involvement in meaningful research directly related to the teaching discipline;
  - Have a professional certification (e.g., ACCA, CPA, CDP, CFM, CMA, PHR., etc.) appropriate to his or her assigned teaching responsibilities;
  - Have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.

10.3 Teaching Staff Recruitment Process

Ref: [GBSBGLO_S6_01]

After planning the subsequent academic terms and considering matters such as changes in the course offering, student population, and curriculum, and after assigning the teaching load to current tutors, a need for the recruitment of new tutors is identified. The Head of Institution initiates the hiring process approximately five months before the classes start. The job descriptions are prepared in a standardised manner because the basic duties are always: teach, research, or provide service. However, advertising of a position is generally required in order to make sure that access to information about the vacancy is widely disseminated. Information about the vacancy is posted on different job portals (e.g. LinkedIn) Each candidate is expected to provide a CV and a cover letter.

10.3.1 Stage 1: Initial Screening

Initial screening is conducted to determine which applicants meet minimum qualifications (degree, experience, etc.). Screening of the applications encourages equal treatment of all candidates. Applicants who meet the minimum qualifications proceed to the next stage of the recruitment process and are considered as viable candidates at this point. Reference and background checks are carried out in order to guarantee hiring of the best candidates with excellent personal and professional characteristics.

10.3.2 Stage 2: Preliminary Phone Interview

First interviews are typically conducted by phone. The interviewer explains about the job, conditions and discusses the teaching philosophy. Questions related to age, ethnicity, birthdate, religion, sexual orientation, gender expression, marital or parental status are considered as improper inquiries and thus are not asked. Instead, the interviewer asks questions of a more general nature or some questions specific to a candidate's expertise. If the preliminary interview is successful, the applicant is invited to the campus for the next stage onsite interview.

10.3.3 Stage 3: Onsite Interviews

In some exceptional cases when the applicants are out of the country, the second stage interviews can be conducted via Skype or other telecommunication means. The interviews with tutors are carried out by the Head of Institution and Faculty Coordinator. Some sample questions for the onsite interviews include:

- Why are you interested in this position?
- Describe your teaching style.
- Which courses are you prepared to teach? How do you prepare for your classes?
- What types of assessment activities do you use in your classes?
- Give us an example of a challenging situation you faced in a class and how you resolved it.

Asking prepared and standardised questions allows better comparison of the relative merits of individuals to meet the job requirements and provides less opportunity for unconscious bias. In case it is needed, candidates may also be asked to perform a task, e.g., to give a lecture or teach a class, provided the task is relevant to the job requirements.

10.3.4 Stage 4: Notification of the Outcome and Employment Formalisation

The selected candidates are notified by e-mail or phone about the successful outcome. If the job offer is accepted, the Faculty Coordinator requests copies of all relevant documentation, such as passport, social security, bank account number. The employment contract is prepared by an outsourced payroll advisory.

10.4 Teaching Staff Induction Process

Ref: [GBSBGLO_S6_02]

If the job offer is accepted, the new tutors are invited to the induction meeting which is organised before the beginning of each term. During this meeting, GBSB Global administration introduces the school, explains the administrative formalities and provides training about GBSB Global policies, Intranet and different available online tools. All new tutors, regardless whether full-time or part-time, receive complete information and extensive training about GBSB Global programmes, policies, rules and regulations. This process consists of three stages:

10.4.1 Stage 1: Distribution of the Welcome Pack to a New Tutor

This first stage is usually done within 1-3 months before the academic term starts. The pack of documents for new tutors contains the following:

- GBSB Global Faculty Guidelines (full version) is a detailed guide which introduces the school, its mission, approach to business education, programmes, partners, accreditations and the student body; main duties and expectations of GBSB Global teaching staff; administrative procedures for new tutors which cover three periods of the academic term – before the classes start, during the classes, and after the classes end; code of conduct and academic integrity policy; school policies in relation to participation, class attendance, exams; and student evaluation which specifies the grading scheme, describes recommended assessments of term papers, group projects, presentations, quizzes, exams, and outlines make-up exam and grade appeal procedures;
- Summary of GBSB Global Faculty Guidelines is a condensed version of the Faculty Guidelines which summarizes the main policies and regulations in one page printed on both sides;
- GBSB Global PPT Presentation Template should be utilised in order to avoid conflict of interest. All tutors, regardless whether full-time or part-time, are required to prepare class presentations using GBSB Global PPT template;

- Digital Learning Platform Faculty Guide is designed to provide tutors with detailed instructions on the usage of GBSB Global digital learning platform which levers the Microsoft Office 365 for Education suite. There are specific guidelines on the functionality of the platform (conversations tab, files tab, assignments tab, class notebook tab) and the application of the plagiarism checker which is incorporated into the digital platform;
- MS TEAMS Video Tutorial for Faculty is a 4-5 minutes video which serves as an introduction to the educational platform of GBSB Global and shows how tutors can communicate with students, create, collect, and grade assignments, leave feedback to students, and upload class presentations.

10.4.2 Stage 2: Faculty Meeting

The Faculty Meeting is held before the beginning of each academic term and serves as the orientation, training, and networking event for new tutors:

- **Networking:** This takes place when new tutors are introduced to each other, as well as full-time tutors present at the meeting. This session is traditionally accompanied by welcome drinks and small snacks in order to break the ice which new tutors may feel;
- **Orientation:** This includes an informative session, followed by questions and answers, where new tutors are introduced to the academic policies, standards, rules, regulations and procedures followed by GBSB Global while providing an educational service. This session also includes formalities related with administration and practical aspects associated with class management;
- **Training:** Training activities are aimed at familiarising tutors with the use of digital technologies deployed at school. New tutors are shown how to access the digital learning platform and specifically MS teams, how to see the list of students taking the course, how to chat with students and upload files, create, review assignments, how to check assignments for plagiarism with URKUND, grade and provide feedback to assignments, post the grades. In addition to this, new tutors are trained how to use Smart Boards and Clever Touch applications which services as a digital black board.

10.4.3 Stage 3: Orientation to Assigned Modules/Disciplines

Tutors are provided with orientation to assigned courses: each new tutor is provided with the module specification or a standardised syllabus (depending on the requirements of the module). This is followed by individual meetings with the Head of Institution, if needed. Detailed clarifications are provided on the module structure, expected mode of delivery, recommended contents, etc. In case the module is taught by several tutors, then the tutor who has been teaching

this module and has been assigned to continue teaching the module in the next term, will be expected to mentor a new tutor though personal and virtual training sessions or informal meetings.

10.4.4 Stage 4: Continuous Support

The Academics & Student Affairs Department of GBSB Global provides continuous support to all tutors. The assistance is provided (but not limited to) in the selection of course materials, assessment, grading, instructional techniques and teaching methodologies:

- **Selection of Course Materials:** Readings and texts are essential parts of each course. GBSB Global reserves the right to recommend the list of compulsory readings and textbooks to ensure that the course learning outcomes are met, however, each tutor has academic freedom to propose recent editions in order to update the content of the course with the latest textbooks, research, cases and examples. In case, a tutor makes a proposal for a new book(s), the Academic Committee assesses the request and, if approved, assigns the budget to order and purchase the book(s);

- **Assessment:** Students' performance is assessed continuously throughout the programme. The final mark in each course reflects how well a student did on all his or her coursework: participation, assignments, projects, presentations, and examinations (written, oral, or practical). The approach to assessment is described in each course outline. GBSB Global provides teaching staff with the recommended evaluation rubric, if a tutor does not have their own or the rubrics suggested by a tutor does not meet GBSB Global standards and requirements. Standardised rubrics are available for the following assessment criteria: participation, role-playing, oral presentation, course project, final master's project (capstone), bachelor's thesis. Additionally, as indicated in the Table [TAB_S6_4] Faculty Development Activities of the IQA Framework, all tutors complete a compulsory training on assessment procedures;

- **Grading:** Faculty Guidelines include a detailed explanation of GBSB Global grading scheme which delineates different ranges of grades, marks and exact percentage a student may accumulate given several standard scenarios. In every course, students must achieve a passing grade of 60 for the course to be considered complete. If these conditions are not met, students may be required either to make-up the final exam or repeat the whole course. In this case, a prefinal grade may be a determining factor;

- **Teaching Methods:** Since the instructional techniques and teaching methodologies may vary depending on the course learning outcomes, the recommended teaching methods for each particular course are discussed with every tutor individually. The overall effectiveness and appropriateness of teaching methods and instructional techniques for

the group of specific disciplines are typically discussed during meetings between tutors which take place once per each academic term, both online and on campus.

10.5 Teaching Staff Performance Assessment Process

Ref: [GBSBGLO_S6_03]

Periodic performance assessments of tutors and staff ensure that the expected quality standards set in each job unit are met, tasks are successfully completed, duties are performed efficiently, and employees are given space for continuous improvement and development. Therefore, the school has designed a process to assess the performance of teaching staff with respect to teaching, advising, counselling, industry engagement and development. Assessment and evaluation of faculty performance is conducted once per year by the Faculty Evaluation and Development Committee.

10.5.1 Stage 1: Evaluation of Performance

Performance of teaching staff is evaluated by assessing course evaluation results, teaching staff' advising and counselling activities, business and industry relations and fulfilment of annual objectives:

10.5.1.1 Course Evaluation

The purpose of the course evaluation is to let GBSB Global teaching staff know the effectiveness of their teaching methods and the ability to help students to achieve learning outcomes. Course evaluations are conducted on a regular basis – in the end of every term (during weeks 7-9). Students receive the online link to survey questions which they have to fill in for every course taught in each particular term. Once all the raw data is collected, the responses are analysed by the academic coordinators.

The model for evaluating teaching performance is based on the following factors:

- Course content;
- Course delivery quality;
- Teaching methodologies and innovativeness;
- Intellectual contributions and level of expertise in the area;
- Service and individual approach to the students;
- Achievement of student learning outcomes.

In the event of special circumstances, the timing of the assessment may vary. If necessary, an unscheduled assessment can be carried out. Preparation of materials, organisation and

execution of the assessment procedure for the evaluation of the tutors' work is carried out by Academic Coordinators under the supervision of the Head of Institution.

Upon the availability of the course evaluation results, the Academic Coordinators assess the results and place every tutor into Excellent, Good or Average category depending on the results. Information about the results of the evaluation is confidential and the results are reported directly to the Head of Institution. In line with this, each tutor receives an individual course evaluation report by e-mail which allows them to understand what worked well and what can be improved. If a tutor receives average or low scores, a member of the Faculty Evaluation and Development Committee will arrange for a meeting with the tutor. This meeting involves gathering in-depth information about the tutor's teaching process, providing suggestions and, depending on the situation, arranging for the tutor to undergo additional training.

10.5.1.2 Advising and Counselling

Given the strong qualifications and international exposure of the tutors, students have much to gain from their experiences. GBSB Global encourages tutors to provide advice and counsel to students. These advising and counselling activities include provision of advice concerning the Final Project, entrepreneurial advice, and suggestions concerning internship opportunities as well as career path.

- **Annual Satisfaction Survey:** The annual satisfaction survey involves gathering the students' opinions concerning various aspects of their experience at GBSB Global, including advising and counselling. Any relevant suggestions, concerns or complaints gathered through this survey would be used to formulate ideas and actions to improve the process of advising and counselling;
- **Student Voice:** Students can convey their concerns and grievances to the Academic Coordinator and Student Lead. Should a student convey that a tutor is failing to provide sufficient advice and counselling to students, the Academic Coordinator or Student Lead would inform the Faculty Coordinator who will investigate the matter and take further actions;
- **Final Project:** After the presentation, the tutors have a thorough discussion on the students' Final Project. These discussions involve valuable analysis which could benefit the students' learning process. Therefore, the Academic Coordinators attend these discussions to gather valuable learning points and understand the reasoning behind the students' final grade. Students may contact the Academic Coordinator to learn more about the reasoning behind their grade as well as points for improvement;

- **Capstone Consultations and Counselling:** Prior to starting with the Final Project, students receive consultations and counselling from tutors. Tutors are expected to provide personalised advice concerning the students' respective project ideas and monitor the students' progress throughout the course, to ensure that the project is heading in the right direction.

- **G-Accelerator:** Students who won a seat in the G-Accelerator programme could request for consultations with a tutor, within a duration of 6-8 months. This is to ensure that the students have access to a qualified mentor while they develop their business ideas. The tutor is expected to provide an assessment of the entrepreneurial idea, advice on the student's business plan and counsel the student regarding the roadmap for the new venture. Since advising and counselling is a key aspect of this programme, students are greatly encouraged to provide feedback on the tutor's advising and counselling process. The Director of the G-Accelerator programme receives feedback from mentors and students who are participating in this programme and shares it with the Head of the Institution who in turn communicates the key points to the Faculty Evaluation and Development Committee. This is done by means of a report prepared by the Director of the G-Accelerator programme in which he/she summarises the main findings from the meetings held with G-Accelerator programme participants (both students and faculty) and their suggestions and recommendations.

- **Industrial Visits and Guest Speakers:** Tutors are given the opportunity to organise industrial visits or invite guest speakers, through which their practical insights and experiences are shared with the students. At the end of the visit or workshop, the Academic Coordinators would meet the students to gather their informal feedback. Additionally, the Student Satisfaction Survey contains questions on the quality of industrial visits and guest speakers in the programme. In several cases, one of the Academic Coordinators would attend the industrial visit or workshop for a first-hand assessment of the activity. Any insight concerning the tutors' advising and counselling process would be passed in writing via email to the Faculty Coordinator. In addition, the Faculty Coordinator would contact the tutor to gather insight on their activities during the visit or workshop, if required.

10.5.1.3 Business and Industry Relations

As demonstrated in the list of annual objectives, tutors are expected to be actively engaged in business and industry activities and, consequently, maintain good business and industry relations. Furthermore, the tutors are responsible for finding an external speaker for the workshops or an institution for industrial visit if such activities are included in their course outline. In practice, they are expected to submit several recommendations to the Academic Committee.

The committee would assess the list of recommendations and the tutor may proceed to contact the approved candidate speakers or potential industrial visits.

The tutors are encouraged to periodically update the list, providing new recommendations for industrial visits, events and workshops to widen the students' experiences. The evaluation goes beyond the number of organised visits and invited guest speakers as it also considers the size of the companies. Furthermore, tutors are expected to invite students to professional meetings, conferences and media publications in which the tutors serve as experts.

10.5.1.4 Fulfilment of Annual Objectives

In the spirit of continuous learning, the teaching staff are expected to remain active in their respective industries, perform development activities and gain achievements. Therefore, all tutors have an annual objective that depends on their status (either academically-qualified or professionally-qualified) and on the type of their involvement with GBSB Global (either part-time or full-time) as detailed below in Tables TAB_S6_1 and TAB_S6_2. All tutors are informed about these minimum objectives during the induction process and at various faculty meetings. The minimum objectives are also listed in the Faculty Guidelines which are always accessible to all teaching staff members via the school's Intranet.

Given the diversity of the teaching staff's backgrounds, GBSB Global provides different sets of goals depending on the tutor's qualifications. Professionally qualified tutors are appraised based on their professional activities and achievements. Meanwhile, academically qualified teaching staff are appraised based on their activities and achievements concerning the scholarship of teaching, discovery, integration and application. Furthermore, the expectations set for full-time and part-time tutors differ in consideration of their workload.

Academically qualified teaching staff is expected to gather 80 points per year, while the minimum requirement would be 60 points. This means that tutors are expected to gather 80 points but will not face repercussions if they meet the minimum requirement of 60 points. Meanwhile, academically qualified part-time teaching staff is expected to gather 40 points per year with the minimum number of points set at 20 points. Failure to accumulate the minimum points could result in disciplinary actions being taken, depending on the availability of justifiable reasons and clear motivation to achieve the objective in the following year.

Table TAB_S6_1

Objectives for Academically Qualified Teaching Staff

No.	Activity	Detail	Points
1	Papers Presented	• To present 1 paper at an academic conference	20
2	Published Articles/ Manuscripts/ Books	• To publish 1 article/manuscript in peer-reviewed publications	40
		• To publish 1 academic book	40
		• To publish 1 academic book chapter	30
3	Certification and Training	• To be successful in obtaining 1 certification	10
		• To be successful in completing 1 training workshop	20
4	Academic Conferences	• To participate as a keynote speaker, session moderator or session chair in an academic conference	20
5	Memberships	• To begin or continue membership in 1 professional committee or association	20
6	Awards and Funding	• To be successful in obtaining 1 national-level award or recognition	50
		• To be successful in obtaining 1 international-level award or recognition	60
		• To be successful in gaining 1 grant	50
7	Consulting	• To perform consulting services for 1 project	20
8	Faculty Exchange	• To participate in 1 faculty exchange initiative with partner universities	20
9	Teaching	• To have an average course evaluation score above or equivalent to 4.0. during the academic year	20

No.	Activity	Detail	Points
10	Institutional Involvement	• To establish new relationships between GBSB Global and other institutions (This includes organising industrial visits, bringing important guest speakers, organising professional conferences or workshops and providing the students with new internship opportunities)	20
		• To formulate an innovative project	20
		• To provide mentorship concerning the students' career path through collaboration with Career Services or G-Accelerator.	20
		• To serve as a member of Final Project defence committee	20

Professionally qualified teaching staff is expected to accomplish a different set of activities. The objective for professionally qualified full-time tutors is to collect 80 points, with the minimum points set at 60 while professionally qualified part-time tutors should gather 40 points or, at least, gather a minimum of 20 points. Failure to accumulate the minimum points could result in disciplinary actions being taken, depending on the availability of justifiable reasons and clear motivation to achieve the objective in the following year.

Table TAB_S6_2

Objectives for Professionally Qualified Teaching Staff

No.	Activity	Detail	Points
1	Professional Roles and Services	• To hold a part-time professional role	30
		• To publish 1 professional report	20
2	Consulting	• To perform consulting services for 1 project	20
3	Professional Conferences and Meetings	• To participate in 1 professional conference as a keynote speaker	10

		To participate in 1 important meeting with business leaders as a keynote speaker	10
4	Professional Memberships	To begin or continue membership in at least 1 professional committee or association	20
5	Certification and Training	To be successful in obtaining 1 certification	20
		To be successful in completing 1 training workshop	10
6	Awards and Funding	To be successful in obtaining 1 national-level award or recognition	50
		To be successful in obtaining 1 international-level award or recognition	60
		To be successful in gaining 1 grant	50
7	Teaching	To have an average course evaluation score above or equivalent to 4.0. during the academic year	20
8	Institutional Involvement	To establish new relationships between GBSB Global and other institutions (This includes organising industrial visits, bringing important guest speakers, organising professional conferences or workshops and providing the students with new internship opportunities)	20
		To formulate an innovative project	20
		To provide mentorship concerning the students' career path	20

		• To serve as a member of Final Project defence committee	20

10.5.1.4.1 Teaching Staff' Annual Objectives Assessment Procedure

Ref: [PRO_S6_1]

The procedure for this evaluation involves the revision of every tutor's GBSB Global Bio as well as the provision of regular updates.

- **Faculty BIO Form:** Every tutor has a GBSB Global BIO, a document which lists their achievements and experiences. The GBSB Global BIO primarily serves to inform the school about the tutors' activities for evaluation purposes. The Faculty Coordinator oversees the submission of the GBSB Global BIO to assess the activities performed by the teaching staff and evaluate whether they managed to meet their respective annual objective. Newly hired tutors would fill the form with achievements gained in the past 3 years. Meanwhile, current tutors would be requested to update their Global BIO form annually between June 15th to July 15th.

10.5.2 Stage 2: Promotion of Teaching Staff

Tutors who demonstrate and develop innovative initiatives within and beyond the students' academic courses could receive a promotion. Both full-time and part-time tutors are encouraged to present innovative project ideas to the Faculty Coordinator. In order to qualify for a promotion, tutors must meet the criteria below. The promotion will be provided to the tutor who meets both the general criteria as well as the role-specific criteria.

10.5.2.1 General Criteria for Promotion

- **Continuous Fulfilment of Annual Objectives in the Past 3 Years:** Every tutor must meet the annual objective based on their respective qualification and teaching status. The first criterion for promotion involves fulfilling the annual objective in 3 consecutive years. This accomplishment indicates that the relevant tutors are motivated to learn and develop further;

- **Good Evaluation Score:** Teaching is a significant part of the teaching staff's responsibilities and, therefore, serves as a good criterion for determining promotions. This is based on the course evaluation forms which the students submit at the end of every course. Based on these evaluation forms, tutors are placed by the Faculty Coordinator into the category of 'Excellent', 'Good', and 'Average'. In order to qualify for promotions,

tutors must receive either 'Good' or 'Excellent' evaluation results in all the courses that they deliver in the past 3 years;

- **Teaching Experience at GBSB Global:** In order to qualify for promotions, tutors should have taught in a minimum of 3 academic years (a minimum of 1 term in each academic year) at the school.

10.5.2.2 Role-Specific Criteria for Promotion

Tutors who meet the general criteria will be placed into the shortlist of candidates for consideration. The next phase involves assessing these tutors' backgrounds against the role-specific criteria. Role-specific criteria varies depending on the exact role being offered.

10.5.3 Stage 3: Compensation and Recognition

The school's approach to compensation and recognition is based on promotion of innovative ideas, continuous learning and excellent performance. GBSB Global recognises and promotes tutors who develop initiatives designed to bolster their work contribution, student performance and learning objectives. The tutor who develops such initiatives portrays an innovative spirit which would be recognised and rewarded with prestigious roles, funding, additional support or provision of exciting opportunities. This approach reinforces the work system because tutors are systematically reassured that excellent work and contribution would lead to recognition.

- **Promotion, Funding and Additional Support:** Tutors who demonstrate and develop innovative initiatives within and beyond the students' academic courses could receive a promotion such as becoming a Module Lead, Programme Director, or similar. With regards to course development, tutors are encouraged to innovate Final Projects to ensure the projects' relevance to the current needs of the industry. The school recognises outstanding Final Project ideas and offers additional support to the teaching staff. This approach to compensation and recognition is designed to ensure that students are provided with a vast array of innovative learning activities, which would support their learning performance and achievement of learning objectives;
- **Sponsorship of Participation in Conferences and Events:** Tutors may gain opportunities to participate in research, conferences and important industry events within the specified budget;
- **Prestigious Role in Events:** Tutors with high evaluation scores and innovative contribution are given the honour to speak during the graduation ceremony, alumni reunion and provide lectures in partner universities;

- **Addition to the Number of Teaching Hours or Counselling Activities:** Well-performing part-time tutors could be rewarded with the opportunity to partake in more classes or more counselling activities;
- **Increase in Payment:** Excellent performance could lead to financial compensation in the form of an increase in a tutor's payment rate.

Compensation and recognition are subject to the length of collaboration between the tutor and the school. With respect to compensation and recognition, tutors are classified into three levels:

- **Level 1:** Tutors who have worked at the school for less than 3 years; Tutors at Level 1 can receive compensation and recognition in the form of addition to the number of teaching hours;
- **Level 2:** Tutors who have worked at the school between 3-5 years. Tutors at Level 2 can receive compensation in the form of participation in global events, greater engagement in student counselling activities and increase in payment rate as well as teaching hours;
- **Level 3:** Tutors who have worked for more than 6 years and classified as academically qualified would qualify for all points of compensation and recognition. This includes involvement in research projects and programme development opportunities. Furthermore, these tutors would be able to receive higher payment rate and participate in global events.

10.6 The Process of Providing Development Opportunities to the Teaching Staff

Ref: [GBSBGLO_S6_04]

Setting as one of the strategic goals to position itself as a leading innovative business school implementing state-of-the-art technologies in the learning process and securing strategic partnerships with renown technological organisations, GBSB Global Business School perceives an urgent need in investing in teaching staff development activities in order to ensure the accomplishment of this goal. The existing policy of professional development and continuous improvement of qualifications of the teaching staff is aimed at attaining efficient investment in tutors, which ensures continuous professional and academic growth of the teaching staff and assumes strong corporate culture, stimulating atmosphere of responsibility and desire of all tutors to contribute to the development of the school.

