Internal Quality Assurance Manual

GBSB Global Business School
Version 2.0, July 2024

Revision History

Version No.	Date	Sec. No.	Pg. No.	Comment/Reason for Change
1.0	2020-04-12	All	All	Initial document release.
2.0	2024-07-12	All	All	Updated standards of accreditation published by Malta Further and Higher Education Authority in the "External Quality Assurance Provider Accreditation Manual for Higher Education Institutions". IQA Manual Implementation Process Audit.

Table of Contents

Introduction

The Internal Quality Assurance (IQA) Manual is a comprehensive guide designed to assure, maintain, and continuously improve the level of quality and institutional performance at GBSB Global Business School.

The Manual's framework is based on the Malta Further and Higher Education Authority's (MFHEA) standards of accreditation and serves as a foundational document outlining GBSB Global's commitment to quality across all aspects of its operations. This includes, but not limited to governance, administration, resource management, teaching and learning, research, support services, institutional cooperation, internationalisation, and service to society. It reflects the institution's dedication to upholding rigorous standards of academic integrity, accountability, and continuous quality improvement.

1 Mission and Strategic Management

1.1 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 prises diversity and the ability to bring a worldwide perspective to the study of international business. GBSB Global Business School is an excellent choice for students seeking innovative business degrees in a trendy urban and cosmopolitan European setting.

GBSB Global operates within its mission and the framework of both national and international standards to align, implement, and integrate strategies and development initiatives that meet the expectations of external and internal stakeholders. All these components are reflected in the strategic plan.

1.2 Mission, Vision and Values

GBSB Global's mission statement:

To educate the next generation of ethical leaders who will contribute to the sustainable development of the global economy and create positive change through entrepreneurship and business innovation.

GBSB Global's vision statement:

We aspire to be an innovative and world-class business school that nurtures an entrepreneurial mindset, an ethical perspective, and a global vision in our students.

GBSB Global Business School's mission is driven by five core values:

- **Embracing Innovation**

  We foster a culture of creativity and entrepreneurship, where we constantly seek new ways to solve problems, create value, and improve the world.

- **Embodying Diversity, Inclusion and Equality**

  We celebrate and respect the diversity of our people, perspectives, and experiences, striving to create an inclusive and equitable environment.

- **Encouraging Opportunities**

  We provide opportunities for learning, growth, and collaboration for our employees, students, partners, and communities by supporting their aspirations and potential.

- **Promoting Sustainability and Social Impact**

  We are committed to sustainability and social responsibility, aiming to make a positive impact on the environment, society, and future generations.

- **Culture of Excellence and Integrity**

  We uphold the highest standards of excellence and integrity in everything we do in alignment with our stakeholders' expectations.

1.3 Strategic Plan

GBSB Global's strategic plan is a complex roadmap that outlines the organisation's long-term goals and objectives, supported by several operational initiatives (operational plan). It serves as

a guiding framework to align resources, priorities, and efforts towards a specific direction, ensuring that the organisation's activities align with GBSB Global's mission, vision, and values.

Various stakeholders, including teaching and administrative staff, students, alumni, are involved in the strategic plan formulation. On a high-level basis, developing a strategic plan follows a three-phase approach:

- **As-Is Diagnosis**

  In this phase, GBSB Global reviews its current institutional status by assessing the achievements made since the last strategic plan and evaluating the relevance of key performance indicators (KPIs) over the previous years compared to the planned objectives.

- **To-Be Model**

  This key activity involves revising GBSB Global's strategic plan. It includes reviewing the school's mission and vision statements, conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis, identifying primary challenges, and defining new strategic goals and objectives.

- **Roadmap**

  In this final phase, all strategic goals, objectives, KPIs, and targets are defined within a specified timeframe. This process includes identifying operational initiatives and planning institutional needs in terms of human and financial resources. These steps are essential inputs for the budgeting process, allowing GBSB Global to forecast the resources expected to be allocated during the next fiscal year and establish the initial baseline of investment required for the next cycle.