10.6.1 Stage 1: Engagement in Development Activities

First, in order to foster continuous academic and professional development of the teaching staff, every tutor at GBSB Global is provided with the opportunity to engage in development

activities. As detailed in the Table [TAB_S6_4] below several programmes are mandatory while the remaining activities are subject to request and teaching status. Full-time tutors have access to all the development activities provided by GBSB Global. Optional activities would be provided upon request and the procedure involves submitting a Faculty Development Form to the Faculty Coordinator. Part-time tutors are provided with all the compulsory development activities and certain optional activities. Several activities, such as the global trip, are subject to the fulfilment of the annual objective as well as teaching performance evaluation results. During the selection process, those with excellent teaching performance and those who managed to fulfil the previous year's annual objective would be prioritised.

The primary objective of the development activities for the teaching staff is to train every tutor to become fully proficient and qualified in all educational aspects and digital technologies that GBSB Global Business School implements or aims to implement. This objective implies successful organisational transformation and efficient change management with the support of all GBSB Global stakeholders, with the primary focus on the teaching staff since they serve as the ambassadors of school's mission both internally and externally.

10.6.1.1 The Competency Framework for Faculty

Each teaching staff member at GBSB Global is expected to possess knowledge, skills, and abilities that contribute to a successful development of their job in the institution. The use of the competency framework informs teaching staff members about the expectations of GBSB Global, allowing them to evaluate their own gaps to meet intended standards as tutors. The competency framework is used to ensure effective performance and provides guidelines for tutors to increase their capabilities.

Competencies for teaching staff are listed below. It is recommended that teaching staff possess these competencies at the time of employment. If the employee does not display an attribute at that time, he/she should undertake the mandatory onboarding training and work with the Faculty Coordinator on a plan for faculty development experiences to develop the attribute during the first year of employment at GBSB Global.

A faculty member can demonstrate a possession of these competencies by providing certificates, letters of reference from previous employers, relevant qualifications achieved and by way of self-assessment questionnaires (e.g. to demonstrate a digital competency a faculty member can complete the questionnaire provided within the European Framework for the Digital Competence for Educators). In cases where a possession of a competency is demonstrated, there is no need to complete the corresponding part related to the competency during the onboarding training.

Table TAB_S6_3

The Competency Framework for Faculty

Competencies	Associated Skills
Learning Methodologies Competence The ability to effectively deliver educational programmes and information in a way that meets the learning styles of the target audience.	Ability to use teaching methods that support educational programmes and promote achievement of the intended learning outcomes of each programme.
Digital Competence Ability to utilise new and existing technology and technological tools as appropriate in educational delivery, as outlined in the European Framework for the Digital Competence for Educators https://ec.europa.eu/jrc/en/digcompedu	Comprised of 22 competencies as detailed in the European Framework for the Digital Competence for Educators
Communication and Interpersonal Competence The ability to listen and to communicate effectively orally and in writing and to successfully interact with individuals and groups to create partnerships, networks and dynamic human systems.	• Ability to promote the positive exchange of ideas; • Ability to work as an effective team member; • Ability to collaborate with other faculty and staff across programmatic disciplines, and school campuses; • Ability to work with diverse student populations.
Planning and Management of Teaching Competence The ability to plan, design, implement, and assess educational programmes.	• Ability to develop course syllabi that address identified needs, including programme objectives, performance indicators and assessment plans; • Ability to understand and apply research being conducted in the programme area; • Ability to assess assignments fairly, consistently and accurately.
Research Competence Ability to engage in the scholarship of discovery, integration and application that includes transferred or applied knowledge and applied research.	• Ability to carry out the scientific method and to conduct meaningful research; • Ability to integrate ideas and then apply them to the world in which we live (Comprehensive articles and monographs, participating in curricular innovation, conducting interdisciplinary seminars and textbook writing are examples of the scholarship of integration); • Ability to get engaged in applied research and/or development that may take the form of contract research, consultation, technical assistance, policy analysis, or programme evaluation.
Personal and Professional Development Competence The demonstration of behaviours that reflect high levels of performance, a strong work ethic, and a commitment to self-assessment and continuing education and to the mission, vision and goals of the institution.	• Ability to actively participate in professional development opportunities to continuously improve skill and research-based knowledge; • Ability to solve problems and engage in conflict resolution; • Ability to demonstrate flexibility and adaptability in changing circumstances and opportunities; • Ability to operate with minimal guidance;

			• Ability to pursue working within a framework of professional ethics; • Exemplifies the values of respect, responsibility, discovery and excellence; • Maintains a high personal standard of excellence.
Information Management Competency Information literacy is the ability to access and effectively evaluate information to meet a specific information need. A faculty member must be able to recognise when he/she needs information and have the ability to locate, evaluate and effectively use the information needed; ability to decode information to evaluate it, assume it and codify a new message for the purpose of learning improvement.			• Ability to search (locate or access) and evaluate the relevant information to solve a learning need; • Ability to effectively use the information (organise, cite, reference); • Ability to communicate information (process, interpret) to students.

10.6.1.2 Faculty Development Activities

The Faculty Coordinator is responsible for supervising and managing the available portfolio of development activities for faculty and review it as part of the Process of Providing Development Opportunities to the Teaching Staff, Ref: [GBSBGLO_S6_04], and particularly, as a result of Stage 2 and Stage 3 of this process. Several development activities are developed in-house either by more experienced faculty members or the Head of Institution, while other are developed or outsourced to third parties. The mandatory onboarding training is developed fully in-house and is compulsory for full-time and part-time teaching staff who do not possess these competencies at the necessary level.

Table TAB_S6_4*

Faculty Development Activities

	Competency	Training	Description	Mandatory	
				FT	**PT**
Onboarding Training	Learning Methodologies Competence	Overview of the teaching methodologies at GBSB Global	Provides tutors with pros and cons of using specific teaching methodologies when linking them with intended learning outcomes.	YES	YES
	Digital Competence	Microsoft O365 for Education	The goal is to train all faculty members to become efficient users of Microsoft O365 for Education.	YES	YES
		Learning Management System	Training that combines technical and pedagogical procedures related to the use of the LMS in the context of GBSB Global learning model.	YES	YES
		Digital Smart Boards Usage in	Transformation from traditional whiteboards to digital smart boards requires efficient training of all faculty	YES	YES

		Classrooms Training	members. Every new faculty is trained on the use of digital smart boards for improving both teaching and learning experience of the students. Digital smart boards provide new and innovative teaching methodologies which should be understood by all faculty members.		
	Communication and Interpersonal Competence	Working with a diverse student population including international students	Equips teaching staff with the skills needed to build a truly inclusive culture in their classes and more widely across the school. Strategies that will help international students succeed in the classroom such as using clear, colloquial-free language, providing discussion questions in advance, etc.	YES	YES
	Planning and Management of Teaching Competence	Training on Assessment Procedures	Covers all aspects related to consistency, fairness, and accuracy of assessment.	YES	YES
		Internal Quality Assurance Essentials	Covers the main aspects of the IQA Framework and the academic policies related to attendance, academic integrity, student progression and retention, etc.	YES	YES
	Information Management Competency	Learning Resources	Explains how to manage the learning resources available at GBSB Global and external sources of knowledge (digital repositories, etc.); Includes training on how to develop new learning resources as video or presentations according to GBSB Global learning model.	YES	YES
		Copyright guidelines and use of plagiarism detection systems	Explains how the URKUND system is integrated within the O365 for Education platform and how it can be used to detect cases of plagiarism.	YES	YES
		Data Protection Training and GDPR Guidelines	Covers the main aspects related to data protection in line with GDPR guidelines and how to comply with them.	YES	YES

				YES	NO
	Digital Competence	Qualification as a Microsoft Teacher	Being officially recognised as a Microsoft Showcase School – GBSB Global Business School has a need to ensure that most of the faculty members obtain qualifications of a Microsoft Teacher. The training in various tools is available online via access provided by Microsoft.	YES	NO
		Microsoft Imagine Academy Certification	Being a Microsoft Showcase School gives an advantage to be part of the Microsoft Imagine Academy and the possibility to obtain official Microsoft Certifications by passing the corresponding exams. All interested faculty members have an opportunity to obtain official Microsoft Certifications in-house and free of charge.	NO	NO
Examples of Further Development Opportunities	Personal and Professional Development Competence	ACCA Certification for Faculty	Association of Chartered Certified Accountants (ACCA) is the oldest global body for professional accountants. GBSB Global Business School is an official partner of ACCA. Teaching staff have an opportunity to obtain official ACCA certifications for F1-F9 papers.	NO	NO
	Learning Methodologies Competence	Education for Innovation – a Series of Workshops	GBSB Global Business School aims to set itself as a business school with proper expertise in the latest learning and teaching methodologies. With the mission consisting in embracing innovation, there is a need to create awareness within faculty members of what education for innovation is. Following the introduction of the main concepts, the methodologies of the education for innovation are covered.	NO	NO
	Research Competence	Participation in Research, Conferences and Important Industry Events	With the plans to enhance research & development within the business school, GBSB Global is offering every faculty member interested in research a possibility to obtain funds to participate in a relevant conference or an industry event or to get their research partially sponsored by GBSB Global.	YES	NO

Please note, that this table is subject to be periodically updated and modified based on the Process of Providing Development Opportunities to the Teaching Staff, Ref: [GBSBGLO_S6_04], and particularly, as a result of Stage 2 and Stage 3 of this process.

10.6.2 Stage 2: Feedback on Teaching Staff Development and Assessment

The formulation of teaching staff development activities and assessment methods is based on input derived from the teaching staff, supervisors, students as well as observations made by GBSB Global Committees. The feedback forms the basis for decisions concerning the annual

budget for development activities, creation of new activities and revision of existing development activities as well as methods for assessing the teaching staff´s performance. The revision of existing development activities is the responsibility of the Faculty Coordinator; based on this revision some new/additional activities may be developed in-house by either more experienced teaching staff members or the Head of Institution, some other activities may be outsourced to a third-party provider. Feedback is collected in the following ways:

- **Annual Faculty Meeting:** This meeting takes part at the beginning of the academic year and involves both full-time and adjunct tutors. During the meeting, new members of the teaching staff are given information concerning the procedures for assessment and development. Meanwhile, current members of the teaching staff are provided with information concerning modifications in the procedures for assessment and development. Both new and current tutors are encouraged to provide their feedback on matters such as the effectiveness of the existing development activities, and suggestions for new development activities. Any feedback received during the meeting would be documented by the Faculty Coordinator for further consideration;
- **Faculty Survey:** The faculty survey is organised by the Faculty Coordinator and takes place in January involving both full-time and adjunct tutors. The survey addresses various aspects of the teaching staff's experience at the school and the faculty development plan. Tutors are expected to fill the survey in an anonymous manner and provide their suggestions as well as criticisms;
- **Individual Meeting:** The Faculty Coordinator would set an individual meeting with every full-time tutor between August and October of each year. This meeting serves to discuss the tutors' respective personal development plan for the upcoming calendar year as well as to inform the tutors whether they managed to fulfil the previous year's development objectives;
- **Faculty Evaluation and Development Committee:** The committee comprises of the Head of Institution, Faculty Coordinator and the Academic Coordinators, and serves to ensure the quality of the teaching staff assessment and development. The committee attends periodic meetings to discuss ways to improve standards and measures relating to the development of the teaching staff. This evaluation includes the results obtained from the Student Satisfaction Survey and Module Evaluation Surveys.

10.6.3 Stage 3: Collection of Additional Data

In addition to the feedback gathered from the tutors, there is other information being considered when formulating development activities and assessment methods for the teaching staff:

- **Student Voice:** In order to ensure continuous improvement and optimal student satisfaction, GBSB Global provides avenues for students to submit complaints and suggestions concerning various aspects, including the service provided by the staff. This includes Grade Appeal Procedure, Ref: [PRO_S4_3] and the Complaints Procedure, Ref: [PRO_S7_9], meetings with the Academic Coordinator, and participation in the Student Satisfaction Survey. Furthermore, students are requested to evaluate the tutor at the end of every quarter via the Module Evaluation Survey. The students' feedback is analysed to identify any issues and prepare development activities which could rectify the issue(s);

- **Institutional and Procedural Changes:** Any organisational and procedural changes are analysed to identify whether any development activities should be held to ensure seamless implementation of those changes;

- **Vision and Mission:** All members of GBSB Global are expected to be aligned with the school's vision and mission. This factor is taken into consideration while deciding upon development needs.

10.6.4 Stage 4: Processing of Data

The Faculty Coordinator compiles all the feedback and data concerning the teaching staff assessment and development. The information would be categorised according to the topic, in order to grasp the full picture as well as identify the gravity and extent of the issue. Then, issues are ranked based on the number of times that they were addressed by tutors. Nonetheless, all the concerns would be discussed during the meeting.

Based on the compiled information, the Faculty Coordinator would analyse the issue, identify the exact problem and develop recommendations. The suggestions provided by the tutors would be considered during the formulation of the recommendations. A week prior to the annual Faculty Evaluation and Development Committee meeting, all members of the Faculty Evaluation and Development Committee would receive the agenda for the meeting, list of issues and analysis via email. This provides the committee members with sufficient time to understand the issues and review the analysis as well as add any points for discussion into the agenda.

- **Annual and Quarterly Faculty Evaluation and Development Committee Meeting:** During these meetings, every member of the Faculty Evaluation and Development Committee would be provided with the hardcopy version of the agenda and list of issues addressed in the feedback provided by the teaching staff. The annual committee meeting focuses upon making decisions to address any concerns, problems and recommendations. This involves deciding whether to maintain the current arrangement, formulate modifications or design new procedures. At the end of the meeting, a summary

of the issues as well as the decisions would be provided to the Quality Standards and Program Development Committee for a final approval, prior to implementing the changes;

- **Ad-hoc Meetings:** The official procedure for the revision or formulation of procedures concerning development and assessment of the teaching staff take place on an annual basis. However, additional meetings concerning these matters could take place at any point during the year, depending on the gravity of the issue. This is to ensure that issues, concerns and opportunities for improvement would be addressed on a timely basis.

10.6.5 Stage 5: Budget Allocation for Teaching Staff Development and Support

In order to maximize the performance of the teaching staff, the GBSB Global Planning & Budget Committee sets an annual budget for teaching staff development needs. Every year, the Faculty Evaluation and Development Committee gathers in a meeting to discuss about development plans, including setting the budget for teaching staff development activities. The decision concerning the budget is taken in consideration of the input on development needs provided by the tutors, students and supervisors. This is done to ensure that the budget allow for proper implementation of the activities.

In addition to preparing a budget for development activities, the committee prepares funding for providing eligible tutors with additional support such as the following:

- **Travel Grants:** Tutors could request for travel grants to attend events concerning the school;
- **Funding:** As an entrepreneurial business school, GBSB Global expects tutors to be active as well as aware of advancements in their respective industries and contribute such knowledge to the students. Therefore, tutors could request for funding and additional support to develop innovative initiatives in the school. Furthermore, the school is making preparation to provide full-time tutors with the chance to receive funding for participation in academic or professional events as well as partial funding for their research projects.

10.7 Procedure to Request for Participation in a Development Activity

Ref: [PRO_S6_2]

Every year, the school provides an annual budget for both full-time and part-time tutors to engage in development activities. The budget can be used for the tutors to attend conferences and training activities. Specifically, the budget can cover the registration fees, relevant travel costs, accommodation and meals (subject to the daily limit) during the conference or training.

Details concerning the amount provided for the budget and the daily limit for meals are assessed on an annual basis and informed to the tutors during the Annual Faculty Meeting.

Tutors may submit a Faculty Development Form to request for the development funds. This form should include an explanation of the request, potential impact of the fulfilment of such request on their development, significance of such activity, approximate timeline, and details concerning services as well as budget required. Moreover, the form notes that, upon approval, the teaching staff should provide periodic updates on the progress of the requested activity to the Faculty Coordinator. The Faculty Coordinator would present the request to the Head of Institution who takes the decision based on the budget available as well as the correlation between the request and the Academics & Students Affairs Department's strategic objectives. Upon approval, the Faculty Coordinator would arrange for the development activity and monitor the tutor's progress, in order to provide support when required and gather feedback concerning the development activities. At the end of the requested activity, the Faculty Coordinator will send an email requesting for the tutor's feedback concerning the activity and details concerning impact(s) of the activity on their development;

A set of criteria has been placed to maximise the benefits of the development fund utilisation to both the school and tutors. In order to gain approval, the development activities should meet any of the following criteria:

- Relevant to the discipline which the tutor teaches at the school;
- Similar activities are not available at the school;
- Innovate teaching methods; or
- Form or enhance collaborations between the school and other institutions.

10.8 List of Related Documents

- S6_D1 GBSB Global Faculty Guidelines
- S6_D2 GBSB Global PPT Presentation Template
- S6_D3 Digital Learning Platform Faculty Guide
- S6_D4 MS TEAMS Video Tutorial for Faculty
- S0_D1 Annual Satisfaction Survey
- S6_D7 Faculty BIO Form
- S6_D8 Faculty Development Form
- S6_D9 Faculty Survey
- S6_D10 Employee Guidelines
- S5_D1 Equal Opportunities Policy

- S5_D8 Module Evaluation Survey
- S7_D4 Staff Recruitment and Development Policy

11 Standard 7: Learning Resources and Student Support

11.1 Provision of Learning Resources and Support to a Diverse Student Population

Embodying diversity is one of the core values of GBSB Global Business School and the school celebrates diversity at each level of the learning process through inclusiveness, empathy, and internationalism. To ensure this value is shared by everyone in the community, GBSB Global develops shared guidelines (e.g. Equal Opportunities Policy, Disability Policy, GBSB Global Code of Conduct) for students and staff on building and developing diverse and culturally inclusive community.

To assist both teaching and administrative staff in meeting the challenges of inclusion and diversity in education, GBSB Global encourages staff to participate in trainings to learn how to build cultural competence and awareness in both themselves and the students. Thus, as detailed in the Process of Providing Development Opportunities to the Teaching Staff, Ref: [GBSBGLO_S6_04] and the Process of Recruitment, Conditions of Employment, and Opportunities for Development of Administrative Staff [GBSBGLO_S7_04], awareness training on equality and diversity is compulsory for all staff working at GBSB Global, while the training on working with diverse student population including international students is provided to all staff involved with the academic and non-academic support of students.

GBSB Global differentiates among the following populations of students when adopting ways to celebrate differences in the school community and when planning and allocating learning and human resources:

- Local students;
- International students;
- Mature students;
- Students with a disability or special needs;
- Distance learning students and blended learning students;
- Minorities (minority races, sexual minorities).

Considering that diversity is within core values of GBSB Global and international students are one of the main student target groups, all services provided by GBSB Global related to academic and non-academic support are designed and planned considering the needs of a diverse student population. Particularly, staff are trained on providing moral support associated

with living abroad and integration, and on solving conflict situations associated with cultural differences between students; extra-curricular activities such as cultural visits, international culinary night, etc. are all planned with the purpose of helping students to integrate better in the new environment and appreciate cultural diversity within the students' body. Formation of clubs is encouraged to allow students to represent their interests within the school's community.

With respect to updating policies and initiatives to promote inclusion and diversity, student voice plays a central role. The approach to respond to diversity includes understanding and taking seriously the views and aspirations of different groups of students at GBSB Global and planning and allocating different resources and support initiatives appropriately. Student voice plays a central role in school decision-making though encouraging feedback-rich culture and giving students an opportunity to participate in wider activities including involvement of students in most of the processes of the IQA Framework.

Allocating and nurturing the appropriate human and learning resources to address the learning needs of a diverse student population have direct implications for GBSB Global leaders who have the responsibility to foster a more collaborative school culture and infuse relevant professional development opportunities for staff to support it. Therefore, addressing the needs of a diverse student population is a key aspect of strategic planning at GBSB Global Business School which is supervised directly by the Executive Committee.

11.2   Learning Resources

Students at GBSB Global receive numerous resources and support in both academic and non-academic matters. In order to ensure that students are aware of the available resources and support, the school provides the students with the Student Services Catalogue. The electronic version of the services catalogue is always accessible to the students to ensure the availability of clear information concerning the resources and services.

11.2.1 Statements on Learning Resources

The school aims to provide all the learning resources required to assist the students in fulfilling the objectives of their respective programmes. In order to maximise access, provision of resources which allow multi-user access across the school and suitability to diverse student population is prioritised. The provision of these learning resources is complemented with facilities designed to create a conducive learning environment for the students.

Given changes in technology and the industry, the school aims to provide the latest versions of learning resources to the students. Therefore, reviews of the school's learning

resources are periodically performed in order to ensure that resources available at the school represent the latest advancements.

Allocating and developing resources to support improvement in teaching and learning are fundamental to student-centred learning. Related to this notion of matching resources with student needs is the challenge of ensuring that proper strategies and support are provided to student population with special learning needs. To that end, the owners of the processes related with the identification and allocation of learning resources, Ref: [GBSBGLO_S7_01] and [GBSBGLO_S7_02] must be aware of emerging resource practices and cognizant of the ways different resources can be used to create conditions that support teaching and learning of a diverse student population. Students are encouraged to access online and physical learning resources for educational purposes. However, students must use learning resources in the manner stipulated by relevant policies. Should the students come across issues or suggestions, they are encouraged to provide feedback to the school. The school's periodic review of available resources takes the feedback provided by the students into consideration.

11.2.2 Campus Facilities

The campus facilities of GBSB Global Business School meet the requirements of the NCFHE and the relevant local authorities. The building operation licence ensures that the design of all buildings and facilities renders them accessible to persons with disabilities and, as far as resources permit, GBSB Global will carry out further alterations to existing buildings and facilities as necessary to make them fully accessible to all users.

Students study in air-conditioned classrooms furnished with modern technologies, the campus also includes a library with a collection of learning resources, and a multi-purpose common area. Individual study nooks, co-working spaces, meeting rooms and a landscaped garden terrace are all available to students attending GBSB Global Business School. The administrative staff work in open-space offices, while the teaching staff have their own teacher resource/ office area.

11.2.3 Library Resources

Students at GBSB Global have access to significant reading materials to support various phases of their studies, ranging from homework assignments to the final project. There are measures to ensure that the school's reading materials include the required textbooks, readings and case studies for each programme. These learning resources are available in online and physical version, covering various topics relevant to the programmes offered by the school.

Both online and on campus students can access the available online learning resources, including selected case studies which the school purchases from different providers. Furthermore, GBSB Global offers access to several other online learning resources as part of its partnerships with ACCA, Microsoft and others.

Online resources are available daily on a 24 hours basis and accessible to both online and on campus students. The wide range of access to online materials is complemented with the availability of a library on campus with various physical reading materials. The physical library offers reading materials relevant to the courses and at least one copy of the compulsory reading resources.

11.2.3.1 Policy for Using Physical Library

Students could gather information about the school's library collection by accessing the school's electronic database. The electronic database is available to students via the student Microsoft OneDrive. Each library book has a classification code so students can locate items with ease and find reading relevant to their course. It also enables new books to be added to their appropriate location according to subject. Students can search the database from the desired Title, Author, Category, Classification and Availability and view updates from the library services. It is also possible to request and reserve items. If an item is available and the student wishes to reserve, they will be notified by email if their request has been accepted and if the item has been put on hold. It is also possible for students to call/email the library manager and ask to reserve an item on their behalf. Books will be reserved for 48 hours only before returned to the shelf in order to control demand and students may only reserve two books at a time, providing they have no overdue items.

In order to help manage demand of texts, there are different loan periods in place, identified as such on the student services catalogue:

- The standard loan for physical copies is a two-week loan and can be borrowed by undergraduate and graduate students as well as teaching staff. They can be renewed up to two times if not requested by another student;
- Books that are in very high demand only have a two-day loan and these cannot be reserved or renewed;
- Reference books and Final Projects are to only be used within the institution and cannot be borrowed or reserved;
- Furthermore, if the student has an overdue item, they may not take another loan or reserve an item until the book has been returned and the late fee paid to avoid further possibility of missing stock.

11.2.4 Microsoft Account Resources

All GBSB Global students and teaching staff receive an individual Microsoft account name and password. After the first log in at portal.office.com, students gain 1 TB of online storage for personal use, which is activated automatically. Furthermore, Windows Office 2016 is offered for all students as an offline package for Windows and Mac operating systems while they are enrolled at school. These are the tools available within the online learning environment and the skills they develop:

Table TAB_S7_1

Microsoft Account Resources

Tool	Description	Application	Skills
MS Forms	Online tool that allows users create, share and manage surveys, quizzes and polls	Research, final project survey	Communication, data collection, data analysis
MS One Drive & Share Point	File hosting server and a collaborative platform, document management and storage system	Teamwork, cloud file storage, file sharing	Effective collaboration, flexibility
MS OneNote	Digital tool for free form information gathering and multi-user collaboration that supports multimedia	Class notes, teamwork, participative assignments	Creativity and visual thinking, idea generation and brainstorming, effective collaboration
MS Outlook / MS Mail	Personal information manager and a mailing system	Communication with school administration, faculty and peers	Communication, business writing, time management
MS Teams	Chat-based collaborative workspace that allows teams and groups of people manage and share content	Digital classroom, career services, online learning	Communication, time management, idea generation, effective collaboration
Yammer	Enterprise social networking service	Staying up to date, informal communication between peers and school representatives	Social media, social selling, communication
MS Planner	Planning platform that allows users create and assign tasks, share files and collaborate with multiple users	Meetings and teamwork	Time management
Power BI	Business analytics tool to analyze data and share insights	Reports, project	Reporting, data analysis
MS Stream	Video service with advance capabilities for businesses	Staying up to date, informal communication between peers and school representatives	Video, social media

11.2.5 Communication Resources

The Microsoft Office 365 for Education, and particularly Microsoft Teams, is great for collaborative work. Thus, it provides both students and tutors with multiple opportunities to work together, participate in discussions and debates through different communication options which

the learning platform provides. All communications between students, teaching staff, and administration are actualized only within the school's Microsoft Online Directory.

- **Conversations Tab:** A tutor will be posting different materials (including weekly lecture recordings in online programmes) within the conversations tab in each class session of a particular course. The same way, a tutor can post links, videos and ask questions related to them (e.g. provide opinion) in order to stimulate class discussion. A student has an option to reply to each question/comment posted;
- **Chats:** Chat is a great option if students want to speak one-to-one to someone or to the group of people. Conversations in chats can be real-time as well as used as a messenger. Chat is a great way for students to communicate with their classmates, especially when they work together on a group project;
- **Skype for Business:** With this functionality, Microsoft is taking the capabilities of Skype for Business and integrating all its voice, video, and meetings capabilities into Teams. This means students get a new hub for all their teamwork and everything students need to operate and communicate with members of their team, is at one place. Enabling the Skype for Business notifications allows students to access Skype's features on a brand-new piece of software and architecture, meaning students get a truly intelligent and upgraded communications workplace.

11.2.6 Campus IT Resources

GBSB Global Business School is one of the leading institutions in Europe to respond to the challenges of the 21st century. Most of the classrooms are equipped with digital blackboards which help to promote the concept of the Digital Interactive Classroom. The Digital Interactive Classroom is equipped with a robust infrastructure that helps students rise in the global platform with the help of state-of-the-art technology, bringing tomorrow's education to us today. The set-up includes a giant Interactive Touchscreen which allows a tutor to write directly on the screen – on top of any digital content – just like pen on paper. If desired, the tutor can send the digital notes to all students via email or to post them in the e-learning platform. Furthermore, Free Wireless Internet connection is available everywhere on campus.

11.2.7 Learning Resources for Special Needs

With respect to students with special needs, Microsoft Office 365 for Education offers a range of tools and functionalities for students with special needs related to vision, hearing, neurodiversity, learning, mobility, and mental health. These tools include assistive technologies which maximise access to learning resources and ease the students' learning process, helping

them excel during their study at GBSB Global. The availability of screen readers and options to use keyboard shortcuts allow students with difficulties concerning vision to grasp the information on the screen. The "Tell me" feature offered by Microsoft allows students to easily inform the application about the actions which they wish to use by typing key words in a text field then choosing among the suggestions, without having to check the entire command ribbon.

11.2.8 Misuse of School's Resources

The school's resources including but not limited to property, name, trademarks, patents, personnel, services, equipment, electronic information resources, and other valuable items owned by the school should not be misused by the students. The theft, damage, or destruction of GBSB Global property will be subject to economic fines including repair and/or replacement of the damaged item. Economic fines may also apply to students who don't respect the cleanliness and tidiness of GBSB Global facilities. Misuse of the school's electronic information will also face consequences.

Specific violations are outlined in the Students' Code of Conduct and include, but are not limited to:

- Destroying, damaging, defacing, or misusing any facility or property belonging to GBSB Global;
- Destroying, damaging, misusing, reproducing, altering, or defacing any student identification card, school-provided key or access card or any other material issued or owned by GBSB Global;
- Inappropriate and/or unauthorised use of GBSB Global's internet domain and/or campus electronic information resources;
- Reading, duplicating, removing, photographing, forging, counterfeiting, or altering any school's document or record without authorisation.

11.2.9 Identification and Allocation of New Learning Resources

11.2.9.1 The Process of Identification and Allocation of Learning Resources for New Programmes
Ref: [GBSBGLO_S7_01]

Before the decision to launch a new academic programme is taken, the GBSB Global Executive Committee assesses the viability of launching a new programme from the economic perspective. For this, the Head of Innovation and Programme Development and the Head of Marketing & Admissions who is in charge of developing the Programme Business Cases provide

an approximate budget for the resources which are required to facilitate the new programme. This includes an analysis of the existing infrastructure, facilities and resources as well as the need for new IT resources and training sessions for the tutors and academic coordinators.

If the launch of a new academic programme is approved according to the processes and procedures related to design and approval of programmes, the Programme Development Team works, among other matters, on the list of the required learning resources. This includes designing each study unit and including a list of compulsory and complementary reading materials, all of which should have been published less than 10 years ago. When allocating resources to new academic programmes, the priority is given to already existing resources – for this purpose the electronic database of the library is consulted; new items are considered on the basis of necessity and within the initially approved budget required for launching a new programme. This list of learning resources is provided to accreditation bodies to gather their recommendations and approval. At this point, the list of learning resources is subject to revision based on suggestions provided by the accreditation bodies. Once the list of learning resources is finalised, it is provided to the member of staff who oversees the library resources and, when required, to the IT department, to check the cost of the acquisition and to ensure that the resources are not available in the existing library collection. Afterwards, this information is passed to the GBSB Global Planning & Budget Committee for final approval and allocation of funds required to launch the programme. Once approved, the items are purchased, following the school's purchasing policy for learning resources.

11.2.9.2 The Process of Identification and Allocation of Learning Resources for Existing Programmes

Ref: [GBSBGLO_S7_02]

As part of the school's continuous development, measures have been placed to identify the need for new resources and for allocating them accordingly. These measures consider modifications in the academic programmes, observation made by the staff, and efforts to strengthen the alignment between the school's operations and its strategic objectives. Furthermore, there are measures in place to gather feedback concerning the existing resources and suggestions for new resources. Identification of the need for new resources is based on feedback from various stakeholders:

- The Faculty Coordinator is responsible for receiving suggestions provided by the tutors;
- Students have the option to provide feedback concerning the resources through the General Request Form and providing their comments in the Annual Satisfaction Survey;

- The staff member assigned with library management is responsible for the management of the library collection, acquisition of new learning resources;

- The Academic Committee is responsible for preparing the list of learning resources which should be purchased for the next academic year. This involves reviewing the recommendations made by the tutors and students, ensuring that all compulsory reading materials would be available, and making decisions on the learning resources to be added to the library and e-resources collection;

- When planning availability of leaning resources, the Academic Committee should identify specific student requirements in advance and prior the start date of the next academic year. This must be done by analysing the following information available as part of the Admission Process, Ref: [GBSBGLO_S5_01]:

  o New student cohort size and estimation of potential new enrolments;

  o Specific cases of students who may need specific learning resources and additional support (students with special needs);

  o Student profile (nationality, English level, other spoken languages) to ensure groups are planned following the principles of diversity and supplementary learning resources are available (e.g. dictionaries, resources related to English-writing skills);

The number of students enrolled will indicate if more library resources and e-resources are required.

Following this, the Head of Institution is responsible for elaborating the annual budget for new learning resources. The budget is elaborated based on the following:

o **Changes in Syllabi and Formation of a New Course:** The school always provides copies of the compulsory reading materials. In case of any modification in the reading list of the syllabi, the new items would **need to be purchased;**

o **Recommendations Made by the Teaching Staff:** Aside from the compulsory reading materials in the syllabi, the teaching staff may suggest the purchase of additional reading materials. These reading materials could be intended for the students' learning process or the tutors' preparation for a new course;

o **Feedback from the Students:** At the end of every academic year, students are expected to provide their feedback concerning the school's learning resources through the student satisfaction survey. The results of the survey would be processed and suggestions concerning new resources would be considered;

o **Renewal of Editions:** During the annual review of the programmes' syllabi, the editions of the books listed in the reading list would be checked by the Academic Committee to exclude any outdated learning resources. The purchase of new editions

is periodically done to ensure that the students' learning resources contain the latest information.

GBSB Global Planning & Budget Committee is responsible for evaluating the budget prepared by the Academic Committee and allocating funds accordingly. Once the budget is finalised and approved, the Head of Institution is responsible for executing the budget throughout the year. Several procedures exist to ensure the correct execution of the annual budget allocated to learning resources.

11.2.10 Execution of the Learning Resources Annual Budget

11.2.10.1 Procedure for the Review and Revision of the Library Collection
Ref: [PRO_S7_1]

The staff member assigned with library management is in charge of checking the school's library collection on an annual basis, nearing the end of the academic year. This is to confirm the quantity and quality of books available at the school:

- Preparation for the review begins two weeks prior to the end of the academic year with an email reminder sent to everyone who remain in possession of the library resources. The email should be sent to ensure that all of the learning resources would be available at the library for the annual review;
- Afterwards, the library manager would proceed to check whether all of the learning resources are available at the library. This involves crosschecking the consistency between the resources listed in the electronic database and the ones available in the physical library. During this step, the staff should monitor the physical quality of the learning resources. Any resources which meet the criteria for disposal should be disposed accordingly. In addition, the staff member should check the database for learning resources which have been published more than ten (10) years ago;
- Based on this analysis, the library manager informs the Head of Institution who approves the purchase of missing or damaged items;
- New items are purchased based on the list of learning resources which should be available for the next academic term/year prepared by the Academic Committee.

11.2.10.2 Procedure for the Review and Revision of the Online Learning Resources Collection
Ref: [PRO_S7_10]

The staff member assigned with library management is in charge of checking the school's online learning resources collection on an annual basis, nearing the end of the academic year.

This is to confirm the online learning resources available are still relevant to the school's programmes and e-resources providers continue to provide all expected learning resources:

- First, the library manager reviews the contractual terms with each e-resources provider in order to ensure that the service agreements signed with them are not about to expire and will be valid for the whole duration of the next academic year;
- Following that, the library manager reviews if the e-resources providers continue to provide all expected learning resources; this is done by observing any changes in their access policies and updated terms of use; Should any significant changes in the terms of use be detected, the library manager should document it in writing;
- Based on the list of the learning resources required for the next academic year as determined during the Process of Identification and Allocation of Learning Resources for New Programmes, Ref: [GBSBGLO_S7_01] and the Process of Identification and Allocation of Learning Resources for Existing Programmes, Ref: [GBSBGLO_S7_02], the library manager assesses if the existing online learning resources cover the identified needs and documents his/her conclusions;
- As part of this process, the library manager looks for new e-resources providers and requests a quote. When a quote is sent, the library manager compares the contractual terms and price with existing e-resources providers and analyses pros and cons;
- Based on this analysis, the library manager prepares a report for the Head of Institution who approves any changes associated with the online learning resources;
- New agreements are signed and the existing ones prolonged based on the list of learning resources which should be available for the next academic year prepared by the Academic Committee;
- The library manager documents the availability of different resources within different electronic channels and by study areas in order to provide comprehensive information to all students at the start of the next academic year.

11.2.10.3 Procedure for Disposal of Learning Resources from the Library Collection

Ref: [PRO_S7_2]

In order to maintain the quality and relevance of the learning resources available at the library, an annual review will be performed at the end of every academic year. The staff member assigned with library management will check the available learning resources to identify whether any should be disposed. The library resources which meet the following criteria should be disposed:

- Editions which have been superseded;
- Poor physical conditions;
- Redundancy;
- Multiple copies accompanied by low demand;
- Content is no longer relevant to the courses provided at the school*;
- Lack of relevance to the school's programmes*;
- Learning resources which were published more than ten (10) years ago, subject to the Head of Institution's approval.

Items which meets the criteria for disposal would be donated to a charity or another library. In terms of resources in poor physical conditions, the item could be discarded in an environmentally responsible manner.

The Head of Institution would judge whether the item should remain in the library collection. This involves assessing the relevance between the topics covered with the courses offered at the school.

11.2.10.4 Procedure for Purchasing Additional Learning Resources
Ref: [PRO_S7_3]

- **Requests by Teaching Staff:** Tutors have the academic freedom to request for additional resources to be added to the syllabus. This takes place prior to the start of the academic term whereby the Faculty Coordinator provides the teaching staff with the outline for the upcoming courses. The tutors would review the syllabus to gather a strong understanding of the syllabi content and recommend additional resources. The tutor would provide details concerning the recommendation to the Faculty Coordinator who would pass the information to the Head of Institution for approval. Furthermore, the tutor has the option to request for the purchase of the additional learning resources either for the students or for the course preparation process. The fulfilment of this request depends on the Head of Institution's approval of the suggested learning resources as well as the availability of budget. Requests for additional learning resources should be passed by tutors no later than one month before the classes begin to allow sufficient time for the consideration and purchasing process. The school reserves the right to reject the request but would thoroughly consider these requests. The Head of Institution will review this request based on its price, value for the library and a possibility to be used again in the future;
- **Requests by Students:** In specific cases, students working on a Final Project have the option to suggest new learning resources by submitting a General Request Form at any point of the academic year. Such requests would be assessed by the library manager

who would research the price and inform the Head of Institution. The Head of Institution would consider the relevance of the suggested resource with the school's programmes and budget availability prior to approving or disapproving the purchase.

11.2.10.5 Procedure for Library Database Management

Ref: [PRO_S7_4]

The staff member in charge of library management performs duties throughout the academic year. These duties are performed to ensure that all members of the school community have equitable access to books, readings and information.

- During the academic term, the library manager will check the library database every two weeks in order to monitor and control if anyone is about to miss the deadline for returning borrowed physical copies, as stated in the student services catalogue. If there are books which should be returned soon, an email to request for the book to be returned should be sent;
- The library manager is responsible for collecting the penalty for late returns of the school's books. Students should be aware of the penalty since the information is available in the Student Service Catalogue;
- In case a student fails to return a book or pay the penalty, an email concerning this matter should be sent to all Academic Coordinators with the Head of Institution in CC.
- Throughout the term, the library manager should monitor books that are in high demand in order to verify whether the current number of copies is sufficient. If the current number of copies are insufficient, the library manager should send an email concerning this matter to the Academic Coordinators with the Head of Institution in CC and note this point in the library database sheet.

11.2.10.6 Purchasing Policy for Learning Resources

- The most cost-effective way to acquire the resources should be selected;
- The purchase of compulsory readings/learning resources should be prioritised;
- The remaining funds would be used to fund additional learning resources;
- Only materials which hold relevance to the school's programmes would be purchased;
- Only materials which were published less than ten (10) years ago would be purchased;
- Purchase of electronic copies are preferred as to allow for wider access;
- Whenever possible, purchase should be done from booksellers with whom the school has established a collaboration;

- Upon the arrival of the learning resources, each item should be added to the electronic database and provided with a classification code and the title, author, category, classification, edition and year of publication should be documented.

11.2.11 *The Process of Identification and Allocation of IT Resources*

Ref: [GBSBGLO_S7_03]

As a technologically advanced business school, GBSB Global utilises technological processes and tools to enhance many aspects of the school's operations. These processes involve ensuring that the school's system is functioning well for the students, faculty and staff.

The IT Department monitors advancement in technologies to identify new tools and updates which could enhance teaching operations and the students' learning process. This is complemented with a periodic observation of the students' usage of tools and the student's feedback concerning IT. At the end of every academic year, the IT Department prepares a report with recommendations for new tools, updates on existing tools and, if any, licenses to revise. This report is based on periodic monitoring of IT innovations and the student's utilisation of the school's technological resources. Furthermore, relevant feedback provided by the students through the Annual Satisfaction Survey and request forms would be considered and addressed in the report. The tools which the students use most often would be prioritised in terms of investment in updates. This report accompanied with the budget would be provided to the GBSB Global Planning & Budget Committee.

In addition to the review done by the IT Department, there are periodic maintenance and revisions done by Microsoft which provide the students with enhanced learning experience. Microsoft O365 Cloud Platform for Education is maintained and continuously updated by Microsoft which offers new features from time-to-time which are automatically incorporated into the platform and are ready to be tested and used in the learning process.

GBSB Global Planning & Budget Committee is responsible for evaluating the budget prepared by the IT Department and allocating funds accordingly. Once the budget is finalised and approved, the Head of IT Department is responsible for executing the budget throughout the year. The following purchasing policy exists to ensure the correct execution of the annual budget allocated for IT resources:

11.2.11.1 Purchasing Policy for IT Resources

The IT Department is responsible for the purchase of IT resources, according to the following policy:

- The most cost-effective way to acquire the resources should be selected;
- The purchase of IT resources which are essential for teaching and learning activities should be prioritised;
- The remaining funds would be used to fund additional IT resources which would maximise accessibility;
- Acquisition of items or services should be done with partner providers except in cases of unavailability.

11.2.12 Procedure Concerning System Failure

Ref: [PRO_S7_5]

With the support of Microsoft, GBSB Global has measures in place to ensure that the system does not fail. However, in the unlikely event that the system encounters a problem and fails, the school has a solid back-up system to ensure that administrative, teaching and learning activities remain operational.

Protecting data against file corruption, data loss, and malicious intent is a top priority for Microsoft, and an integral part of the Office 365 service. Microsoft approach to data protection goes beyond high availability and disaster recovery scenarios. Resiliency and recoverability are built into the service.

With this in mind, Office 365 has moved beyond the backup and restore solutions that were first established in on-premises environments. Microsoft invests deeply in providing a holistic in-place solution that both keeps multiple copies of data across multiple locations and enables users to develop upfront policies for prevention and detection. These policies can be enforced manually and automatically at multiple levels of granularity, including via intelligent location-based classification, patterns, or sensitive types of content.

Further information is available in Keeping data secure in the Trusted Cloud.

In addition to the inherent versioning and recycling capabilities provided by applications like Exchange, SharePoint, and OneDrive, Office 365 provides comprehensive solutions to help keep data safe from both human error as well as malicious attacks:

- **Data Loss Prevention** helps customers to identify, monitor and protect sensitive data through deep content analysis;
- **Exchange Online Protection** provides robust email protection against spam, known viruses and malware;

- **Advanced Threat Protection** extends Exchange Online Protection by safeguarding user's Office 365 environment (email, Word, Excel, PowerPoint, SharePoint, OneDrive, and Teams) from today's most sophisticated unknown threats leveraging behavioural analysis and machine learning techniques to mitigate malicious content. ATP also provides real time, time-of-click protection against malicious URLs, and rich reporting and tracking capabilities, so users can gain critical insights into who is being targeted in the organisation and the category, volume, and frequency of attacks they are facing;

- **Threat Intelligence** provides interactive tools to analyse prevalence and severity of threats in near real-time, real-time and customisable threat alert notifications, and remediation capabilities for suspicious content;

- **Auditing** helps monitor and investigate actions taken on user's data, intelligently identify risks, contain and respond to threats, and protect valuable intellectual property;

- **Advanced Data Governance** provides smart policy recommendations and automatic data classifications that allow users to take actions on data – such as retention and deletion – throughout its lifecycle. Built-in and custom alerts help users identify data governance risks like unusual volumes of file deletion.

- **The Multiple Built-in Security Capabilities** of Office 365 in combination with the above services and controls help ensure users' data is protected in-place and incidents like file corruption, deletion, and malicious intent are minimised at all times.

Further information is available in the links mentioned below:

1) Keeping data secure in the Trusted Cloud: here
2) Compliance Offerings: here
3) Retention Policies: here
4) Data Loss Prevention Policies: here

11.2.12.1 Maintenance of Privacy

Student security is enabled by Microsoft Active Directory platform where all mechanisms for accessibility and security are set up and maintained by the IT administrator for both online and offline student community. For more information about Active Directory, consult here.

11.3 Student Support

GBSB Global provides holistic support which helps students gain an excellent experience through the school, in both academic and non-academic sense. In order to maximise the effectivity of such support, personalised approach is provided whenever necessary. This guarantees that students may access numerous support initiatives to clarify doubts, seek

guidance, and solve problems concerning various topics, ranging from moral support to career services. Both the staff and tutors are expected to adopt a student-focused approach while performing their responsibilities in order to encourage students to share their concerns and receive relevant support.

11.3.1 Allocating, Planning and Providing Support to a Diverse Student Population

Addressing specific support requirements of diverse student populations starts during the admission process when some specific needs from the admitted students may arise, such as visa application support required, accommodation support required, or student disability services and support required.

At this stage, this support is provided by the Admissions Department and includes coordination with the Student Lead and the Academics & Student Affairs Department to ensure that the potential support needs are fully addressed before students initiate their studies (this can include having previous calls with the students to understand their personal situation or providing additional information about support services available, etc.).

Upon initiation of their studies, students have various avenues for requesting specific non-academic and academic support as detailed in the following sections. Particularly, GBSB Global aims to be responsive to the needs of newly arrived students, through providing induction for learners including familiarisation with the new country and higher education system in Europe.

Administrative staff and teaching staff responsible for providing student support are trained to work with diverse student populations and to promote diversity in the school's community in line with the core values of GBSB Global and its strategic direction.

Because student support is an integral part of student educational experience and satisfaction with academic programmes, student voice plays a central role in planning student support initiatives and evaluating existing ones. Feedback provided by students via formal and informal mechanisms is carefully evaluated in the execution of all IQA processes related to ongoing monitoring and review of programmes. Based on the results of such monitoring and revision, student support initiatives are evaluated and planned to address emerging needs of different student groups.

11.3.2 Non-Academic Support

Non-academic support is deemed to be equally important as academic support since it has the potential to affect the student's overall experience and, consequently, academic performance.

Therefore, students at GBSB Global benefits from an array of support which begins even before the classes commence.

11.3.2.1 Visa Applications and Relocation

Given the school's innovative and global focus, GBSB Global comprise of students from across the globe. International students receive personalised support concerning visa applications and relocation process by the Admissions Department. While GBSB Global always specifies that it is not authorised to provide any immigration advice, all possible support in relation to visa documents preparation is provided to help the students in being successful with their visa application and planning ahead for the relocation.

11.3.2.2 Accommodation Services

Upon the students' arrival, provision of support continues in the form of assistance with accommodation services. The school understands the difficulty of finding accommodation and, therefore, has partnerships with various accommodation service providers.

Due to these partnerships, GBSB Global students would receive an exclusive discount on the booking fee. In addition to the partnerships with external accommodation service providers, the Student Lead is available to assist students with their search for accommodation. In addition to this, GBSB Global Accommodation Guide is also provided.

11.3.2.3 Induction

In order to provide students with a smooth start to their learning journey with GBSB Global, support is provided prior to the classes in the form of a comprehensive induction process. The induction process is referred to as Orientation Days and involves providing students with information concerning the available services and introducing them to the school.

11.3.2.4 Consultations with the Student Lead

In order to ensure swift personalised response to issues concerning non-academic matters, the role of Student Lead has been formed. The Student Lead caters to the non-academic aspects of the student's journey with GBSB Global, providing logistical and moral support as well as hosting exciting activities. The school comprises of many international students and, therefore, the Student Lead is available to provide advice on accommodation, opening of bank accounts, and other logistical matters. In addition, the Student Lead provides moral support to students which includes helping international students face the challenges of living in a foreign country with a culture that is different from their own. Support is provided on a personalised basis to ensure that the students receive the exact support required to settle their concerns.

The Student Lead involves students in different extracurricular activities to foster cultural integration and diversify their daily routine with interesting activities. Given the proximity between the Student Lead and the students, the Student Lead serves as an informal alternative for the students to voice their complaints. The informal approach engages those who might be reluctant to provide feedback in a formal setting, providing avenues to different types of students.

The basis for the formation of this role is to help students gain an excellent overall experience during their programme and build a strong community of GBSB Global students. This is in line with the school's belief that support should be provided in a holistic manner, relating to both academic and non-academic matters.