1.4 Operational Plan

In GBSB Global's strategic plan, each strategic goal is broken down into several strategic objectives, which are in turn supported by a set of operational initiatives. The achievement of these strategic goals is measured using KPIs identified for each strategic objective. The operational plan identifies the owners of each initiative and a set of measures to track the execution of the plan and monitor progress toward achieving the strategic goals and objectives.

The process of collecting, analysing, and reporting on the progress towards achieving the strategic goals, objectives and initiatives is described in the Institutional Data Reporting and Analysis Policy.

1.5 Budgeting Process

The budgeting process ensures that the institution's financial forecast has been properly projected and categorised into two main categories:

- **Growth/Transformation Budget**

  This category includes all budget allocations necessary to implement planned operational initiatives that support the strategic plan aimed at transforming the organisation and ensuring its growth.

- **Business-as-Usual (BAU) Budget**

  This budget supports the ongoing operations of GBSB Global, including salaries, campus maintenance, student services, promotion, and new student enrolment, among other expenses. It is optimised where possible to maximise resources for growth and transformation initiatives.

If financial growth targets are not met, the approved Growth/Transformation Budget may be affected. This can involve delaying the execution of initiatives to later quarters or the next calendar year, or prioritising specific initiatives to ensure institutional sustainability.

Conceptually, the budgeting process comprises two phases:

- **Planning Phase**

  This phase typically occurs between the third and fourth quarters of each calendar year, during which departments plan for the upcoming year. Departments forecast both Growth/Transformation and BAU costs. Growth/Transformation budgeting involves internal iteration, considering various implementation approaches, while BAU budgeting typically relies on the previous year's expenditures and projected activity levels. Once all budgets are forecasted, the Budgeting Committee consolidates an annual plan for the next period, which is presented to the Executive Committee for review and approval.

- **Follow-up Phase**

  This phase involves monitoring approved budgets from the Planning Phase to identify any deviations and ensure institutional financial sustainability. Budget owners are responsible for monitoring, evaluating, and adjusting their budgets as necessary. If projected revenue growth targets are not met, adjustments to budgets may be required to accommodate changes in revenue.

1.6   Risk Management

GBSB Global has developed a Risk Assessment Framework to assist in conducting formal risk analysis and planning mitigating actions. The framework aligns with the strategic goals that form the backbone of the strategic plan. Risks are identified through a robust methodology of risk identification, reporting, and documentation. Each risk owner is asked to report on current risks identified throughout the academic year. Risks are monitored annually as part of the strategic planning activities, and the risk register is reviewed and improved as a result of the risk assessment.

1.7   Related Documents

- Strategic Plan
- Institutional Data Reporting and Analysis Policy
- Risk Assessment Framework

2 Governance, Organisational Structure, and Administration

2.1 Leadership and Governance Bodies

All leadership and management roles at GBSB Global Business School are held by experts in their respective fields. This ensures that all departments meet their objectives and support the fulfilment of the school's strategic goals. In addition to fulfilling the school's strategy, the leadership team is responsible for ensuring that their subordinates perform effectively and produce high-quality work.

The following table presents the key roles within the organisation and their responsibilities.

Table 2-1 Leading Staff

Position Title	Main Responsibility
Chief Strategy Officer	Drives the strategic vision of GBSB Global Business School, with a special focus on the continuous development of the institution's academic portfolio.
Managing Director	Oversees GBSB Global's administration areas (budgeting and finance, information and educational technology, facilities) to ensure alignment with strategic and operational plans.
Head of Institution	Provides overall leadership by managing business and academic operations, supervising the effective execution of the school's strategy, ensuring compliance with quality assurance standards, and developing an inclusive and supportive academic environment.
Admission and Revenue Director	Manages student enrolment processes and strategies to optimise GBSB Global's revenue streams.
Head of Studies and Academic Operations	Oversees educational operations and activities to ensure the smooth implementation and administration of academic programmes.
Head of Career, Alumni and Entrepreneurship Centre	Manages career, alumni, and entrepreneurship initiatives to support student career development, engage alumni, and foster entrepreneurial activities.
Head of Marketing	Directs marketing strategies and campaigns to enhance the school's visibility and attract prospective students, while ensuring thorough information is provided to all stakeholders.
Head of Quality Assurance	Ensures that GBSB Global complies with national and international accreditation standards and maintains high-quality processes.