11.3.2.5 Social Activities and Events

Social activities are available to balance the students' academic workload with fun activities. The school allocates funds to the Marketing Department to organise various events such as international culinary night and museum visits for the students to gather and socialise. These events serve as another form of support which the school provides to enhance the students' experience with GBSB Global. In addition to events and activities organised by the school, students at GBSB Global have the opportunity to create student-led projects and events.

11.3.2.6 Sporting Activities

Various sporting activities are available throughout the academic year. These activities are organised by the Student Lead and the students themselves. Through these events, students from various programmes and backgrounds gather to collaborate together and win. Given the global talents available at the school, the students are encouraged and provided with financial support to join sporting competitions to showcase their skills.

11.3.2.7 Clubs

In addition to activities, there are several clubs which the students may choose to join. The Student Lead is responsible for promoting membership in different clubs to new and existing students. In addition to the existing clubs, students have the option to propose the formation of a new club and receive funding from the school. Activities which gather many students' interest would receive funding.

11.3.2.8 Procedure to Propose an Activity
Ref: [PRO_S7_6]

If students believe a certain activity needs to be included in the list of extra-curricular activities and they would like to lead the organisation of such activity, the following steps should be applied:

- Approach the Students Lead to discuss the idea;
- The Students Lead will evaluate the resources needed and the viability as well as a potential interest from other students;
- If any budget is needed, the Students Lead will evaluate if such budget assignation is possible; In some cases, and for some events students will need to look for external sponsors;
- The Students Lead will inform whether the activity has been approved;
- If approved, students should schedule further meetings to start planning the activity.

11.3.3 Provision of Academic Support by Administrative Staff

The Academics & Student Affairs Department provides academic support and pastoral care to all the students both on campus and online. This support is provided in many forms such as supervision of students' performance, pro-active response to potential problems, and provision of personalised assistance. In order to ensure timely provision of support, a designated academic coordinator is constantly working with the students. An Academic Coordinator is a central person in the students' academic experience, assisting students with different issues during their studies at GBSB Global. This role involves informing students about different aspects of the programme and observing the students' academic performance by liaising with the teaching staff. The Academic Coordinator manages the learning process by coordinating different schedules, activities, or relevant uploads of materials from the school's administration side. Pastoral care is provided to students in order to maximise their ability to excel during their studies. This is provided in a number of ways such as:

11.3.3.1 Monitoring of Performance and Attendance

In line with Procedure for Monitoring Retention, Ref: [PRO_S5_8] Academic Coordinators monitor students' performance and attendance to prevent them from failing the course. Students who receive low grades and continuously fail to attend classes or receive poor grades would be invited for a meeting with the Academic Coordinator. This meeting involves an informal discussion during which the Academic Coordinator would try to understand the students' situation and their point of view in order to provide relevant personalised suggestions. The students are free to discuss about their issues without judgments. Furthermore, students with potential problems are supervised by the Academic Coordinators to provide help.

11.3.3.2 Conflict Management

Measures have been developed to support students who have a dispute with a tutor or staff member in order to help them resolve the issue in a swift manner. In the first instance, if a student has a dispute with a tutor or staff member, or feels that they are being unfairly treated, they are strongly urged to speak directly to the person in question.

Alternatively, the student may contact the Academic Coordinator for assistance. The Student Lead can help the student resolve the conflict in an informal manner. This involves listening about the student's situation and providing advice to help the student settle the issue. If the student fails to resolve the issue, they may choose to contact the Academic Coordinator for further assistance.

With regards to conflict between members of an academic project team, students should immediately inform the Academic Coordinator and request for support in order to resolve the conflict and finalise the project. Given the significance of student projects, issues with classmates could have a grave impact on the students' academic performance. Therefore, students facing this situation will receive personalised support provided by the Academic Coordinator and the tutor in order to resolve the conflict.

11.3.3.3 Individual Consultations with the Academic Coordinator

The Academic Coordinator is responsible for handling any questions or concerns relating to academic matters. All students at GBSB Global, both online and on campus, can request the support of their respective Academic Coordinator to clarify any doubt concerning academic matters.

With regards to the on-campus students, the Academic Coordinator can be contacted through the following methods:

- **Visiting:** Students may visit the office of the Academics & Student Affairs Department during the meeting hours;
- **Sending an Email:** Students can send an email and receive a response within 2 working days;
- **Scheduling an Appointment:** Students may request for an appointment with the Academic Coordinator by sending an email;
- **Phone Call:** Students have access to the Academics & Students Affairs Department's phone number and may reach their respective Academic Coordinators by phone.

There are several ways in which online students can communicate with the online Academic Coordinator:

- **Sending Email:** Students can send an email and receive a response within 2 working days;
- **Scheduling a Skype Appointment:** Students can request a Skype appointment by e-mail (GMT+2 time zone);
- **Asking a Question in School Announcements Group:** A student can go to the Conversations tab and ask a question there. This question will be visible to all classmates;
- **Chat:** Send a message via chat in Microsoft Teams.

In cases involving serious problems, the students may request for a meeting with the Head of Institution. This demonstrates the school's willingness to provide the extent of support required for the students to solve their problems. In addition to this, the Head of Institution supervises the resolution of the students' issues handled by the Academic Coordinators.

Students should meet the Academic Coordinator to explain the situation and inform about their request to have a meeting with the Head of Institution. The Academic Coordinator should assess the situation and, depending on the gravity of the issue, email the Head of Institution to inform about both the situation and the student's request for a meeting. A meeting between the student, Head of Institution and Academic Coordinator would be arranged. After the meeting, the Academic Coordinator would continue to assist the student until the problem is resolved. Furthermore, the Academic Coordinator would provide the Head of Institution with updates during the periodic academic meetings. In terms of time-sensitive cases, the Academic Coordinator would email the Head of Institution concerning the progress of the student's case and, upon difficulties, request for advice.

11.3.4 Provision of Academic Support by Teaching Staff

GBSB Global sets students at the centre of focus and the teaching staff are expected to demonstrate and promote this. Tutors are encouraged to listen to the students' opinions, understand their perspective and provide individual assistance. Students may contact the tutor to request for assistance concerning the coursework and final project as well as advice on entrepreneurship, internship and career path.

- **Online Presence:** Tutors are expected to have a strong online presence on the school's learning platform. This allows tutors to provide a swift response to questions or doubts which students may have. Furthermore, active engagement on the online platform demonstrates to the students that tutors are readily available to assist them;

- **Classroom Size:** The strong focus on students also applies to the classes taught on campus, which have been designed to enable tutors to provide personalised approach. The classes at GBSB Global generally consists of 20-25 students, with a maximum of 35 students per class. This class size allows the faculty to provide a personalised approach to the students, thereby, maximising the students' learning experience;
- **Industrial Visits:** Tutors are given the opportunity to organise industrial visits and invite guest speakers, through which their practical insights and experiences are shared with the students;
- **Advising and Counselling:** Given the strong qualifications and international exposure of the tutors, students have much to gain from their experiences. GBSB Global encourages tutors to provide advice and counsel to students. These advising and counselling activities include provision of advice concerning the Final Project, entrepreneurial advice, and suggestions concerning internship opportunities as well as career path.

Both online and on campus students may contact the tutor through several methods:

- **Ask a Question in MS Teams:** Just like in a traditional classroom, students can ask a question in the Conversations tab by typing @ Tutor's name. This question will be visible to everyone and other classmates may also add some thoughts or comments;
- **Contact a Tutor by Chat:** Students can use the chat option for more specific or private questions. For example, if students have a personal issue or need a clarification regarding their assignment;
- **Email:** Students have the option to reach the tutors via email.

11.3.5 Provision of Support by Career Services

As a practical business school, GBSB Global considers employability to be an important aspect and therefore, provides career services to all the students. The Career Services Department of GBSB Global is responsible for providing students with advice and information which could maximise the students' employability. This involves the provision of access to career portals, career services workshop, guest speakers and company visits. Students may request for individual career counselling in order to gain personalised feedback on their respective situations and plans.

Both online and on campus students have access to career-related support. While certain events such as job fairs and seminars may involve geographical barriers, the Career Services

Department provides information concerning online job fairs and webinars which are available and accessible to all students.

Through pastoral care and orientation services, students can receive advice and gain a better understanding of their academic and professional aspirations and develop a clear focus on their goals in life. Individual career counselling sessions, corporate visits, internships and seminars are particularly useful in helping the students discover their passion in life.

11.3.5.1 Career Portals

GBSB Global students have access to career portals such as HOSCO and ACCA, as well as exclusive access to the GBSB Global Career Gate. The GBSB Global Career Gate is job site for students and graduates of GBSB Global, offers jobs and internships covering wide range of business categories and professions and providing students with more than 150,000 opportunities from around the world, before and after graduation. The GBSB Global Career Gate can be accessed by following this link: https://careers.global-business-school.org/

HOSCO Portal is a platform where over 2500 companies worldwide from tourism & hospitality are actively engaged offering jobs and internships to its members. The HOSCO team managed to optimize the way talents and employers in the hospitality industry meet and interact. GBSB Global students can access this platform to gain employment in tourism & hospitality.

Meanwhile, the ACCA Careers job board supplies students and alumni with an access to a global body for accountants and finance professionals.

11.3.5.2 Individual Career Counselling

Students may request for an individual career counselling appointment. Students can get this appointment via Skype or receive personal advice by email. Through individual career counselling, students may gain personalised feedback on questions concerning career. Consultations with professional GBSB Global career expert may include career exploration, career assessment and more in-depth assistance with job search skills. Consultations are meant for students who need assistance beyond the Career Guide, Career Workshops and other GBSB Global career services.

Individual career consultation is available at any time during the programme. One consultation is free for students per year, upon request. Students may also extend their coaching by purchasing further sessions. In order to make an appointment, students can contact GBSB Global Career Services Department by email career.services@global-business-school.org.

11.3.5.3 Career Services Workshop

At the beginning of every term, GBSB Global Career Services department organises career workshops – the coaching sessions to give students career advice. At the career workshops students learn how to use job searching links and opportunities provided by GBSB Global, how to be successful in job search.

11.3.5.4 Internships

An internship provides students with an opportunity to work in a temporary position with an emphasis on practical training and makes it possible for the students to gain experience in their field, determine if they have interest in a particular career, and foster a network of contacts. GBSB Global seeks to assist students in finding internship opportunities by publishing on GBSB Global's digital platform the most recent announcements from companies while providing links to the students' job portal. Furthermore, the Career Services Department handles the paperwork on behalf of the students. This support is available to both on campus and online students.

All students looking to do an internship should seek the school's authorisation by signing a corresponding internship agreement. Before any student can start an internship, the school should authorise the length of the internship and the number of hours, and the sector/industry of the company where a student plans to do an internship. Only current students with no pending payments or obligations will be eligible to sign an internship agreement.

11.3.5.4.1 Procedure for Formalising an Internship Agreement

Ref: [PRO_S7_7]

- Once a student has an internship offer, contact the Career Services Department to request an internship agreement template;
- A student should ask the company to fill in all the relevant data and sign/stamp three (3) copies of the internship agreement. If required by the company and legislation in each case, a student would have to acquire and pay for an accident insurance for the period of internship;
- A student should sign last page of each of the three copies;
- All signed originals of the internship agreement should be returned to the Career Services Department. Students should make sure that they bring the original copies properly filled out. Scanned copies or copies sent via e-mail will not be accepted and a student will need to start the process again;
- The school has to authorise an internship. This may take 2-5 working days;

- Together with the authorised internship agreement, students will receive the template for an Internship Report which they should submit both in printed and electronic form to the coordinator of internships no later than 14 calendar days after completion of the internship.

11.3.5.5 Career Fairs

Students are encouraged to attend career fairs to understand the current demands of the job market and identify relevant opportunities.

- **On Campus Students:** Students can access career fairs hosted by external parties and those exclusively held by the school for the students. From time to time, GBSB Global holds an internal career fair during which representatives from different companies visit the school to introduce their companies and discuss about job opportunities available in their respective companies;
- **Online Career Fairs:** Online students can attend online career fairs to receive information about job offers and network with potential employers. The list of online career fairs can be accessed by students via the Event overview page at the GBSB Global Career Gate Portal.

11.3.5.6 Online Webinars

GBSB Global Business School offers its online students online webinars with industry experts on specific topics. There are two types of webinars, specifically compulsory and optional webinars.

- A compulsory webinar is part of a syllabus and, therefore, students are required to watch it. A recording of the webinar will be made available for the students to watch and submit a corresponding assignment;
- Optional webinars are independent of any course or programme and students are advised to attend the webinar, but attendance is not compulsory. In case students are interested in attending any of these webinars, they should register prior to the deadline specified by the coordinator of the activity/event.

11.3.5.7 Guest Speakers and Company Visits

Students have the opportunity to visit multinational companies and introduce themselves to the potential employers. GBSB Global also organises on campus presentations for students. This enables students to meet the representatives from a variety of businesses, share first-hand

industry insights and apply for different positions offered by the firms. All of GBSB Global students have Guest Speakers and Company Visit events included in their programme curriculum.

Online Guest lectures and workshops aim to stimulate discussion on important topics and trends in today's business world and facilitate interaction between invited experts and GBSB Global students. GBSB Global Business School invites business leaders to discuss a variety of subject areas regarding business including, but not limited to, banking, negotiations, international arbitration, and market research. These sessions promote students' curiosity, deliver detailed information, and discuss the current trends in the modern business world.

11.3.6 Support for Aspiring Entrepreneurs

With specific regards to entrepreneurship, the school provides an innovative programme referred to as the G-Accelerator programme. The G-Accelerator programme is designed to identify entrepreneurial talents and provide the support needed to help students excel with their innovative business ideas. Participation in the programme is based on a competition during which students and alumni with the best project would win. The winning project would be decided upon by the G-Accelerator expert panel. The winner would receive a free package of mentorship hours, infrastructure facilities and financial support services.

All mentoring services involve a panel of selected experts with experience and in-depth knowledge in different aspects of business creation and growth. This provides the winner with a personalised assessment of the entrepreneurial idea and comprehensive advice concerning the roadmap for the new venture. In addition to mentoring, the winner would be provided with facilities such as workspace and internet connection. Furthermore, the programme provides the winner with support in accessing funding rounds and public grants available or entrepreneurs.

11.3.7 IT Support

Being an official partner of Microsoft, GBSB Global uses the Microsoft Online Directory (Education 365) as the main learning, teaching and communication tools both for students and the teaching staff. Before the start of their programme, each student receives access to video tutorials which explain the functionality of the learning platform.

Technical support is provided by the IT Department at technology.support@global-business-school.org email account where students can address any technical issue they may have. When necessary, remote assistance can be performed on an individual basis via Skype session with a student. This support is available to both online and on campus students.

In addition to the technical support for online activities, on campus students receive technical support for digital features provided on campus such as the following:

- Student ID Cards
- Printing and Scanning
- Wi-Fi on Campus
- Library Computers
- Windows Software Installation

11.3.8 Procedure to Submit a Request

Ref: [PRO_S7_8]

Students may submit requests by filling a General Request Form at the Front Desk. The Front Desk Officer would pass the general request forms to the Academic Committee within the same day. Members of the Academic Committee would gather weekly to assess the students' requests and make decisions. The relevant Academic Coordinator would provide information concerning the decisions to the students.

11.3.9 Complaints Procedure

Ref: [PRO_S7_9]

GBSB Global Business School has both informal and formal complaint procedure, which students should follow.

- **The Informal Procedure:** Any student who is dissatisfied with any aspect of their educational experience should approach the Student Lead first to discuss it informally. The Student Lead will listen and recommend how to go about a particular issue. The Student Lead may talk to the person in question or inform the student on whether they need to approach a particular member of staff. Alternatively, a student is urged to bring attention to their dissatisfaction with the staff or tutor concerned. The staff who is in charge of the complaint has the responsibility to listen carefully to the complaint, collect all relevant facts, and make any informal notes as they deem fit. The student can expect a response to the complaint within 5 working days. If the complaint is not satisfactorily resolved by informal discussion, or the student feels unable to raise the matter with the staff member concerned, the student should proceed with the following formal procedures;

- **The Formal Procedure:** Students should only resort to the formal procedure when the informal procedure has been followed, and there was no successful resolution. The

formal complaint should be addressed to the Head of Institution in writing who will acknowledge the receipt within 5 working days. The letter of complaint should include:

- o The contact details of the student and the programme they are enrolled in;
- o The reasons why the previous actions have been unsatisfactory;
- o The full nature of the complaint;
- o The desired outcome that the complainant is seeking.

- Following the investigation, a full response should be expected within one month from the receipt of the complaint letter. Any recommended solutions will be implemented by the department concerned as soon as possible. The decision made by the Head of Institution is final.

11.3.10 Administrative Human Resources

11.3.10.1 The Process of Recruitment, Conditions of Employment, and Opportunities for Development of Administrative Staff

Ref: [GBSBGLO_S7_04]

In order to ensure a satisfactory student experience, a consistent approach to recruitment, conditions for employment and training of staff delivering the student support function across the business school is required. The Staff Recruitment and Development Policy, the Employee Guidelines, the Code of Conduct, the Health and Safety Policy, and the Equal Opportunities Policy at GBSB Global Business School consist of a set of general principles and requirements that should be followed by everyone in the organisation. These principles and requirements ensure observance of values such as transparency of the recruitment process and equal treatment of all applicants; they also demonstrate the business school's commitment to act in a responsible and respectable way in order to provide fair framework conditions to all staff employed by GBSB Global.

11.3.10.2 Stage 1: Recruitment and Selection

Like teaching staff positions, all administrative vacancies at GBSB Global are filled on a competitive basis. New positions are opened in line with the annual HR plan (approved by the Executive Committee) and are based on the needs of the business school considering its growth strategy and new initiatives. **HR Manager** is responsible for meeting the annual HR plan objectives. Depending on the profile needed, initial stage of the selection process may be outsourced to a trusted recruiting company. If no recruiting company is involved, information about a vacancy is posted on different job portals (e.g. Linkedin) written by using a standardised job description template that includes the following sections:

- Position summary – title, department, start date, etc.;

- Responsibilities – duties and responsibilities, reporting structure;
- Qualifications – skills, experience and attributes desired;
- Compensation – salary range, benefits;
- Additional Information.

Each candidate is expected to provide a CV and a cover letter. Candidates are informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They are also informed after the selection process about the strengths and weaknesses of their applications. The administrative staff recruitment process follows a similar pattern as the teaching staff recruitment process. Each application passes initial screening following which phone and onsite interviews are conducted. Selection principles at GBSB Global intend to bring together diverse expertise and competencies and an adequate gender balance and, where appropriate and feasible, include members from different sectors, industries and disciplines. The first-stage interviews are conducted by the HR Manager, while second and third interviews are conducted by the Heads of the corresponding departments.

Main administrative roles involved with the student support function at GBSB Global Business School include:

- **Academic Coordinator:** An individual holding an EQF/MQF Level 6 degree or higher in any area, but preferably in the area of social sciences, with a minimum of five years overall professional experience in an administration or customer service role and two years' previous experience in the area of education related to academic support of learners and knowledge of the education administration processes; An ideal candidate has strong written and verbal communication skills, strong planning and organisational skills, is action oriented and results driven;
- **Student Lead:** An individual holding an EQF/MQF Level 6 degree or higher in any area, with at least two years' previous experience in the area of education related to non-academic support of learners (e.g. organisation of events, summer camps, dealing with accommodation services providers); An ideal candidate has strong written and verbal communication skills, strong planning and organisational skills, is action oriented and results driven;
- **Admissions Officer:** An individual holding an EQF/MQF Level 6 degree or higher in the area of social sciences, with at least two years' previous experience in recruiting in the area of education; An ideal candidate has strong written and verbal communication skills, strong planning and organisational skills, is action oriented and results driven;

11.3.10.3   Stage 2: Complying with Labour Regulations

The labour relations at GBSB Global are regulated by the labour law and regulations currently in force in the countries where the business school operates. Under these regulations and beyond them, GBSB Global guarantees to each member of staff their right to:

- Adequate working conditions in line with law and regulations and Health and Safety Policy;
- Equal terms and conditions of employment in all jobs of equal value;
- Equal opportunity in training and promotion;
- Fair remuneration and adequate workload;
- Paid vacation and medical leave;
- Annual health check (where required);
- Health and safety training;
- Open participation in discussions and decision-making related to his/her responsibilities;
- Access to training and development opportunities.

All members of administrative staff at GBSB Global are required to:

- Timely and efficiently perform their duties;
- Carefully study all official GBSB Global documentation, guidelines and policies;
- Observe labour discipline in accordance with the GBSB Global policies and regulations;
- Respect data protection (GDPR) regulations and non-disclosure agreements;
- Prevent actions that could damage the image or reputation of the business school;
- Follow the standards of moral and professional ethics;
- Use property and equipment of the school with caution;
- Comply with the GBSB Global policies, internal rules and regulations.

11.3.10.4   Stage 3: Performance Assessment of Administrative Staff

One of the most important components for maintaining the competitiveness of the business school is highly qualified administrative staff. Therefore, employee performance evaluation is an integral part of the quality assurance system at GBSB Global. Periodic performance assessments of administrative staff ensure that the expected quality standards set in each job unit are met, tasks are successfully completed, duties are performed efficiently, and employees are given space for continuous improvement and development.

The main goal purpose of employee performance evaluation is to:

- Determine the level of performance;
- Evaluate skills level and contribution to the business school;
- Identify of the level of competence and compliance with the position held;
- Determine employee career development prospects and potential for internal promotion.

The evaluation of staff members' performance is based on the following criteria:

- Ability to complete tasks related to the position;
- Ability to meet the required deadlines and objectives;
- Ability to work in team and on an individual basis;
- Service and individual approach to students.

Employee appraisals are held once per year both in oral and written forms. The feedback is usually provided by the direct supervisor.

11.3.10.5 Stage 4: Development of Administrative Staff

Setting as one of the strategic goals to position itself as a leading innovative business school by implementing modern technologies in the learning process and by securing strategic partnerships with renown technological organisations and companies such as Microsoft, GBSB Global Business School perceives a need in investing in administrative staff development activities in order to ensure the accomplishment of this goal. The policy of professional development and continuous improvement of qualifications of staff is aimed at increasing efficiency of investments made by the organisation and at ensuring continuous professional growth of all staff by promoting a strong corporate culture, a stimulating atmosphere of responsibility and the desire of all employees to contribute to the development of the business school.

In the modern competitive environment, employees need to replenish their knowledge and acquire new skills to do their jobs better. Staff training and development programmes implemented at GBSB Global allow employees to master skill and confidence they need to progress through the ranks and become an asset to the school.

11.3.10.5.1 Induction Training

The main purpose of induction training is to integrate new employees into the business school and make them understand the systems and procedures followed by the organisation. Induction training helps new employees settle down quickly in the new work environment and

gives them a sense of belonging. The compulsory induction training at GBSB Global includes the following elements:

- Data protection training and GDPR guidelines;
- Health and safety training;
- Training on GBSB Global policies and guidelines;
- Information security essentials;
- Use of communication and IT tools;
- Use of brand guidelines;
- Awareness training on equality and diversity.

The general induction training is coordinated by Campus Manager, HR manager and IT Manager. Most of the elements of the induction training are developed in-house, except health and safety training which is outsourced to a specialised company.

Specific induction training plan varies depending on different administrative roles. Staff responsible for student support and interaction with the students compulsorily receive the following training at induction:

- Working with a diverse student population including international students;
- Working with students who are studying away from campus, including those on distance learning programmes (including usage of the e-learning platform);
- Customer service training and Student Service Catalogue essentials;
- Training on relevant degree programme and assessment regulations and application of specific policies and procedures.

The specific induction training is provided by a direct supervisor and/or colleagues from the same department/unit. This specific induction training is developed by the Head of Institution and is revised by him/her once per year.

11.3.10.5.2 Continuous Development

On a periodical basis, GBSB Global employees are provided with onsite training sessions conducted by internal experts and managers. Such sessions typically include:

- Training teams in company-related issues (e.g. new systems or policy changes);
- Training employees to prepare them for promotions, transfers or new responsibilities;
- Team-building activities and enhancement of soft skills (leadership, communication, etc.);

Regardless of the position held, all administrative staff members at GBSB Global are offered an opportunity to upgrade their knowledge in such tools as MS Outlook, MS Stream, Skype, MS Office, MS Planner, MS OneNote, etc. Upon completion of a Microsoft training program, each employee is eligible to do an exam and receive an official certificate from Microsoft.

Employees are also allowed to take one unit of study per year at the school free of charge if the study of this unit is related to their direct responsibilities. With the permission of the supervisor, employees can attend classes during the working day, provided that this does not affect the performance of their job duties.

More information on specific procedures related to performance assessment, promotion and development of administrative staff can be found in the GBSB Global Business School's Staff Recruitment and Development Policy and in the Employee Guidelines.

11.3.10.6 Stage 5: Promotion of Administrative Staff

Each administrative staff member at GBSB Global Business School is provided with an opportunity to grow professionally and to be promoted. The following policy for promotion is applied:

- When a particular position becomes vacant and before looking for external candidates, GBSB Global's Heads of Departments and/or the Executive Committee consider promoting someone from the current employees;
- The decision of promotion is taken based on:1) the length of employment with GBSB Global, 2) professional performance, 3) evaluation of the competencies needed to perform the job;
- In case when new vacancies are open (jobs which did not exist before at GBSB Global) the same policy applies: such jobs are first offered to suitable current employees and only if it is not possible to cover the vacancy by promoting one of the current employees, such vacancy is opened for external applicants.

The promotion mechanisms are applied with the purpose to provide a resource to the administrative staff of GBSB Global and to create opportunities for career growth; to provide a platform for the administrative staff to continue to serve the business school; to compensate them for their contribution to the organisation; to create and sustain a rewarding work environment; to continuously develop technical and administrative talent within the organisation; and to provide strategies to retain that talent.

11.4 List of Related Documents

- S7_D1 Student Services Catalogue
- S7_D2 GBSB Global Accommodation Guide
- S6_D10 Employee Guidelines
- S7_D3 Career Services Guidelines
- S7_D4 Staff Recruitment and Development Policy
- S7_D5 Health and Safety Policy
- S4_D2 GBSB Global Code of Conduct
- S1_D1 Equal Opportunities Policy
- S0_D1 Annual Satisfaction Survey
- S0_D2 General Request Form

12 Standard 8: Information Management

Information management takes place throughout the year and involves duties pertaining to the collection, management, and analysis of information. The responsibility for the collection, monitoring, and analysis of data depends on the type of information and the stakeholder involved. Therefore, data management, which involves all administrative duties concerning data collection, maintenance, and utilisation, becomes a shared responsibility. Different parties could be involved in a process with different sets of assignment. Nonetheless, all parties should abide by the policies for information management.

12.1 Information Management Policies

- Personal data should be collected and maintained if consent has been provided;
- In order to maintain efficient information management, information should be collected and maintained for a purpose. This include documentation and continuous development in order to enable academic as well as non-academic operations;
- Whenever possible, duplication of data should be avoided to ensure data integrity;
- Re-utilisation of data is encouraged to maximise the benefits of the data collection process;
- Data should be stored in a secure location and protected from unauthorised access.

Data is collected for the purpose of documentation, quality assurance, academic operations, and development of methods for improvements. Data is collected in many operations for the purpose to enable processes while certain types of data are utilised for the purpose of monitoring and analysis intended to make improvements. This is performed with various instruments and methods of communication including surveys, focus group discussions and meeting appointments.

Data monitoring involves ensuring that the data is consistent, relevant, and fit for purpose. Unless specified otherwise, the department or committee in charge of data collection would be responsible for monitoring the collected data. In addition, the department or committee would be in charge of providing the data to the decision-makers.

Meanwhile, data analysis is part of the decision-making process performed by members of committees and the management team. Tasks are distributed based on the responsibility and knowledge of the respective committees, departments or staff. The list of information available in this IQA Standard specifies the department, committee, or person in charge of information management process. All decisions must be based on clear and sufficient information.

As elaborated in various IQA standards, there are several procedures which take place at the school that involve data collection and management. All these procedures are reflected in three primary information management processes which take place on an annual basis. These processes are:

1. The Process of Collection, Management, and Analysis of Information to Improve Academic Programmes;
2. The Process of Gathering and Analysing Graduate Information;
3. The Process of Gathering Information to Analyse Strategic Plan Indicators.

12.2 Involvement of Students in the Analysis of Information

Involvement of students in data analysis and their awareness about the general school's performance in different areas is ensured by inviting the representatives of the Students' Council to the meetings with various committees and heads of departments where the results are analysed. For the purposes of the IQA processes of the Standard 8, students are invited to the following meetings:

- Admissions Committee meeting related to analysing annual information about prospective students;
- Academic Committee meetings related to the Process of Analysis of Progression and Retention Metrics, Ref: [GBSBGLO_S5_02], the Process of Identification and Allocation of Learning Resources for Existing Programmes, Ref; [GBSBGLO_S7_02], and the Process of Implementing Short-Term Improvements and Changes to Educational Programmes, Ref: [GBSBGLO_S10_2];
- Faculty Evaluation and Development Committee meeting related to the Process of Providing Development Opportunities to the Teaching Staff, Ref: [GBSBGLO_S6_04];
- A meeting with the Head of Marketing and Admissions related to the overall student satisfaction rates;
- A meeting with the Career Services Officer related to graduate statistics;
- A meeting with the Quality Assurance Officer related to pursued rankings and accreditations;
- Executive Committee meeting related to the analysis of strategic plan indicators.

During these meetings students are encouraged to make proposals for improvement and discuss possible follow up actions with the students' body. Following each meeting, the Student's Council representatives submit a written report containing suggested actions and proposed initiatives.

12.3 The Process of Collection, Management, and Analysis of Information to Improve Educational Programmes

Ref: [GBSBGLO_S8_01]

The aim of this process is to collect and manage feedback concerning the academic programmes with the purpose to identify ways to enhance the quality of academic programmes at the school and satisfaction of the various stakeholder groups, particularly students and teaching staff.

Each year, the Head of Institution informs all committees and departments about the need to submit information for the purposes of annual reporting. The School Annual Report is managed by the Quality Standards and Programme Development Committee and is the ultimate responsibility of the Head of Institution. The School Annual Report is a public document and is released via the school's website in the section "Quality Assurance" according to the Process of Content Development, Release of Information, and Updating of Public Information, Ref: [GBSBGLO_S9_02], therefore, it is available to all interested stakeholders.

Different information is submitted by different stakeholders according to the Table TAB_S8_1 below:

Table TAB_S8_1

Information Sources by Stakeholder Groups to Improve Educational Programmes

Category of Information	Type of Information	Instrument Used	IQA Standard(s)	Responsibility
Prospective Students				
Applications	• Information Supporting Applications • Number of Applications • Admissions Indicators	• Application Forms • Diplomas & Transcripts • CV • Motivation Letters • Recommendation Letters • Supporting Documentation	Standard 5	Admissions Department
Students				
Retention	• Continuation Rate • Withdrawals Rate • Progression Rate	• Grade Sheets • Request Forms • Student Information System	Standard 5,10	Academics & Student Affairs Department

		Transfer Rate			
Performance & Assessment	• Performance Rate • Success Rate • Efficiency Rate	• Grade Sheets • Transcripts • Make-up Exams Registration Forms • Attendance Sheets • Student Information System	Standards 4,5,10	Academics & Student Affairs Department
Achievement	• Graduation Rate	• Grade Sheets • Final Projects • Registrations for retakes • Academic Leaves • Student Information System	Standards 4,5,10	Academics & Student Affairs Department
Feedback	• Requests • Complaints • Feedback Concerning Ethical Issues	• Request Forms • Complaints Forms • Ethical Concerns & Suggestions Form • Meeting Minutes	Standards 1,4,5,7,10	Academics & Student Affairs Department Ethics Committee
Satisfaction	• Course Evaluation • Satisfaction Rates	• Course Evaluation Surveys • Annual Satisfaction Survey	Standards 3,4,6,7,10	Academics & Student Affairs Department Marketing Department
Use of Resources	• Usage	• Library Landing Information • IT Use Information	Standard 7	Library Manager IT Department
Teaching Staff				
Recruitment & HR	• Faculty Credentials • Faculty/ Students Ratio	• CVs • Cover Letters • Supporting Documentation • Faculty Database	Standard 6	Faculty Coordinator
Development	• Faculty Development Activities	• BIO Forms • Faculty Development Forms	Standard 6	Faculty Coordinator
Performance	• Course Evaluation • Achievement of Annual Objectives	• Course Evaluation Survey • BIO Forms	Standards 3,4,6,10	Faculty Coordinator
Satisfaction & Retention	• Faculty Satisfaction Rates	• Faculty Satisfaction Survey	Standard 6	Faculty Coordinator

	• Faculty Retention Rates	• Employment History		
Feedback	• Requests	• Request Forms	Standards 6, 7, 10	Academics & Students Affairs Department
External Stakeholders				
Supply and Demand of Graduates	• Employability Statistics • Feedback from Employers	• Employers' Survey	Standards 3,10	Career Services Department
Market Data	• Benchmarking with Similar Programmes	• Market Research	Standards 3,10	Marketing Department
Rankings & Accreditation Bodies	• Based on Specific Request	• External templates, forms, and questionnaires	Standards 3,10	Marketing Department Internal Quality Assurance

12.3.1 Prospective Students

Prospective students provide information during the admission stage. The information is provided in an online manner via the school's CRM system and is managed by the Admissions Department. The information is used for the purpose of admitting students into the school, issuing enrolment letters, and for having records of the students' credentials. The Admissions Committee is responsible for analysing this information for the purpose of the selection process as well as to have an understanding of different admission indicators (such as applicants' previous background, number of applicants per a study place, programme demand, age of applicants, etc.).

12.3.2 Students

Managing and analysing information concerning current students is the principal responsibility of the Academics & Students Affairs Department, however, as shown in the Table [TAB_S8_1] above, other committees and departments also participate in the process. Information concerning students is collected at various stages of the educational process. There are three primary sources of student information: 1) grade sheets (based on which performance, retention and assessment, and achievement are monitored; 2) formal and informal feedback provided via different forms and meetings; 3) and satisfaction surveys.

The Academics & Student Affairs Department is responsible for managing and analysing information derived from grade sheets and student feedback. The information is stored in cloud with a data storage provider approved by NCFHE which is subject to specific data retention and

data archiving policies in order to fulfil any sort of regulatory / legal / business requirements which also guarantee that the information will not be deleted for as long as required. Since all student records, assignments, assessments, and core indicators are stored with an approved data storage provider, any matter in relation to record archiving is compliant with Malta regulations.

Students respond to surveys upon the completion of modules (Module Evaluation Survey) and by the end of the academic year (Annual Satisfaction Survey). The module evaluation surveys are managed by the Academics & Students Affairs Department, while the Annual Satisfaction Survey is managed by the Marketing Department.

All the information is analysed and the results are used to elaborate programme reports and self-evaluation reports as part of the Process of Evaluating and Reviewing Accredited Programmes, Ref: [GBSBGLO_S10_3]; the results are also presented by the responsible departments to various committees who would include them in various IQA processes, particularly, the Strategic Plan Process. Ref: [GBSBGLO_S2_01], the Budgeting Process, Ref [GBSBGLO_S2_02], the Teaching Staff Performance Assessment Process. Ref; [GBSBGLO_S6_03], the Process of Providing Development Opportunities to the Teaching Staff, Ref: [GBSBGLO_S6_04], the Process of Identification and Allocation of Learning Resources for Existing Programmes, Ref: [GBSBGLO_S7_02], the Process of Identification and Allocation of IT Resources, Ref: [GBSBGLO_S7_03], the Process of Recruitment, Conditions of Employment, and Opportunities for Development of Administrative Staff, Ref: [GBSBGLO_S7_04],use this information to elaborate the School Annual Report, and take decisions accordingly.

12.3.3 Teaching Staff

Faculty Coordinator is a designated function responsible for managing and analysing information concerning faculty recruitment, development, performance and satisfaction as well as for processing feedback provided by the teaching staff. The information is used to assess the quality of the teaching staff at the school, to establish annual objectives and to set development plans for teaching staff, according to the processes established in the Standard 6 of IQA.

12.3.4 External Stakeholders

Information concerning external stakeholders is used with the purpose to understand the external needs and requirements such as supply and demand of graduates, accreditation standards, and to conduct the competitive analysis of the school's educational programmes in comparison with other similar programmes offered by other providers. Such information is collected, processed and analysed by the Career Services Department, Marketing Department

and Internal Quality Assurance Unit with the purpose of improving educational programmes based on market needs as well as requirements of the accreditation bodies.

12.4 The Process of Gathering and Analysing Graduate Information

Ref: [GBSBGLO_S8_02]

The aim of this process is to gather information about the school's alumni, particularly their level of satisfaction with the education received and their professional progression, with the purpose of analysing both the relevance and impact of the educational programmes on the graduates' professional careers.

All the academic programmes provided by GBSB Global are employment-oriented, providing students with the skills and knowledge required to excel upon their graduation. Employability is a major aspect of the school's academic programmes, as demonstrated by verification of perceived employment opportunities for graduates during the Programme Business Case Approval stage. The steps to ensure employability also includes collection and analysis of employment rates and career paths.

At GBSB Global, the collection of these data take place on an annual basis through the Alumni Survey. The Career Services Department is in charge of preparing survey questions which address various aspects of the alumni's employment status and career paths. This allows for the verification of whether the goals of the academic programmes have been fulfilled.

In terms of data analysis, the results are used to identify whether major or minor modifications of programmes would be necessary to enhance graduates' employability.

Table TAB_S8_2

Information Sources by Stakeholder Groups to Gather and Analyse Graduate Information

Category of Information	Type of Information	Instrument Used	IQA Standard(s)	Responsibility
Graduating Students				
Satisfaction	• Satisfaction Rates	• Annual Satisfaction Survey	Standards 3,4,7,10	Marketing Department
Alumni				
Relevance to Career	• Programme Evaluation Rates	• Alumni Survey	Standards 3,10	Career Services Department

Employability	• Employability Statistics	• Alumni Survey • Revision of professional profiles on social networks	Standards 3,10	Career Services Department
Feedback	• Testimonials of Graduates • Proposals and Recommendations	• Alumni Association Channels	Standards 3,10	Alumni Relations Unit (Career Services Department)

12.4.1 Graduating Students

Graduating students respond Annual Satisfaction Survey in order to provide an insight into their level of satisfaction with different aspects of their educational experience. The survey aims to assess overall satisfaction with the programme and with the school, including the support provided by the Career Services Department.

12.4.2 Alumni

After finishing the programme, and no more than one year after graduation, GBSB Global's graduates are asked to complete the Alumni Survey in order to determine their current employment status and to evaluate how well their study helped in preparing them for their business careers. The survey is completed in an online manner.

Additionally, all alumni are asked to join the Alumni Association and to provide their details as well as to share their feedback regarding how well the school prepared them for a professional career. This information is included into the alumni database managed by the Alumni Relations Unit within the Career Services Department. Within one year after a cohort's graduation, the Alumni Relations Unit monitors the professional social networks such as LinkedIn and compliments the information provided by alumni via the Alumni Survey. All such information is used to elaborate the Annual Employability Report – a public document that is released via the school's website in the section "Careers" according to the Process of Content Development, Release of Information, and Updating of Public Information, Ref: [GBSBGLO_S9_02], therefore, it is available to all interested stakeholders and includes employability statistics by employment sectors, salaries, roles and positions of graduates. The information can also be used to entail proposals for programme improvements, and if this represents some sort of change, it will be considered during the Process of Implementing Short-Term Improvements and Changes to Educational Programmes, Ref: [GBSBGLO_S10_2] or the Process of Evaluating and Reviewing Accredited Programmes [GBSBGLO_S10_3].

12.5 The Process of Gathering Information to Analyse Strategic Plan Indicators

Ref: [GBSBGLO_S8_03]

The aim of this process is to coordinate information gathering among various data managers and information owners with the purpose of determining indicators used in GBSB Global's Strategic Plan.

This process exists to provide decision makers of the school with all the necessary information to make informed decisions intended to improve the school processes and outputs and to determine the school's strategic direction. This involves an array of information gathered by various committees and departments.

The process involves the following stages:

1. The Global Managing Director initiates the process by sending a request to provide information to different departments, and specifically, various managers as well as owners of the Strategic Plan's indicators data;

2. The managers and information owners shall update the indicators to the present day and each of them shall prepare a scorecard report;

3. The Global Managing Director revises the consistency of the information and data provided, identifies incidents and requests for clarifications until all correct data is available;

4. The scorecard reports are presented to the Executive Committee, in which the Global Managing Director reports on the monitoring of the School's Strategic Plan and all other operating data of GBSB Global as a whole;

5. The Executive Committee documents the main issues and achievements then presents the summary of the scorecard reports to the school's owners.

12.6 List of Related Documents

- S5_D8 Module Evaluation Survey
- S0_D1 Annual Satisfaction Survey
- S6_D9 Faculty Survey
- S8_D1 Alumni Survey
- S8_D2 School Annual Report
- S8_D3 Employers' Survey
- S9_D6 Annual Employment Report

13 Standard 9: Public Information

13.1 The Process of Creating a List of Available Public Information

Ref: [GBSBGLO_S9_01]

The school provides a wide range of public information to ensure that prospective students gain sufficient information to make a sound decision concerning the school as well as to inform stakeholders about relevant activities. The initial set of public information was based on the analysis made by relevant departments and committees concerning the information which students would require to gain a strong understanding of the school, academic programmes and services.

Meanwhile, the current list of public information has been enhanced based on the results of an annual review performed by the Quality Standards and Programme Development Committee as well as a periodic review of questions which prospective students ask to the Admissions Officers. In addition to the information provided on the website and public materials, prospective students can request for further information by contacting the Admissions Officers. These questions entail additional information which the prospective students may require to make their decision concerning whether to enrol at the school. Therefore, these questions are taken into consideration by the Quality Standards and Programme Development Committee during the annual review.

At the end of every academic year, the Quality Standards and Programme Development Committee prepares a list of topics which should be included in the list of public information topics as well as the corresponding frequency of update. This list would be provided to every committee and department prior to the start of the upcoming academic year. Therefore, every committee and department have a clear information about the type of data that should be provided to the Communication Unit of the Marketing Department as well as the corresponding timeframe.

Based on this list, the Communication Unit would remind to every committee and department to send information which could be released to the public. However, every committee and department are responsible for providing such information and ensuring that the information was updated within the indicated timeframe.

Information concerning the following topics is accessible to the public:

Table TAB_S9_1

The List of Available Public Information

Information Type	Detail	Location of the Information	Updating Frequency	Accountability
Institutional Information	• History • Mission • Values	• Website	Updated when there is a change in mission or values	Executive Committee
	• Accreditations • Rankings • Partners	• Website • Social Media • Mailing Campaign	Each time there is a change	Executive Committee
		• Programme Brochures* • Prospectus*	Annually	
	• Faculty Body	• Website	Annually	Faculty Evaluation and Development Committee
Location, Facilities and Services	• City Information & Why This City • Campus Location	• Website	Each time there is a change	Admissions Committee
		• Programme Brochures* • Prospectus*	Annually	
	• Facilities & Services	• Website	Each time there is a change	Head of Institution
		• Service Catalogue **	Annually	
	• Accommodation	• Website	Each time there is a change	Admissions Committee
		• Accommodation Guide **	Annually	
Admissions	• Admission Requirements	• Website • Programme Brochures * • Prospectus *	Each time there is a change	Admissions Committee
	• Application Guidelines	• Website		
	• Admission of Exchange and Transfer Students	• Website		
	• Academic Calendar	• Website	Annually	Academic Committee
	• Intake Statistics (Gender, Nationality, Age, Most Popular Programmes)	• Website • Social Media	Quarterly	Admissions Committee
	• Study Places Available in Each Intake	• Mailing Campaign	Every two weeks	Admissions Committee

Academic Programmes	• Overview (Duration, Language, Campus, Tuition Fee) • Degree Awarded and EQF/MQF Level • Programme Structure • Faculty • Student Testimonials • Teaching, Learning and Assessment Procedures Used • Grading System and Pass Rates • Further Learning Opportunities	• Website	Each time there is a change Annual Revision	Quality Standards and Programme Development Committee
	• Overview (Duration, Language, Campus, Tuition Fee) • Current Student Profile & Background • Programme Objectives & Learning Outcomes • Degree Awarded and EQF/MQF Level • Programme Structure • Course Descriptions • Faculty • Student Testimonials • Professional Opportunities & Prospective Careers	• Programme Brochures *	Annually	
Employment & Careers	• Career Services Provided	• Website • Career Services Guidelines **	Annually	Quality Standards and Programme Development Committee
	• Graduates Employment Statistics https://www.global-business-school.org/career-services/employability-statistics	• Website • Annual Employment Report ***	Annually	
Student Life & Extracurricular Activities	• Information on Upcoming Events • Information on Past Events • Student Testimonials	• Website (Blog & News) • Social Media	Daily	Student Lead and Marketing & Communications
Quality Assurance	• IQA Processes & Procedures • Students Progression Data https://www.global-business-school.org/quality-assurance	• Website • IQA Manual *** • Student Guidelines & Academic Policies ** • School Annual Report ***	Annually	Quality Standards and Programme Development Committee
Legal Information	• General Terms & Conditions • Privacy Policy • Terms of Website Use	• Website	Each time there is a change	Executive Committee

Location of Available Public Information:

* Available in both printed (Admissions Department) and digital format (on the website);
** Available to internal stakeholders only via the school's intranet;
*** Available on the website in the digital format only.

13.2 Accuracy of Public Information

13.2.1 Goal

The main goal behind the provision of public information is to ensure that prospective students can make a well-informed decision concerning their enrolment and that stakeholders can be informed about different school's activities at all times.

13.2.2 Principles

GBSB Global takes measures to ensure that public information provided by the school, whether distributed directly or on its behalf, is both accurate and factual, and:

- Accurately represents the services GBSB Global provides;
- Only refers to another person or organisation in its marketing material if the consent of that person or organisation has been obtained;
- Uses the approved logos in accordance with the conditions of use;
- Fairly informs students about type of diploma to be obtained upon graduation, number of credits and study hours.

13.3 Types of Information and Release of Public Information

Information is classified into several categories based on the nature of the information. Specifically, public information that is intended for public consumption, internal information which is intended for internal audience and confidential information which is restricted to selected internal audience. New information is considered to be internal in default. However, internal information can be converted to public information based on approval by the relevant committees.

The Marketing Department and specifically its Communications Unit handles the release of public information on behalf of GBSB Global. This involves developing and publishing materials for the school's website as well as documents such as brochures and prospectus in both electronic and printed version. Furthermore, the marketing department is responsible for the following points:

- Ensure that the content is accurate;
- Ensure that information remains consistent across all marketing materials;
- Ensure that all marketing content has been written and designed in a manner that enhances the school's image;
- Remove outdated information which might cause confusion and misunderstanding;

- Decide the best way to disseminate information;
- Include contact details for further information in all marketing materials.

This department is run by the Head of Marketing and Admissions who oversees the entire marketing staff as well as ensures that the department meets all of the duties concerning public information and marketing. This includes overseeing the process of content development and release of information for all communication materials.

The Marketing Department works and receives approved information from different school's committees to ensure that the available public information is sufficient for the prospective students to make a sound decision. This inter-departmental collaboration ensures that prospective students have access to a comprehensive set of information and gain a thorough understanding of the learning journey that the school offers.

A process has been designed to ensure the accuracy of public information concerning GBSB Global. This involves regular monitoring and updating of public information performed by the Marketing Department to eliminate outdated information and provide the latest information.

13.3.1 The Process of Content Development, Release of Information, and Updating of Public Information

Ref: [GBSBGLO_S9_02]

Table TAB_S9_2

The Stages of the Process of Content Development, Release of Information, and Updating of Public Information

Stage	Information Within the Updating Frequency Timeline	Ad-Hoc Information	Responsibility
1	Based on the public information timeline, a reminder is sent to the relevant committee/department to: 1. Review public information with the purpose of updating; 2. Provide information which could be released to the public.		The Communication Unit
2	• The Committee/Department gathers to discuss: 1) which updates are required; 2) which	• The Committee/Department gathers to specify the extent of the information to be	The Committee/ Department

	internal information should be converted into public information. This decision should consider the relevance and significance of such information to prospective students and other stakeholders; • During the same meeting, the committee/department should select one of its members to be the Person in Charge (PIC). The PIC would be responsible for providing the details of the information, ensuring the accuracy of the prepared information and collaborating with the marketing department.	released to public and to confirm the change in status from internal information to public information; • The exact deadline for the release of the particular information is decided; • During the same meeting, the committee/department should select one of its members to be the Person in Charge (PIC). The PIC would be responsible for providing the details of the information, ensuring the accuracy of the prepared information and collaborating with the marketing department.	
3	• Reviews public information to select outdated information; • Provides the Communication Unit with the new information; • The information should be provided via email and, depending on necessity, the PIC can arrange for additional meetings with the Communication Unit.	• Informs the Communication Unit about the availability of information which could be released; • Provides the Communication Unit with the information; • The information should be provided via email and, depending on necessity, the PIC can arrange for additional meetings with the Communication Unit.	The Person in Charge (PIC)
4	• Content and design are prepared in a manner that is suitable for publishing (draft version).	• Information is included in the schedule of the Weekly Communication Calendar; • Content and design are prepared in a manner that is suitable for publishing (draft version).	The Communication Unit
5	• Drafts are revised in order to ensure consistency across the school's marketing communication materials; • Drafts are approved; • Information concerning all topics excluding 'Student Life & Extracurricular Activities' and 'Location, Facilities and Services' is subject to the PIC's approval. In this case, the		Head of Marketing & Admissions The Person in Charge (PIC)

6	Information is released/updated according to the public information timeline.	Information is released according to the Weekly Communication Calendar.	The Communication Unit

"Communication Unit should provide the PIC with the revised version of the information for approval."

13.4 The Procedure of Periodic Monitoring of Public Information Released by Third Parties

Ref: [PRO_S9_1]

In this digital era, prospective students may receive information concerning the school from various sources, including information prepared by third parties. Therefore, the Marketing Department performs regular monitoring process on a monthly basis to ensure that information provided by third parties is accurate and written in a manner that prevents misunderstanding. This involves browsing the internet for posts which mentions the school in both website and social media. Upon the discovery of outdated or incomplete information, the marketing staff would contact the information provider to request for the information to be updated accordingly.

13.5 Measures to Ensure Sufficient Information for Prospective Students

There are measures to ensure that prospective students have access to adequate information concerning the application process, academic programmes, available services and other information needed to decide whether they should enrol at GBSB Global. This involves the provision of sufficient information on the school's websites and marketing materials. In addition to the available public information, these communication materials include relevant contact details as to allow the prospective students to gain further information.

Questions posed by students to staff members via non-public channels such as email are assessed by the admissions staff. In the event that many students request for the same information, the admissions staff should list these questions and provide them to the Head of Marketing and Admissions at the end of every academic quarter. The frequency of this update correlates to the multiple intakes that the school has every year. If the information is currently available, efforts will be made to highlight the location of the information. This allows for such information to be readily available for the public to access, thereby increasing the overall efficiency.

If the information is not currently available to public, the Head of Marketing and Admissions would provide the information to the Executive Committee at the end of the academic year. Upon the Executive Committee's approval, the information would be published on the website and, depending on the type of information, other marketing materials.

GBSB Global provides measures to ensure that prospective students are fully aware of course details and policies. This involves ensuring the availability of comprehensive information in the school's marketing documents and ensuring that every prospective student is assigned to an Admissions Officer, allowing for personalised information. This involves contacting the students, informing them about the policies and encouraging the students to clarify any doubts concerning the course details and policies.

13.6 List of Related Documents

- S9_D1 The List of Available Public Information
- S9_D2 Advertising Policy and Procedures. Ethical Marketing
- S9_D3 The Policy of Selecting Institutional Partners
- S9_D4 Programme Brochures
- S9_D5 Prospectus
- S9_D6 Annual Employment Report
- S0_D0 IQA Manual
- S7_D1 Student Services Catalogue
- S7_D2 GBSB Global Accommodation Guide
- S7_D3 Career Services Guidelines
- S8_D2 School Annual Report

14 Standard 10: Ongoing Monitoring and Review of Programmes

GBSB Global Business School is responsible for the quality and relevance of all academic programmes and, therefore, performs routine monitoring of internal processes and programmatic reviews. These processes apply to standard revision of programmes while programmes which require a major re-design will undergo the Programme Design and Approval Process, Ref: [GBSBGLO_S3_01]. . Programmes are routinely monitored throughout the academic year and at the end of the academic year to ensure that:

- Programmes are progressing satisfactorily both operationally and academically;
- Teaching schemes are appropriate to facilitate the achievement of the learning outcomes of the module and programme;
- Assessment methods are appropriate to determine the achievement of learning outcomes for the different modules and are distributed appropriately throughout the academic year;
- Teaching staff remain current and relevant and engaged in different activities as appropriate;
- Academic policies and procedures are being followed;
- The suitability of existing programmes to meet the current and future needs of students is assessed;
- The programmes remain current and relevant to employers;
- Future requirements for programmes, and hence future programme development, to allow the school to continue to meet the needs of the student, to encourage student progression and to appeal to prospective students in the future are identified.

14.1 Sources of Data

Throughout the year, various types of data and feedback are gathered for the purpose of the review to ensure that the review considers various stakeholders and all necessary aspects. The review considers the following data:

- Feedback by students
- Student Satisfaction Survey
- Feedback by teaching staff
- Feedback by staff members
- Module evaluation results
- Input provided by practitioners

- Input provided by employers and third parties
- Alumni surveys
- Progression and retention data
- Admission data

This contributes to the School Annual Report and the development of the school strategic plan. It is also an opportunity to raise institutional issues to the Executive Committee.

14.2 Responsibility

The Head of Innovation and Programme Development holds the primary responsibility for the review of existing academic programmes, with the support of the Quality Standards and Programme Development Committee. This process differs from the Process of Identification of the Need for New Programmes, Ref: [GBSBGLO_S3_00] performed by the Executive Committee. Unlike the Process of Identification of the Need for New Programmes which focuses on identifying opportunities to develop a new programme, the programme review process involves in an in depth look into every existing programme to enhance both the quality and relevance of every programme.

Meanwhile, the collection of data is a shared responsibility between all departments and committees. The Marketing Department is in charge of conducting the annual market research which provide data concerning the latest market conditions. The Academic Committee monitors various aspects of academic activities including teaching performance and learning performance.

Based on the results, the Quality Standards and Programme Development Committee decides whether to apply any modification to the existing programmes. Modifications could take place to address existing issues, potential issues, update the programme to the latest demands, or to enhance the quality of the programmes.

Therefore, relevant departments perform research to identify the latest demands of the students and society. The Quality Standards and Programme Development analyses the results to assess whether the existing programme meets the latest demands of the students and society. Then, an assessment is done to ensure that the aims and objectives of the academic programmes have been achieved.

14.3 The Process of Planning the Revision of Educational Programmes

Ref: [GBSBGLO_S10_1]

14.3.1 Stage 1: Identification of Needs and Expectations

The opinions of stakeholders, and in particular, the students, are important to GBSB Global. The acquisition of feedback from potential, current, graduating and recently graduated students is conducted by a number of different functions within the school. Feedback is collected from a variety of sources systematically through student surveys and informally through meetings with students.

Stakeholder needs are identified and reviewed both through formal and informal methods of information collection and analysis. The Academics & Student Affairs Department of GBSB Global is responsible for collecting and processing the feedback from current students; Career Services Department works with current students' career expectations, alumni, industry representatives and employers; Marketing and Admissions teams gather expectations of potential students; Academics Standards and Programme Development Committee gets the information from partner universities and organisations, accreditation bodies, government agencies, and the community.

14.3.1.1 Prospective Students Survey

The Marketing Department conducts annual Prospective Students Survey which aims to determine market demand in order to articulate the school's plan and priorities, identify the gaps between prospective students demands and business programmes offered by the school, as well as review programmes with the purpose of offering new career opportunities based on changing market needs. This survey is conducted within all people who requested information to study at GBSB Global on the website, third-party platforms or educational fairs during the last year. This pool of leads excludes students who got admitted to GBSB Global.The participation in the survey is voluntary and participants receive a link to the survey via e-mail.

14.3.1.2 Meetings with Students

The Academic Coordinators, Head of Institution, Teaching Staff, or Student Lead, as appropriate, are available for one-to-one discussions with students, when possible. This is an on-going evaluation method and support mechanism held in either a formal or informal capacity. These meetings can cover issues relevant to the particular student e.g. attendance, examination/assessment progress and results, personal and/or academic problems, programme workload, etc. The agenda for such meetings is very informal and is flexible to the needs/requirements of the student. The discussions at the meeting are noted by the staff member,

and, when found appropriate, are shared in the Academic Committee meetings In such case, the staff member notifies the rest of the Academic Committee members and proposes to include a certain issue in the agenda. Minutes/brief overview on the discussion of programme quality specific issues are included on the agenda of the next Academic Committee meeting, allowing for the sensitivities involved and maintaining confidentiality where necessary and as appropriate.

14.3.1.3 Feedback from the Student Lead

The role of the Student Lead is to facilitate communication between students and staff within the school; to facilitate student participation in periodic reviews of the school provision of academic programmes, with a view to improving quality; to provide a forum in which students may raise any concerns they may have about teaching or related matters within the school; to provide feedback on issues addressed; to identify and disseminate examples of good practice (e.g. examples of students who participate in any specific initiative in the school or in the greater school community, examples of students who secured jobs before graduation, G-Accelerator programme and the success of the school's start-ups); to lease with the Students' Council with the purpose to provide documentary evidence of the participation of students in the quality assurance and development of programmes delivered by the school; this is done by motivating the Students' Council representatives to participate actively in the school's life and encouraging them to take on a leadership role in articulating student voice. The Student Lead holds various informal meetings with the Students' Council representatives based on which written feedback is provided to the Academics & Student Affairs Department.

14.3.1.4 Feedback from the Students' Council

As detailed in the Standard 8 of the IQA Framework, the Students' Council representatives are invited at various meetings with different committees and heads of departments to participate in the data analysis processes associated with the overall school's performance in different academic and operational areas. Following that, the members of the Students' Council are expected to provide written suggestions and actions of improvement based on the opinions of various groups of students which they represent.

14.3.1.5 Student Surveys

Formal Module Evaluation Surveys are carried out for all modules in all programmes. Annual Student Satisfaction Survey is carried out once per academic year. The results are reviewed annually by the Academic Committee, the Quality Standards and Programme Development Committee, and the Executive Committee, as appropriate. The aim of these surveys is to assess student satisfaction with individual modules and with the overall programme. Specific issues emerging from student surveys are given serious attention within the school, and the larger

issues are communicated to the Executive Committee. The issues identified are also fed into the action plan for the next academic year, on its preparation and review within the school. Every effort is made to address and rectify matters giving cause for student concern or grievance. The surveys seek to determine students' perception on the following:

- Understanding of the material;
- Academic delivery and effectiveness of the teaching strategy;
- Module relevance and currency;
- Appropriateness of workload;
- Overall satisfaction as measured by a refence score.

14.3.1.6 Alumni Survey

As part of GBSB Global's comprehensive assessment and continuous improvement process, the purpose of the annual Alumni Survey is to collect institutional data to assess factors related to post-graduation achievements and perceptions. The Alumni Survey measures alumni data within one year after graduation. The main objective of the Alumni Survey is to evaluate how well the curriculum at GBSB Global prepared students to begin their business careers and evaluate their professional progress.

14.3.1.7 Feedback Provided by Employers

Career Services Department is responsible for communicating with employers, especially those of them with whom the school signed collaboration agreements. Collaboration agreements allow students to do an internship which can later lead to a full-time job. After finalisation of an internship period, a company provides feedback on a particular student/group of students. This feedback is used as an input in the programme review process.

14.3.1.8 Feedback Provided by Industry Representatives

GBSB Global maintains relationships with industry representatives via formal and informal channels. Formal channels include regular meetings (every six months) with the Advisory Board of GBSB Global. Advisory Board is comprised of professionals from different areas and sectors who advise the school's Executive Committee on different actions the school may consider pursuing with the purpose of improving the school's educational programmes and making them more relevant to the needs of business. Such meetings are minuted and the advice provided is considered in the decision-making process at the executive level.

Informal channels include collecting feedback from guest speakers who visit the school or during the industrial visits the school organises, by talking to part-time faculty who are

businesspeople themselves. Such feedback is not formally documented but is discussed in the Academic Committee meetings and may result in some ideas for improvement.

14.3.2 Stage 2: Documenting Issues Related to Modules

After completion of each module in each academic year, the Academic Coordinators document any major issues that may have emerged, with recommendations provided by faculty members, as appropriate. Recommendations concerning academic, operational or resource issues, that impact on the quality/standard of the module, are presented for consideration to the Academic Committee and to the Quality Standards and Programme Development Committee and are captured in the Annual Report.

14.3.3 Stage 3: Assessing Fulfilment of Programmes' Aims and Objectives

Student learning outcomes cover a wide range of skills, knowledge and competencies that are influenced by the educational experience. Therefore, GBSB Global has established a learning outcomes assessment programme to indicate the effectiveness of each programme as well as new directions it might take.

The assessment of learning outcomes for each programme is closely linked with the standards imposed by the European Qualification Framework (EQF) and the Bologna System of Higher Education in Europe as well as with the Malta Referencing Report. Thus, each programme is assessed following the competency-based model – a system of instruction, assessment, grading and academic reporting that is based on students demonstrating that they have learned the knowledge and skills they are expected to learn in each particular programme of study and are able to apply that knowledge and skills in real life; This means that by the end of a particular programme each graduate should demonstrate certain competencies which were incorporated in the programme. Therefore, the achievement of these competencies constitutes learning outcomes for each programme that include application of knowledge along with the development of skills and dispositions. Each module of study in the programme, to a certain extent, develops particular competencies so that by the end of the programme, the graduates could demonstrate full competency. In order to assess the correct development of competencies, the following assessment is used:

- **Direct Internal Formative Assessment:** Used throughout the programme of study: final projects are assessed in each programme with a rubric with the purpose of monitoring the progress of students in their path to correctly achieve all programme learning outcomes;

- **Direct Summative Assessment:** By the end of the programme all students are required to present and defend a Final Project in which they are expected to demonstrate the achievement of all learning outcomes. The Final Project is assessed with a rubric by a panel of three committee members;
- **Indirect, External, Summative:** When a programme is delivered in collaboration with partner universities or incorporates external certification, GBSB Global collects comparative results.

Annual assessment of each programme is done to identify whether the aims and objectives of the programmes have been met and to identify points for improvement. Apart from assessment data, other metrics and indicators are used, such as those related to retention, achievement and performance, attendance, participation, overall satisfaction and achievements post-graduation.

On the other hand, the task of analysing groups of teaching staff as a whole would fall to the Faculty Evaluation and Development Committee. The committee analyse faculty results in relation to each programme. All the processes bearing on how GBSB Global ensures and enhances the quality of its teaching staff are detailed in Standard 6.

14.3.4 Stage 4: Identifying a Need to Enhance Online Platforms

GBSB Global Business School has been one of the first higher education institutions worldwide to implement Microsoft O365 Suite for Education when it was still in beta version. The school collaborated directly with Microsoft Education to test different updates and to provide feedback to Microsoft. The benefits GBSB Global garners with Microsoft O365 Suit for Education and being an official Microsoft Showcase School are multiple, including the fact that with Microsoft Office 365, the application is updated by Microsoft in the cloud. Microsoft O365 Cloud Platform for Education is maintained and continuously updated by Microsoft, thus it offers new features from time-to-time which are automatically incorporated into the platform and are ready to be tested and used in the learning process. The student or faculty member automatically accesses the most up to date version of the application every time they log on. There is no maintenance, and there are no manual updates, which help lighten the load on the IT Department. Microsoft Education Unit conducts research which considers the best approaches on how to transform education and integrate technology into the learning process. However, should GBSB Global identify any problem, the feedback can be submitted directly to Microsoft Education by the Head of Information Technology (IT).

In order to set quality standards, all online programmes at GBSB Global are delivered under the school's technology reference framework underpinned by the following four axes:

- Strategic Technology Vision (how do we envisage online learning experience and how our resources fit into that vision);
- Student Technology Tools (resources available to students to support their learning experience end-to-end);
- Technological Teaching Methodology (resources available to teachers to support their teaching experience end-to-end);
- Governance (activity indicators, communication to stakeholders, etc.).

This framework is reviewed on a periodical basis and takes into account all available Microsoft resources, such as the following:

- Digital Transformation for School Leaders;
- Student Teacher Education Program (STEP);
- Faculty Training Paths;
- Microsoft Virtual Academy. Free online courses and hands-on tutorials to advance coding skills.

14.3.5 Stage 5: Annual Reporting

Formal programme reports are considered annually and systemise all feedback and data collected. The programme reports contain data related to: assessment trends and analysis, programme retention, achievement and performance statistics, student feedback and satisfaction. These reports contribute to the School Annual Report and the development of the school action plan. It is also an opportunity to raise institutional issues to the Executive Committee.

The School Annual Report is managed by the Quality Standards and Programme Development Committee and is the ultimate responsibility of the Head of Institution. Based on the results of the School Annual Report, the Quality Assurance Unit elaborates the school action plan which is later approved by the Quality Standards and Programme Development Committee. The full version of the action plan is internal and is accessible by all members of the Quality Standards and Programme Development Committee and the Executive Committee. The summary version is released to all stakeholders as a section within the School Annual Report following the Process of Content Development, Release of Information, and Updating of Public Information, Ref: [GBSBGLO_S9_02].

The annual reporting process within GBSB Global is a valuable exercise that fosters self-reflection and self-evaluation, across a range of important academic areas and is seen as fundamental to GBSB Global's mission for continuous and visible quality improvement. The report

provides a review of academic activity within the school utilising information gathered across the academic year and provides a reflection on programme development; admissions; teaching, learning and assessment; staffing and staff development; academic support services and learning resources; facilities and general academic developments. The following documentation is considered by the school in drafting the report:

- Previous year's report;
- Programmatic review/development reports;
- Committees' minutes;
- Examination and assessment reports;
- Issues identified in student feedback process;
- Module reviews;
- Staff development and activities;
- Staffing lists and staff recruited.

14.4 The Process of Implementing Short-Term Improvements and Changes to Educational Programmes

Ref: [GBSBGLO_S10_2]

Following the accreditation of a programme it is reasonably expected that ongoing review activity will identify the requirement for changes to programme and module content, delivery and assessment methodology. Changes which do not impact the programme learning outcomes or the approved credit load may be proposed by the Academic Committee and approved by the Quality Standards and Programme Development Committee.

Information obtained and gathered through the monitoring activities result in modifications or improvements to delivery and assessment of programme modules during the academic period. In some instances, the information is used to enhance the programme academic quality and the student experience in subsequent years, within the boundaries of the formal programme structure.

GBSB Global distinguishes between two kinds of programme changes:

1. Those covering short-term operational needs (included in the Process of Implementing Short-Term Improvements and Changes to Educational Programmes, Ref: [GBSBGLO_S10_2]);

2. Those that require changes over the medium or long-term (included in the Process for Evaluating and Reviewing Accredited Programmes, Ref: [GBSBGLO_S10_3] and the Programme Design and Approval Process, Ref: [GBSBGLO_S3_01]).

14.4.1 Stage 1: Identifying Changes and Improvements Needed

Any changes to the modules can be considered either as a suggestion from a tutor/s who teach that module or as a result of the routinely or annual programme revision based on the stakeholders' needs and expectations and analysis of different data including fulfilment of programme's aims and objectives.

There are several types of changes, namely, editorial changes, minor changes and major changes.

- **Editorial Changes** refer to changes which does not involve any modification to neither the content nor delivery of the course. Examples of editorial changes include typographical changes, factual data, and modifications to the assessment deadlines. Upon the Head of Institution's approval, these changes can be performed by the tutor, without arranging any Academic Committee meeting;
- **Minor Changes** involve slight changes to either the content and/or teaching methods of the module. These changes involve addition to the reading list, titles of the topics, and minor addition of certain topics.
- **Major Changes** involve considerable changes to the content and/or delivery of the module. Examples of major changes include modifications to the course title, number of ECTS, and learning outcomes. These changes should be considered within Programme Design and Approval Process, Ref: [GBSBGLO_S3_01] and the Process of Evaluating and Reviewing Accredited Programmes, Ref; [GBSBGLO_S10_3].

14.4.1.1 Module Changes Proposed by Tutors

Prior to the start of the academic term, the Faculty Coordinator provides all tutors with the syllabi for their respective modules. Tutors should review the syllabus, prepare for the classes and provide suggestions if any. Given the school's feedback-rich culture, suggestions for module amendments would be received and considered. Any proposed changes are expected to be evidence-based. The tutor should present the proposal for change to the Faculty Coordinator for consideration by the Head of Institution or the Academic Committee depending on the type of changes proposed.

The Faculty Coordinator should forward the faculty's request for amendment to the Head of Institution who arranges the Academic Committee meeting. The Academic Committee would then set a meeting to discuss whether to accept or reject the request. The Academic Committee will consider all proposals. A tutor proposing a change is required to attend the meeting to answer any questions from the Academic Committee. The committee will ensure any proposals are within the accredited parameters of the programme, comply with all regulations, do not compromise quality standards or integrity and are fit for purpose. The committee will give consideration to all programmes that may be impacted by the proposed module change. The Academic Committee will then make a decision of whether a proposed change should be considered by the Quality Standards and Programme Development Committee and will prepare a recommendation. The Quality Standards and Programme Development Committee will make a decision to approve or not approve the proposed change. Conditions or limitations may be attached to the recommendation where necessary.

14.4.1.2 Module Changes Resulting from Routinely or Annual Programme Revision

All feedback collected during the "Identification of Needs and Expectations" planning stage is routinely analysed by the accountable departments following the corresponding processes. Identified needs which require an urgent action may be addressed to the Quality Standards and Programme Development Committee at any point of the academic year.

At the end of each academic year the Academic Committee reviews programmes' modules based on the annual reporting results and identifies a need for changes within their area of accountability. The Academic Committee then prepares a list of recommendations to be considered by the Quality Standards and Programme Development Committee. The Quality Standards and Programme Development Committee reviews all recommendations and makes a decision to approve or not approve the proposed change. Conditions or limitations may be attached to the recommendation where necessary.

14.4.2 Stage 2: Application of Short-term Programme Changes

Changes which have been approved should be applied prior to the start of the module. This involves preparing a revised version of the syllabus in order to reflect the changes. The Head of Institution is responsible for ensuring the correct implementation of the changes approved.

For the purpose of clear documentation, all changes must be documented alongside relevant meeting minutes and documents such as both the old version and new version of the

syllabus. This document could be useful during the next annual assessment in order to see whether the changes managed to enhance the students' satisfaction.

14.4.3 Stage 3: Provision of New Information to Stakeholders

In order to ensure continuous improvement, the school implements necessary modifications on a periodic basis. There is a clear communication plan to ensure that all relevant stakeholders are aware of the changes. This avoids misunderstanding and provides an opportunity for the stakeholders to provide feedback on the changes.

In terms of changes in the academic programmes, the Head of Institution would inform all relevant departments and committees that the changes have been applied. The changes should be communicated via email and, depending on necessity, meetings.

Afterwards, the relevant departments and committees would inform relevant stakeholders, these include students who are informed by the Academic Coordinator; teaching staff members who are informed by the Faculty Coordinator; accreditation bodies, partner universities, other partners, and advisory board who are informed by the Head of Innovation and Programme Development; educational agents informed by the Marketing Department; if applicable, employers where students are doing internships, informed by the Career Services Department The Admissions Officers would inform prospective students concerning relevant changes. If feasible, the changes should reflect in the marketing materials such as the prospectus and brochures. Additionally, a newsletter can be sent to all individuals subscribed to the school's newsletter as part of the Process of Content Development, Release of Information, and Updating of Public Information, Ref: [GBSBGLO_S9_02].

With regards to changes which apply to current students, the Academic Coordinators should inform the students. Usually it is done in the beginning of the academic year when the students are registering for their respective modules.

14.5 The Process of Evaluating and Reviewing Accredited Programmes

Ref: [GBSBGLO_S10_3]

GBSB Global as a provider of official higher education awards is subject to external quality assurance review by NCFHE, normally on a five-year cycle. However, GBSB Global's philosophy is that external quality assurance review should not replace or substitute for a need of critical self-awareness and a culture of quality and high academic standards.

Every five years all programmes at GBSB Global are reviewed following the Process of Evaluating and Reviewing Accredited Programmes, Ref: [GBSBGLO_S10_3]. The objective of a programmatic review is to review the development of programmes over the previous five years, with particular emphasis on the achievement and improvement of educational quality. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs. The Process of Evaluating and Reviewing Accredited Programmes exists to meet the following objectives:

- Analyse the effectiveness and efficiency of each accredited programme;
- Assess each accredited programme in the context of the requirements of employers, industry, and professional bodies;
- Evaluate the alignment of the programme with market requirements and educational developments;
- Evaluate the resources required for the provision of the programme;
- Consider proposals in relation to updating programmes and modules, discontinuation of programmes and the development of new programmes.

Additionally, the Process of Evaluating and Reviewing Accredited Programmes provides an opportunity to reflect on the consideration of new initiatives, such as:

- The modification of a programme structure;
- The revision of credit weightings;
- Approval of new specialization or track within a programme;
- Addition of new delivery modes.

The revision of accredited programmes is ultimately a structured self-evaluation undertaken by the school, whereby the school conducts a critical evaluation of its actions at programme level.

The approach to the Process for Evaluating and Reviewing Accredited Programmes includes a wide-ranging consultative process, reflection and a series of approval procedures involving all stakeholders.

14.5.1 Stage 1: Self-Evaluation

The self-evaluation stage of the process aims at ensuring that programmes remain relevant to student needs, including academic and labour market needs and ensuring that quality improvements are made to programmes in a timely and effective manner. The objectives of this stage include:

- Providing opportunities for consultations with students, employers, teaching staff and external stakeholders;
- Contributing to the strategic plan of the school and identifying future challenges;
- Providing information on strengths and weaknesses, in respect of all aspects of programme provision;
- Identifying the future direction for the programmes and fields of learning, identifying and eliminating inefficiencies and overlaps between programmes;
- Analysing of recruitment statistics, success rates, performance rates and other metrics;
- Comparing the programme to other similar programmes offered by other providers;
- Identifying and addressing physical and human resource issues;
- Assessing the effectiveness of current quality assurance.

This stage is the responsibility of the Head of Institution. The Head of Institution and the Academic Committee are responsible for bringing detailed review proposals forward for approval. The Head of Institution chairs meetings with all the teaching staff involved in delivery/assessment of modules under the currently approved structure, meetings with different departments at school (marketing, admissions, career services) in order to draft proposals for consideration by the various parties involved in the approval process.

This stage results in self-evaluation report and a list of proposals which cover such aspects as:

- The opinions of teaching staff, current students and graduates, administrative staff serving the programme;
- An analysis of programme's strengths and weaknesses;
- An analysis of the learning outcomes assessment programme to indicate the effectiveness of the programme;
- The identification of potential opportunities and threats;
- An analysis of the success of the programme to date, including metrics and statistics;
- Identification of resources required for the delivery;
- A review of the teaching, assessment and learning strategy;
- Detail of programme changes proposed and the rationale for same;
- A review of all modules included in the programmes under review;
- Proposed programme schedules, incorporating the proposed changes.

14.5.2 Stage 2: Programme Review Within the Institutional Context

Once the information at programme level is collected and analysed over the period of the last five years, the self-evaluation report and a list of proposals are presented to the Quality Standards and Programme Development Committee. The committee assesses the information within a broader institutional context and compares the programme performance with other programmes delivered in the school based on past programmes' reports and the latest School Annual Report. Based on this analysis, the Quality Standards and Programme Development Committee prepares a recommendation for the Executive Committee of whether to 1) submit the programme to external quality assurance review; or 2) discontinue the programme.

14.5.3 Stage 3: Decision by the Executive Committee

The Executive Committee takes the final decision relying on the recommendation provided by the Quality Standards and Programme Development Committee and considering all the facts and conclusions presented.

1. Should the decision consist in submitting the programme to external quality assurance review, the Programme Design and Approval Process, Ref: [GBSBGLO_S3_01] outlined in the Standard 3 of the IQA Framework is activated;
2. Should the performance of the programme be considered unsatisfactory, the Procedures for Programme Discontinuation must be followed.

14.5.4 Stage 4: External Quality Assurance Review

Following completion of the first three stages of the Process for Evaluating and Reviewing Accredited Programmes, the coordination of the engagement with the National Commission for Further and Higher Education (NCFHE) becomes the responsibility of the Head of Innovation and Programme Development.

14.6 The Process of Implementing Medium and Long-Term Improvements and Changes to Educational Programmes

Ref: [GBSBGLO_S10_4]

Following the Process for Evaluating and Reviewing Accredited Programmes, Ref; [GBSBGLO_S10_3] and the Programme Design and Approval Process, Ref: [GBSBGLO_S3_01] any resulting major changes to the existent programmes require a carefully designed action plan which includes the participation of students and staff.

14.6.1 Stage 1: Designing an Action Plan

The Academic Committee and the Head of Institution are responsible for developing an action plan following re-accreditation of the existent programmes. Such plan should take into consideration the following aspects:

- **Training of Administrative and Teaching Staff:** All staff need to receive training in order to understand the changes that were approved. All teaching staff is expected to review the syllabus after modifications have been applied and be allowed enough time to prepare any module materials based on such modifications;
- **Supporting Students:** All students who were affected by any programme changes should have a possibility to discuss their situation with the Academics & Students Affairs Department;
- **Avenue for Constant Feedback:** In addition to addressing feedback during the review process, the school encourages both students and staff to continue providing their feedback after the modifications have been implemented. Students can provide their feedback concerning the changes to their respective Academic Coordinators. Moreover, staff members are requested to monitor the students' feedback and provide their own feedback. The encouragement of feedbacks will help the school improve as it allows for constant monitoring of academic programmes from different perspectives.

14.6.2 Stage 2: Application of Medium or Long-Term Programme Changes

The action plan should be implemented based on the following activities which are carried out to facilitate effective implementation of changes to the programme:

- The changes to the programme may now be advertised;
- All relevant committees and internal stakeholders are informed of the re-accreditation status;
- A complete set of definitive documentation is made available to the Academics & Students Affairs Department;
- The Planning & Budget Committee meets for the final allocation of funds approval required to implement the changes to the programme. Once approved, the items are purchased, following the school's purchasing policy for learning resources;
- Information concerning the programme is revised on the website and a new brochure is prepared;
- The Admissions Officers are trained on the programme details, corresponding career paths, and all different options which the programme provides;

- A definite timeline of a modified programme is established by the Academic Committee: for a programme to be offered in the next academic year, the re-accreditation shall be granted no later than 31 January in the academic year preceding delivery of the programme to ensure that any scheduling implications can be accommodated;
- The Academic Committee analyses the implications of delivering a programme in two set-ups (old and new), until all currently enrolled students graduate following the old programme structure;
- The Academic Committee analyses all cases of students who may be affected by the changes to the programme following discontinuation of the programme in the old set-up (these can be students who have academic leaves and retakes) in order to find a solution for all such cases.

14.6.3 Stage 3: Provision of New Information to Stakeholders

In order to ensure continuous improvement, the school implements necessary modifications on a periodic basis. There is a clear communication plan to ensure that all relevant stakeholders are aware of the changes. This avoids misunderstanding and provides an opportunity for the stakeholders to provide feedback on the changes.

In terms of changes in the academic programmes, the Head of Institution would inform all relevant departments and committees that the changes have been applied. The changes should be communicated via email and, depending on necessity, meetings.

Afterwards, the relevant departments and committees would inform relevant stakeholders, these include students who are informed by the Academic Coordinator; teaching staff members who are informed by the Faculty Coordinator; accreditation bodies, partner universities, other partners, and advisory board who are informed by the Head of Innovation and Programme Development; educational agents informed by the Marketing Department; if applicable, employers where students are doing internships, informed by the Career Services Department The Admissions Officers would inform prospective students concerning relevant changes. If feasible, the changes should reflect in the marketing materials such as the prospectus and brochures.

Generally speaking, re-accreditation of existing programmes should receive appropriate coverage in all possible channels, including mailing campaigns, social media, website, brochures, and any external platforms where GBSB Global advertises its educational programmes. This is the responsibility of the Communication Unit of the Marketing Department following the Process of Content Development, Release of Information, and Updating of Public Information, Ref: [GBSBGLO_S9_02].

With regards to changes which apply to current students, the Academic Coordinators should inform the students. Usually it is done in the beginning of the academic year when the students are registering for their respective modules.

14.7 Procedure for Programme Discontinuation

Ref: [PRO_S10_1]

Following the Process for Evaluating and Reviewing Accredited Programmes, Ref: [GBSBGLO_S10_3], the Executive Committee may take a decision to discontinue some programmes. The main reasons to discontinue a programme include:

- Changes in industry could lead to the irrelevance of certain skills and knowledge;
- Low market demand resulting in low students' recruitment numbers;
- Identified need of resources to enhance programme performance and the lack of such resources.

Discontinuation of a programme means that:

- There can be no new intake of students into that programme from a specified date;
- The programme can no longer be advertised or marketed as available to students; and
- The programme is to be eventually removed from the portfolio of programmes available to students.

Timing of programme discontinuation:

- If it is decided to discontinue a programme, the Academic Committee consults all interested parties and arranges for development of a timetable for the discontinuation from the proposed date from which there will be no new intake up to the proposed date of permanent removal of the programme. The timetable takes into account:

  o Any modules or study components of the programme which are also available in other programmes;
  o Prior offers of a place in the programme that have been made to students;
  o The need to provide timely information to the school stakeholders and relevant authorities concerning discontinuation of the programme and any applicable transition arrangements;

- The decision to discontinue a programme should be approved by the 1st of September for implementation in the following academic year.

Notification to the Admissions Committee:

- The Head of Marketing and Admissions should notify the Admissions Committee immediately following the decision to discontinue a programme so that all new applications received can be placed on-hold;
- Admissions Officers should immediately notify any new students who had already been admitted for the intake following discontinuation date and offer them either an alternative programme or a refund, following the school's General Terms & Conditions. General Terms & Conditions is a legal document signed by all students at enrolment which is also available on the school's website (https://www.global-business-school.org/general-terms-conditions).

14.8 List of Related Documents

- S0_D1 Annual Satisfaction Survey
- S8_D1 Alumni Survey
- S8_D2 School Annual Report
- S8_D3 Employers' Survey
- S10_D1 Market Demand Survey
- S10_D2 Self-evaluation Report

15 Standard 11: Cyclical External Quality Assurance

At GBSB Global, the cyclical external quality assurance evaluation success is ensured by the strategic process of IQA Manual Review. This process involves the revision and improvement of the current Internal Quality Assurance model which is a fundamental tool to guarantee the strategic objectives throughout the policies and quality assurance procedures. The process is an approach by which the external evaluators collect evidences required to meet all ESG and NCFHE standards and criteria for programme re-accreditation.

15.1 The Process of IQA Manual Review

Ref: [GBSBGLO_S11_1]

The IQA Manual Review Process regulates how GBSB Global manages the IQA model as a strategic asset within the institution, demonstrates the way in which quality is ensured through a continuous improvement approach, and explains how enhancement action plans are generated.

An IQA evaluation plan is defined (including internal audit calendar and the calendar of implementation for the identified improvement actions) taking into account different inputs such as quality objectives, improvement actions approved in the last IQA Manual review, performance indicators, and inputs from stakeholders.

Improvement actions are identified and approved by the Quality Standards and Programme Development Committee, who ensure that quality policy is up to date as well as its objectives. Conceptually, the IQA Manual Review Process involves a timeframe of 3-4 months and is structured around the following stages:

15.1.1 Stage 0: Implementation of the Latest IQA Action Plan

Stage 0 is understood as the timeframe between the last action plan approved by the Quality Standards and Programme Development Committee and the next IQA Manual Review stage. During this time, the Internal Quality Assurance Unit and the process owners need to implement all approved improvement actions before the next review cycle begins.

The Internal Quality Assurance Unit shall register all changes and modifications, including dates, in the "Review" section of the IQA Manual. All reviewed processes are escalated for the final approval by the person informed as Approver within the process documentation.

Process owners are responsible for generating their own process indicators, justify any deviation and propose any improvement actions (if needed). All process indicators need to be

registered in the templates provided by the Internal Quality Assurance Unit in the document management tool one month before the review process starts. The document management tool levers the Microsoft SharePoint technology where individual access is granted to a specific folder for each process owner (one folder per process), the Internal Quality Assurance Officer and the Head of Innovation and Programme Development have access to all folders. The Internal Quality Assurance Unit has the possibility to audit all changes within the tool.

15.1.2 Stage 1: Planning a Review

The review plan is managed by two sub-stages:

15.1.2.1 IQA Manual Review

The IQA model review plan starts taking as a point of reference all changes which had been implemented since the last IQA Manual review. The plan needs to take into account the generation of different inputs required for the review. Among them there are the satisfaction surveys results, last continuous improvement action plan approved, IQA performance indicators, last process map and procedures, the current strategic plan, and the academic performance of the programme portfolio.

15.1.2.2 Quality Audit

Quality Audit is focused upon processes in which process indicators generated by the process owners require a more detailed review. Such audit is routinely conducted once a year by the Internal Quality Assurance Unit, determining the starting dates in the calendar and generating the audit calendar that should be approved by the Head of Innovation and Programme Development and is based on dates established within different IQA processes.

Quality Audit is managed mainly by process owners and may require the participation of different stakeholders (students, administrative and administrative staff, employers, etc.).

The Internal Quality Assurance Unit is responsible for the development of all templates to be used during the execution of the internal audit to document all evidences.

In any case, in the internal audit calendar, the Internal Quality Assurance Unit needs to consider all other recurrent activities which are performed year after year within other IQA processes and may require the participation of the Internal Quality Assurance Unit (e.g. stakeholder satisfaction survey report, IQA documentation maintenance, etc.).

15.1.3 Stage 2: IQA Manual Review Implementation

The Internal Quality Assurance Unit shall undertake the following activities depending on the evaluation approach:

15.1.3.1 IQA Manual Review

The IQA Manual Review needs to be performed no later than 5 years from its last review. The IQA Manual Review considers two review levels:

- **General Level**, where institutional mission and vision are reviewed along with the IQA scope, the achievement level of quality objectives, criteria and guidelines by NCFHE, latest review report generated by the Internal Quality Assurance Unit and published public reports;

- **Specific Level**, where the following items are reviewed:
  - *Improvement Actions:* The implementation of improvement actions in collaboration with the process owner; in case it is needed, the process owner defines a new iteration of the process (registering a new version and the indicator results in the process definition document) with the support of the Internal Quality Assurance Unit and impacted stakeholders. A preliminary version is generated by the process owner which is later approved by the Quality Standards and Programme Development Committee.
  - *Roles and Functions:* Roles and functions assigned are reviewed considering comments and observations from responsible staff and stakeholders;
  - *Evidence Required by IQA Manual:* Evidence generation and correct documental management and inputs from stakeholders;
  - *Stakeholder Inputs:* Observations collected from different tools such as satisfaction surveys, interviews, etc. are evaluated;
  - *Document Management:* It is ensured that information is accessible by the process owners.

15.1.3.2 Quality Audit

Quality Audit may be performed on an annual basis for those processes identified by the Internal Quality Assurance Unit as potentially at risk due to their indicator performance reported by the process owner or the low level of the process implementation in the organisation.

As a result, an audit report is generated where all evidence found are documented and saved to support audit conclusions. Audit reports shall incorporate:

- Strengthens / Weaknesses;
- Non-conformity List;
- Improvement Actions;
- Audit Participants.

The audit report is presented to all stakeholders for its approval, identifying the preventive and corrective actions to fix any non-conformity identified considering the requirements of the IQA Manual.

In order to conduct an audit, the following items should be considered:

- Previous audit plans performed (incorporating scope, teams involved, audited documentation and generated reports);
- Audit reports and corrective actions from past periods;
- Audit calendar;
- IQA improvement actions;
- Quality policy and quality objectives;

15.1.3.3 Quality Report

After the execution of all activities, the Internal Quality Assurance Unit generates a review report to be presented to the Quality Standards and Programme Development Committee. The report shall contain the following topics:

- **IQA Evolution Assessment:** An executive summary with the main results in relation to the level of implementation of the IQA Manual, quality objectives achievement level, improvement actions status, main audit conclusions, and risks identified that may impact the IQA Manual;
- **Quality Objectives Proposal for the Next Cycle:** Objectives are set following the SMART framework (Specific, Measurable, Achievable, Relevant, and Time-limited). Quality objectives are accompanied by a follow-up calendar that determines revision due dates and desired thresholds;
- **IQA Action Plan:** Improvement actions are identified for the next cycle where improvement actions, responsible assigned for each action, tentative calendar and expected outcomes are detailed;
- **Proposal to Diffuse the Results:** Results are delivered to different stakeholders considering the report generated by the Internal Quality Assurance Unit.

15.1.4 Stage 3: External Approval

The external evaluator, NCFHE and other accrediting bodies, assisted by the Quality Standards and Programme Development Committee, Head of Institution and the Internal Quality Assurance Unit have the following responsibilities:

- To review the level of implementation of the IQA Manual;
- To review, suggest modifications and approve actions related to IQA Manual;
- Approve the quality review and quality objectives.

15.1.5 Stage 4: IQA Manual Communication

Once all changes are externally approved, they are communicated to all stakeholders, The Internal Quality Assurance Unit elaborates an updated version of the IQA Manual accompanied by:

- A summary of the IQA Manual improvement plan and quality objectives;

Approved IQA Manual improvement actions which will need to be considered by different process owners The IQA Manual is a public document and all changes must be communicated within a timeframe no longer than 30 calendar days since the external approval in the channels indicated below and following the Process of Content Development, Release of Information, and Updating of Public Information, Ref: [GBSBGLO_S9_02]:

- GBSB Global Website;
- Internal meetings (teaching staff, department, etc.);
- Informative internal newsletters;
- Interactions between the Internal Quality Assurance Unit and the internal stakeholders.

The Internal Quality Assurance Unit is responsible for initiating these meetings and providing all information required to the internal stakeholders. It is also responsible for cooperating with the Communications Unit in the Marketing Department and for providing all information for the IQA Manual's release on the website.

All communications will be registered in the document management tool and will be accessible by all the organisation. All impacted stakeholders will have until the 1st of September all required inputs to plan their respective actions within the next cycle academic year in their areas of responsibility.

15.2 List of Related Documents

- S11_1 The Audit Calendar
- S11_2 The Audit Report
- S11_3 The Quality Report

Annex I: The Policies for Admission of Transfer Students and Recognition of Prior Learning (RPL)

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1. Overarching Principles

GBSB Global's Policies for Admission of Transfer Students and Recognition of Prior Learning (RPL) is an overarching statement of the institution's intent to apply RPL using the set of procedures outlining the processes by which GBSB Global will implement its policy based on an acknowledged set of principles. GBSB Global's RPL system:

- is learner centred, fair and respects the privacy of the individual;
- takes account of equality & diversity issues;
- is accessible and flexible;
- is granted for the learning and not the experience alone;
- involves the use of the MQF in determining the level, volume and depth of evidence;
- is reliable, transparent and consistent;
- involves formal assessment for summative claims;
- is recognised to be of the same value of learning gained in formal learning;
- is quality assured both internally and externally; and,
- is in line with Statutory Legislation and the Malta Further and Higher Education Authority's (MFHEA) regulations and directives.

RPL refers to the fact that learning is continuous and, therefore, it should be used to recognize achievement resulting from this process. Essentially, RPL is an evaluative process that enables applicants to receive recognition of their achievement from a range of activities they have already undertaken.

As outlined in the definition given above, it may be that an applicant has already attained the knowledge and expertise needed to meet the standards stated in the assessment criteria, through:

- Employment;
- In relevant voluntary work or leisure activities;
- In education or training, e.g., adult education modules or in-company training;
- From independent or previous study in a college or university;
- From other commitments or activities, e.g., involvement in a family business.

The essential point for RPL is that the learning from any or all of the activities listed above, or other activities not listed here is not via a recognised, regulated qualification. Through the recognition of informal and non-formal learning that has occurred before admission to a programme or to the relevant stage of a programme, the Admissions Committee aims to valorise

the relevant learning, irrespective of mode or place of learning and to either grant admission or to accept RPL for achievement of modules which are being claimed (exemption). Such statement is based on the belief that learners should not need to repeat learning where there is valid and reliable evidence to show that learning outcomes have been met at the standards stated by the assessment criteria of a particular academic programme.

RPL can be used to admit applicants who do not possess a necessary qualification (e.g., mature students who do not have a formal school leaving certificate but have plenty of relevant professional experience) as well as to grant credit for certain modules of the study programme. If RPL is used to grant credits within a study programme, not more than 30 ECTS in an undergraduate programme of 180 ECTS credits can be granted. For all other programmes, the amount of credits granted though RPL should not be more than 50% of the total ECTS credits of the programme.

As a general rule, some forms of RPL are not the norm and are only likely to occur in exceptional circumstances. Furthermore, the RPL process cannot allow for the certification of any externally assessed modules, which learners may already have achieved.

1.1.   Reference Documents

MFHEA's Recognition of Prior Learning Guidelines available at Recognition of Prior Learning (RPL) – Definitions, Principles and Guidelines (mfhea.mt)

2. Types of RPL Service Provided

Recognition of Prior Learning (RPL) is the concept and the process which enables individuals to have their prior learning and experiences evaluated and recognised for a number of purposes which can benefit the individual, employers and the economy.

The Admissions Committee may consider applications from suitably qualified students currently attending other universities, applicants who have achieved a lower-level award (RAPL/RAPEL), or applicants seeking admission based on Recognition of Prior Learning (RPL). Applications of students who seek admission based on lower-level awards, credit transfer or RPL can be assessed only by the Admissions Committee with involvement of the Head of Institution.

2.1. Recognition of Accredited Prior Learning (RAPL)

2.1.1. Advanced Students

At GBSB Global, we consider students on the basis of having successfully completed an approved programme of study and received an award. This student is admitted at an appropriate point of an approved programme in a similar field of study to GBSB Global. This generally applies in cases where a student has completed a lower-level award and subsequently wishes to register for a related higher-level award. In our terminology, we consider this to be an **advanced student**.

Advanced students are those who hold a recognised qualification in a similar field of study at either EQF/MQF level 5, 6 or 7 (depending on the programme they are applying for at GBSB Global). Examples include:

- Holders of a recognised Undergraduate Certificate at EQF/MQF level 5 wishing to apply for Undergraduate Higher Diploma at EQF/MQF level 5 or Bachelor's programme at EQF/MQF level 6;
- Holders of Postgraduate Certificate/Diploma at EQF/MQF level 7 wishing to apply for Master program at EQF/MQF level 7.

2.1.2. Transfer Students

We also accept students on the basis of having completed a part of an approved programme of study at another institution of further or higher education. This student is admitted to GBSB Global at an appropriate point on an approved programme based on the number of official credits transferred from another institution of further or higher education. In our terminology, we considered this to be a **transfer student**.

We further distinguish between external transfer (from third-party institutions) and internal transfer (from other campuses of GBSB Global Business School and within the same programme of study).

2.1.2.1.   External Transfer Students

External transfer students are those students who have attended recognised programmes of study at either EQF/MQF level 5, 6, 7 or equivalent in a third-party institution of further or higher education in the European Union or outside the European Union and who wish to transfer the qualified credits achieved towards a study programme at the same EQF/MQF level at GBSB Global Business School.

In such case, credits previously achieved are assessed on the basis of their compatibility with a programme of a student's interest at GBSB Global.

2.1.2.2.   Internal Transfer Students

GBSB Global's MFHEA-accredited programmes of study are delivered in various locations and countries in other GBSB Global's campuses. GBSB Global Business School allows internal transfer between its campuses if a student wishes to continue their education in the same programme of study but in a different location. Such transfer is considered internal transfer. In such case, credits achieved in one GBSB Global's campus of study are transferred towards the same programme of study at another GBSB Global's campus of study.

Internal transfer students are also those students who initially applied and initiated studies corresponding to an exit award of a particular programme of study but later decided to proceed with a terminal qualification (the highest-level qualification that can be achieved and awarded for a specific programme of study) whether on the same GBSB Global's campus or a different GBSB Global's campus.

Both advanced and transfer students are related to the **Recognition of Accredited Prior Learning (RAPL)**. This term refers to the application of previously accredited study towards the advancement of a related programme of study. The learning undertaken previously is assessed and awarded ECTS credits. Then the credits are applied towards a programme of study with module exemptions.

2.2.   Accreditation of Prior Learning (APL)

Additionally, we also consider students on the basis of non-formal and informal learning. Firstly, A**ccreditation of Prior Learning (APL)** is a procedure that recognises a person's

knowledge, skills and expertise that can be developed in both non-formal and informal learning methods. Secondly, there is **Accreditation of Experiential Learning (APEL)**: This is a procedure reflecting the belief that learning takes place also through lived experience. Experience can be developed in a variety of settings, usually in a formal setting; including but not limited to: volunteer work, certificates/formal training at employment, etc.

APL and APEL require a high level of reflection on the student's part. The student is expected to reflect on any experience, job roles or tasks relevant for the proposed programme of study. An applicant may have already attained the knowledge and expertise needed to meet the standards stated in the assessment criteria, through:

- Employment;
- In relevant voluntary work or leisure activities;
- In education or training e.g. adult education modules or in-company training;
- From independent or previous study in a college or university;
- From other commitments or activities e.g. involvement in a family business.

GBSB Global will assist the student, where necessary, to reflect on their APL/APEL claim. Staff supporting candidates will assist them in how to extract what they have learned from their experience, however, they will not be involved in the writing or procuring evidence on the student's part.

APL and APEL at GBSB Global can be used either:

1) As a form of RPL for entry where a candidate does not meet standard entry requirements for a programme of study (e.g. entry to EQF/MQF Level 7 studies without having obtained EQF/MQF Level 6);
2) As a form of RPL to gain exemption from components of a programme of study at GBSB Global (e.g. a candidate who has previously obtained a professional certification may be exempt from certain modules of a similar nature in the study programme).

2.3.   Overview of the Types of RPL at GBSB Global

Table TAB_S5_6

Overview of the Types of RPL at GBSB Global

RAPL	APL	APEL
Students with **previously accredited** studies seeking **advanced entry** or **credit exemption** to a programme.	Students with **knowledge, skills and/or expertise** gained via **participation in <u>non-formal and informal learning</u>**.	Students with **experience** gained via **exposure to various <u>formal</u> lived experiences.**
Advanced students/Transfer students.		

2.4.   Glossary

Accreditation of Prior Learning – APL

A process of reflection which identifies and accredits an individual's knowledge, skills, understanding and competencies that have been developed throughout their lives by means of participation in non-formal and informal learning.

Accreditation of Experiential Learning – APEL

A process of reflection which identifies and accredits an individual's experience developed through exposure in life to a variety of experiences (at home, certificates gained through formal education, at work or volunteering, etc.).

Recognition of Accredited Prior Learning – RAPL or RAPEL

Recognition of Accredited Prior Learning or Recognition of Accredited Prior Experiential Learning is when an individual who has had their prior learning accredited. This learning process is then formally assessed and is awarded ECTS credit points and is pegged to an MQF/EQF (Malta/European Qualifications Framework) level toward a programme of study that they are then offered exemptions from or advanced entry to.

3. The Admission Requirements for Transfer and RPL Applicants

GBSB Global provides opportunities and support to a student who wishes to submit an RPL claim.

Admissions officers at GBSB Global are trained on RPL matters and can advise students on their chances to use RPL to gain access to GBSB Global's programmes of study. Admission officers have a checklist of what they are expected to cover in the initial guidance interview depending on the type of RPL being claimed.

In cases requiring special attention, RPL applicants may request an interview with the Head of Institution and/or Head of Studies who will assist on whether a type of RPL claimed correlates with the requirements of the programme of study and its learning outcomes.

During the application process the applicants are provided to a set of templates in order to be assisted in recording their reflective accounts and evidence.

However, despite the Admission Officer may identify a potential RPL claim during the preliminary admission interview, candidates must be aware that they are wholly responsible for the development of an RPL claim.

3.1. Requirements for RAPL Applicants

3.1.1. Advanced Students

- An applicant is a holder of a recognised qualification awarded by an institution of further or higher education in the EU;
- An applicant is a holder of a recognised qualification awarded by an institution of further or higher education from outside the EHEA;
- Such qualification must be from the same and/or similar study area as the one of the programme of study at GBSB Global which an applicant seeks admission to;
- Such qualification must correspond to the same EQF/MQF level or equivalent as the one of the programme of study at GBSB Global which an applicant seeks admission to;
- Such qualification must consist of a lesser number of ECTS credits than the number of ECTS credits in the programme of study at GBSB Global;
- The qualification must be accompanied by an official transcript detailing all modules taken and the number of credits corresponding to each of them;
- Studies had to be conducted not more than 10 years ago;

- General admission requirements for English language knowledge must be met.

3.1.2. *Transfer Students*

3.1.2.1. External Transfer Students

There are different requirements for external transfer students from an **undergraduate** (EQF/MQF Level 5 and 6 programmes) or **graduate** level (EQF/MQF Level 7 programmes).

Below are GBSB Global's requirements for external transfer students using RAPL.

Undergraduate Transfer Students (EQF/MQF Level 5 and 6 Programmes of Study):

- An applicant has studied a recognised EQF/MQF Level 5 or 6 programme of study in an institution of further or higher education in the EU;
- An applicant has studied a foreign qualification from outside the EHEA which is equivalent to EQF/MQF Level 5 or 6;
- An applicant has studied the same or very similar programme to that chosen at GBSB Global or an applicant has studied a programme from a different area, but which contains the same or very similar modules as those in the programme of study chosen at GBSB Global;
- An applicant has passed and achieved not less than 30 ECTS in his/her previous programme of study (if less than 30 ECTS are achieved, this is considered a first-year undergraduate student and no credit will be granted);
- Credit granted shall not exceed **two-thirds** of the overall credit value of the programme;
- An applicant must submit an official transcript detailing all modules taken and the number of credits corresponding to each of them as well as marks obtained;
- Where required, an application must be accompanied by syllabi for all modules considered for transfer and/or programme outline in order to evaluate compatibility with GBSB Global's programmes;
- Studies had to be conducted not more than 10 years ago;
- General admission requirements for English language knowledge must be met.

Graduate Transfer Students (EQF/MQF Level 7 Programmes of Study):

- An applicant has studied a recognised EQF/MQF Level 7 programme of study;
- An applicant has studied a foreign qualification from outside the EHEA which is equivalent to EQF/MQF Level 7;

- An applicant has studied the same or very similar programme to that chosen at GBSB Global or an applicant has studied a programme from a different area, but which contains the same or very similar modules as those in the programme of study chosen at GBSB Global;
- Credit granted shall not exceed **one-third** of the overall credit value of the programme;
- An applicant must submit an official transcript detailing all modules taken and the number of credits corresponding to each of them as well as marks obtained;
- Where required, an application must be accompanied by syllabi for all modules considered for transfer and/or programme outline in order to evaluate compatibility with GBSB Global's programmes;
- Studies had to be conducted not more than 10 years ago;
- General admission requirements for English language knowledge must be met.

3.1.2.2. Internal Transfer Students

The internal transfer is considered only when a student studied the same programme of study accredited by MFHEA but in a different location (campus) of GBSB Global Business School or when a student initially studied a programme corresponding to an exit award of a particular programme of study accredited by MFHEA but later decided to proceed with a terminal qualification (the highest-level qualification that can be achieved and awarded for a specific programme of study) whether on the same GBSB Global's campus or a different GBSB Global's campus.

Students who wish to proceed with the intercampus transfer should inform their Academic Coordinator and/or Heads of Studies who will produce the relevant transcript of records to be passed to another GBSB Global's campus. The general requirements for internal transfer are:

- Internal transfer is considered only within the same programme of study (including its exit awards);
- A module cannot be initiated at one campus and terminated at another campus. Only completed modules for which a passing mark has been achieved are considered for internal transfer;
- Internal transfer can be completed only with the start of a new semester/trimester and never in the middle of a semester/trimester;
- Each internal transfer procedure should be accompanied by an official transcript of records listing all passed modules within the programme of study up to date;
- Where a student wishes to proceed with a terminal qualification, a corresponding application and/or registration within the specified time has to be made by a student;

- Internal transfer is only applicable if the programme of study has not been amended significantly and has not been discontinued. If the programme of study has changed or if a student started in one programme but would like to switch to another programme of study at GBSB Global – he/she should follow the procedure for external transfer students.
- Studies considered for internal transfer had to be conducted not more than 10 years ago.

Once internal transfer is completed, a student file is passed from one GBSB Global's campus to another and he/she is considered an enrolled student in that new GBSB Global's campus.

3.2. Requirements for APL/APEL Applicants

- Applicants seeking admission and/or exemption through APL/APEL must provide evidence in writing, through the submission of a portfolio, that they have achieved the specific learning outcomes at the required levels;
- Where APL/APEL is used to seek admission to a programme of study, an interview with the assessor and/or Head of Institution might be required. During the interview, the Head of Institution evaluates, based on the portfolio submitted, whether an applicant meets the admission requirements for the programme and can succeed in that programme of study.

3.3. Evidence Accepted

3.3.1. RAPL Applicants:

- The qualification achieved accompanied by an official transcript detailing all modules taken and the number of credits corresponding to each of them;
- An official transcript detailing all modules taken and the number of credits corresponding to each of them as well as marks obtained;
- Where required, an application must be accompanied by syllabi for all modules considered for transfer and/or programme outline in order to evaluate compatibility with GBSB Global's programmes and/or specific modules.

3.3.2. APL/APEL Applicants:

APL/APEL applicants should be aware that the evidence they submit in support of their application shall be assessed against the requirements and learning outcomes of the relevant

programme, and that evidence submitted for APL/APEL must be authentic, reliable, current, valid, sufficient.

The evidence that could be included in the portfolio would typically include:

- A detailed curriculum vitae;
- Certificates confirming participation in training;
- The scope of duties performed to date;
- A report from an internship/apprenticeship agreement;
- Professional certification;
- Articles or other works written by the applicant;
- Opinion issued by the employer or manager or leader of an organization.
- Evidence of participation in a project and the scope of duties involved;
- Evidence of participation in foreign exchange periods;
- Examples of work performed (e.g. prepared reports, budget sheets, plans, etc.).

3.4. Application Fees

- Applications for the Recognition and Accreditation of Prior Learning (RPL) are subject to a consideration fee of €200.
- Approved applications for the Recognition of Prior Learning (RPL) are subject to a fee of €10 per ECTS/ECVET (in case of credit transfer and credit exemption).
- Applications for appealing an RPL assessment process are subject to an additional fee of €100.

The above fees are non-refundable.

4. The RPL Assessment

4.1. The Assessment of Recognition of Accredited Prior Learning (RAPL)

4.1.1. External Transfer and Advanced Students

Scope

This procedure applies to all applicants who:

- Seek recognition of accredited prior learning (RAPL). The Head of Marketing and Admissions is responsible for the implementation of this procedure and ensuring that staff and applicants are aware of its application and follow its requirements.

Policy Requirements

- All staff involved with this procedure must be aware of the specific differences between Credit Transfer and Accreditation of Prior Learning (APL);
- All evidence supplied with the RAPL application must be stored in the student files (specifically the copies of previous qualifications and official transcripts);
- Assessment must be made by the academic department and approved by the Head of Studies or the Head of Institution.

Procedure

- An RAPL starts during the admissions process where the applicant decides to make an RAPL application by attaching copies of previous qualifications and official transcripts. Where the documents are in a language other than English, the applicant must provide a translation by an accredited translator;
- The Admissions Officer reviews the application, determines whether the application is eligible for RAPL and if it is eligible makes a short summary which includes:
    a) title of the previous programme of study;
    b) period, duration of studies and the number of credits achieved;
    c) modules completed by an applicant which correspond to the area of studies of a chosen programme at GBSB Global;
    d) educational system and credit equivalency;
- The Admissions Officer responsible for that applicant's application passes the summary made to the Head of Studies of the related programme of study;

- The Head of Studies analyses the documentation provided on the basis of its compatibility with the programme of study at GBSB Global. The analysis is made based on:
  - Similarity of the modules previously taken by an applicant with the modules in GBSB Global's programme of study;
  - Official course syllabus of the external academic institution to match minimum 70% of the GBSB course LOs and number of credit hours.
  - Correlation between modules and for which modules exemption can be granted;
  - Feasibility of granting exemption based on GBSB Global's programme design;
  - Where required, the Head of Studies consults with the faculty members teaching the corresponding modules on the compatibility based on syllabi and/or module outline provided by an applicant.
- Based on the analysis conducted, the Head of Studies draws a preliminary study plan considering all possible exempted modules. Where required, such preliminary study plan is consulted with the Head of Institution. Special consideration is given to avoidance of overlaps (e.g. when a student studied a similar module in their previous programme of study and when this module also exists in GBSB Global's programme of study).
- Once the RAPL is assessed, the Head of Studies issues a report with the main conclusions which include a number of ECTS credits to transfer and the modules exempted. Such report is passed to the Admissions Officer;
- The Admissions Officer communicates the resolution to the student in writing.

4.1.2. Internal Transfer

Scope

This procedure applies to all applicants who:

- Seek recognition of accredited prior learning (RAPL) in one of the campuses of GBSB Global in order to continue their education in the same programme on a different campus of GBSB Global.
- Seek recognition of an "exit award" qualification at GBSB Global in order to continue their education in the same programme and receive a terminal qualification (the highest-level qualification that can be achieved and awarded for a specific programme of study) whether on the same GBSB Global's campus or a different GBSB Global's campus.

- The Head of Studies of the specific programme of study is responsible for the implementation of this procedure and ensuring that staff and applicants are aware of its application and follow its requirements.

Policy Requirements

- Internal transfer is considered only within the same programme of study (including its exit awards);
- A module cannot be initiated at one campus and terminated at another campus. Only completed modules for which a passing mark has been achieved are considered for internal transfer;
- Internal transfer can be completed only with the start of a new semester/trimester and never in the middle of a semester/trimester;
- Each internal transfer procedure should be accompanied by an official transcript of records listing all passed modules within the programme of study up to date;
- Internal transfer is only applicable if the programme of study has not been amended significantly and has not been discontinued. If the programme of study has changed or if a student started in one programme but would like to switch to another programme of study at GBSB Global – he/she should follow the procedure for external transfer students.
- Studies considered for internal transfer had to be conducted not more than 10 years ago.

Procedure

- Each student at GBSB Global Business School is informed about the possibility of the intercampus transfer with the purpose to enrich their international experience and/or adapt to personal life circumstances when the transfer is considered from face-to-face to online studies;
- Students who wish to proceed with the intercampus transfer should inform their Academic Coordinator and/or Heads of Studies no later than 5 weeks before the start of next semester/trimester who will produce the relevant transcript of records to be passed to another GBSB Global's campus;
- Internal transfer will be considered only if there are study places available;
- Where a student wishes to proceed with a terminal qualification, a corresponding application and/or registration within the specified time has to be made by a student;

- Once the internal transfer is approved by the Heads of Studies, a student needs to sign a new registration form (of the new campus) and be registered accordingly in the internal class management system.

4.2.   The Assessment of Accreditation of Prior Learning (APL)

The evaluation of prior learning is an academic task and, like other forms of assessment, is done by academic experts in a given field, drawing on other experts as needed. After the collection of all opinions from relevant experts, the Admissions Committee with involvement of the Head of Institution take a final decision.

Scope

This procedure applies to all applicants who:

- Seek recognition for skills and knowledge previously gained through experience in the workplace, volunteer work, social or domestic duties, or through non-formal and informal studies where there are no formal qualifications as proof of learning. The Head of Marketing and Admissions is responsible for the implementation of this procedure and ensuring that staff and applicants are aware of its application and follow its requirements.

Policy Requirements

- All staff involved with this procedure must be aware of the specific differences between Credit Transfer and Accreditation of Prior Learning (APL);
- All evidence supplied with the APL application must be stored in the student files (specifically the Portfolio relating to the application for APL);
- Assessors must have expertise in the field of study being assessed and procedures and internal guidelines, to undertake the task.

Procedure

- An APL starts during the admissions process where the applicant decides to make an APL application by attaching all evidence that proves his/her previous learning. All

evidence is to be certified (where applicable). Where evidence is in a language other than English, the applicant must provide a translation by an accredited translator;

- The Admissions Officer responsible for that applicant's application informs the Head of Marketing and Admissions about receiving an APL application;

- The Head of Marketing and Admissions reviews the APL application to determine if any clarification is needed from the applicant and if such application can be considered an APL application. If everything is correct, the Head of Marketing and Admissions addresses the APL application to the Head of Institution informing about the programme the applicant seeks admission to and providing the summary of the application made (e.g. where the main evidence comes from, number of years of professional experience, availability of reference letters, etc.);

- The Head of Institution appoints an APL assessor from the faculty members at GBSB Global, when required more than one assessor can be appointed. Application evaluation is to be undertaken in a timely manner (preferably less than 21 days);

- In certain cases, the Head of Institution conducts an interview with an applicant to understand his suitability for a programme of study.

When assessing APL/APEL, assessment methods should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. When assessing an APL/APEL application, the assessor must evaluate the evidence giving consideration to:

- o **Authenticity**: Relates to making sure the evidence is from or of the candidate and not another person. The assessor needs to be satisfied that the evidence gathered is the candidate's own work. Evidence of this may be provided through third-party letters of authentication and statutory declarations;

- o **Validity**: Ensure that the evidence relates clearly and directly to the learning outcomes, assessment and volume of learning relevant to a subject;

- o **Relevance**: It requires the assessor to assess if the material that is cited is applicable to the subject or qualification being sought and look at the relevance of the material being offered as proof. This does not mean that material should be excluded; simply that some will not demonstrate relevance to the same extent as others and may require additional support;

- o **Sufficiency**: Relates to the amount of evidence collected. There are four types of evidence that may be considered:
  1. Direct Evidence: Questions undertaken with by the assessor;

2. Indirect Evidence: Statements by the applicant's employer regarding work performance (written or verbal), samples of work, performance appraisals;

3. Personal Statements: Details outlining the functions the applicant undertakes and work activities;

4. Supplementary Evidence: Any further information the applicant may provide.

o **Currency:** Relates to the age of collected evidence – the evidence collected must be current/very recent. GBSB Global requires evidence to be no older than eight years;

• Once the APL is assessed, the assessor issues a report with the main conclusions and, where necessary, holds a meeting with the Head of Institution to discuss the applicant's potential to success in the academic programme. They also review the total number of ECTS credits that may be recognised, if APL is used for module exemption;

• The Head of Institution attends the Admissions Committee meeting to take a final decision;

• The Admissions Officer communicates the resolution to the student in writing.

4.3.   The Outcome of the Assessment

As part of the procedure Recognition of Accredited Prior Learning (RAPL) and Accreditation of Prior Learning (APL) the Admissions Officer communicates the resolution to the student in writing and in case of internal transfer – the Head of Studies communicates the decision to the student in writing.

In case of RAPL (external transfer and advanced students) and APL – such communication is accompanied by a report with the main conclusions. Such report will provide an applicant with feedback and understanding of what modules are exempted, how many credits are transferred, etc. so that he/she (in case of a positive outcome of application) could take an informative decision on whether to accept a study place at GBSB Global Business School.

4.3.1.   Possible End Results

Exemption from an entry requirement

APL & APEL can be used to admit applicants who do not possess a necessary qualification upon entry to a programme (e.g. mature students who do not have a formal school leaving certificate but have plenty of relevant professional experience).

As a general rule, APL & APEL used as an exemption from an entry requirement is not the norm and is only likely to occur in exceptional circumstances.

Exemption from a module

A student can submit an APL claim to be exempted from a module. In these cases of a claim of APL must be in line with the procedures and standards mentioned in this document. Such an APL claim should be proven to be in line with the learning outcomes of a module (e.g. a candidate who has previously obtained a professional certification may be exempt from certain modules of a similar nature in the study programme).

Transfer of credits

Transfer of credits is considered in case of external and internal transfer as well as in case of students who hold a recognised qualification in a similar field of study at either EQF/MQF level 5, 6 or 7 (depending on the programme they are applying for at GBSB Global).

In case of external undergraduate students (EQF/MQF level 5 and 6) transfer, only a round number of credits can be transferred from those options listed in the table below (Total Credit Granted). The criteria to grant credit should take into account the total number of credits earned by the applicant rounded it to the nearest option, as outlined below.

In any case, credit granted shall not exceed **two-thirds** of the overall credit value of the programme:

Table TAB_S5_6

Eligible Credits Earned and Granted (Transfer Students)

Eligible Credits Earned and Granted (Transfer Students) Eligible Credits Earned During Previous Studies	Total Credit Granted at GBSB Global
Less than 30 ECTS	No Credit Granted
30 ECTS – 59 ECTS	30 ECTS
60 ECTS – 89 ECTS	60 ECTS
90 ECTS – 119 ECTS	90 ECTS
120 ECTS and more	120 ECTS

Such credits eligible for transfer are mapped against similar modules in the programme of study at GBSB Global. Such mapping considers the learning outcomes as well as an overall weight of the module in ECTS. The end result consists in determining the number of credits that a student needs to complete at GBSB Global in order to receive a qualification.

Example:

A student has obtained 50 ECTS credits in his/her previous higher education institution. GBSB Global has selected 30 ECTS which correspond to the most relevant modules in GBSB Global's programme of study.

These 30 ECTS have been mapped against similar modules in GBSB Global's programme. The total weight of exempted modules in GBSB Global is 25 ECTS. In such case, considering that the total credit value of the programme is 180 ECTS, a student will need to complete 155 ECTS in order to obtain a qualification.

External transfer of credits to MQF/EQF level 7 (graduate programmes) follow the same approach. However, credit granted shall not exceed **one-third** of the overall credit value of the programme.

In case of internal transfer (transfer within the same programme of study between GBSB Global Business School locations), all credits obtained in one location are automatically transferred to another location.

4.3.2. The Procedure for Resubmissions and Appeals

Where an applicant does not agree with the results of an RPL claim assessment, they can submit an appeal. Such an appeal should be addressed to the Head of Marketing and Admissions and sent via an Admission Officer responsible for the application within no later than **two weeks (14 calendar days)** after the assessment results have been communicated to the applicant.

In the appeal, the applicant should clearly outline why he or she does not agree with the assessment results and attach any additional evidence and/or clarifications as required.

GBSB Global will review the appeal within three weeks (21 calendar days) and will communicate the results to the student. The decision made as a result of an appeal is final.

4.3.3. Inclusion of the Results in the Final Transcript

GBSB Global will only include in the transcript those modules and credits effectively taken at GBSB Global. However, the transcript contains information on the "Total Number of ECTS Recognized Through RPL".

Each student at GBSB Global has an internal file within class management IT system. All information used in the admission process as well as produced in the course of education is stored in the student file.

With respect to student records, the technological ecosystem at GBSB Global includes Moodle and Microsoft O365 Platform for Education, both solutions are designed to help institutions to track and manage different kinds of student data – from grades, attendance, and behavioural information to academic records. Moodle is hosted in a data centre located in Spain (European Union) while Microsoft also has its data centres in the European Union.

To guarantee that all the academic data generated in the execution of the academic programmes, including academic records, are stored in Malta, a copy is stored with a local provider in Malta. For this purpose, BMIT Limited, a data centre provider in Malta hosts in a storage-contracted service all the academic records that are upgraded weekly automatically in order to guarantee the most actual copy of data available in Malta.

Persons authorised by GBSB Global Business School will be able to access the academic records in order to manage academic information such as transcripts, certificates or degrees obtained.

5. Quality Assurance of RPL Process

The Head of Institution is responsible for the implementation of RPL procedures ensuring that Heads of Studies and the Admissions Department as well as all the other members of the Admission Committee are constantly aware of RPL policies and procedures.

The Head of Institution works closely with the Head of Marketing and Admissions to make sure that all RPL procedures are implemented as outlined in this document.

Periodic training sessions are organised for both old and potential new team members.

RPL practices are embedded in the overall admission policies and guidelines of the institution in such way that all standard practices are also applicable to RPL applicants, as per Internal Quality Assurance of the institution.

GBSB Global uses **Retention, Achievement and Performance Metrics** as per the Process of Analysis of Progression and Retention Metrics Ref: [GBSBGLO_S5_02] in the Internal Quality Assurance system. Such metrics as progression rate, graduation rate etc. allow for monitoring and controlling the progress of students admitted via RPL and for ensuring that RPL practices at GBSB Global work successfully.