Several committees play a crucial role in the school's decision-making process. Each committee is structured to ensure involvement of relevant roles, including cross-functional ones, facilitating collaboration across departments and ensuring alignment with the school's overall direction.

Table 2-2 Institutional Committees

Committee	Main Role
Academic Committee	Enhances the overall academic environment and ensures effective functioning by addressing topics relevant to students' academic journey, curricular activities, faculty hiring, and policy improvements. Its primary goal is to promote student success, quality education, and continuous improvement in all educational aspects of GBSB Global.
Admissions and Financial Aid Committee	Ensures effectiveness, transparency, and fairness in its pursuit of admitting qualified students and allocating financial aid resources appropriately.
Budgeting Committee	Ensures GBSB Global's institutional financial sustainability in alignment with the current strategic plan, and reviews and acts on potential deviations between planned and executed budgets.
Ethics Committee	Fosters a learning environment of honesty and ethical behaviour, ensuring all students and staff adhere to the highest standards of conduct outlined in the GBSB Global Code of Ethics. The Committee plays a crucial role in identifying and addressing breaches of academic integrity and professional conduct.
Executive Committee	A pivotal operational standing committee of GBSB Global, acting as the highest internal policy recommending body. It facilitates communication, consultation, and recommendations on strategic and operational plans, institutional policies, procedures, budget, and executive matters. The committee ensures the implementation of policies and assumes the Board of Directors' authority when not in session.
Staff Performance Evaluation and Development Committee	Promotes a performance-based culture with a fair and transparent framework for evaluating employees, where progression and rewards depend on performance. The committee supports professional development processes to enhance teaching quality, foster scholarly approaches, improve technical skills, and meet the evolving needs of the GBSB Global community.
Innovation and Entrepreneurship Committee	Fosters a culture of innovation and entrepreneurship throughout the institution, among students, faculty, and staff. The committee serves as a platform to encourage creative thinking, develop entrepreneurial skills, and support initiatives that drive innovation in both academic and business domains.

Committee	Main Role
Quality Assurance Committee	Strives to instil a quality culture across the organization by promoting awareness of institutional requirements, advocating the use of data and information for continuous process improvement, ensuring compliance with accreditation standards, and assessing the feasibility of meeting these standards when making decisions.

Each committee's aim, composition, responsibilities, frequency of meetings are specified in the Terms of Reference (TOR).

2.2 Stakeholder Involvement in Governance

Stakeholder involvement in governance is essential for effective decision-making and promoting inclusive organisational practices. In addition to the institutional committees outlined in Section 2.1, which feature diverse memberships representing stakeholders across roles and departments, there are other dedicated platforms for stakeholder input to influence decisions and align organizational strategies with stakeholder perspectives.

2.2.1 Advisory Board

The Advisory Board at GBSB Global Business School consists of industry and educational experts from Malta, abroad, and across different disciplines. The Board provides guidance and direction for teaching staff, administration, and the institution itself. It helps GBSB Global leadership understand interconnections and perceive relationships among diverse subject areas, thus aiding effective governance by advising on academic program delivery.

The Advisory Board advocates for GBSB Global within communities in Malta and abroad. It gathers input and acts as a liaison with stakeholders, provides community feedback to GBSB Global, offers an independent perspective, and assists the Executive Committee in decision-making.

Chaired by the Advisory Board Chair, the Board meets every six months, and attendance by the Managing Director and other key personnel from GBSB Global is mandatory.

2.2.2 Student Council

GBSB Global is committed to leveraging students' voices through a formalized channel – the Student Council – that represents the entire student community and facilitates student participation throughout their learning journey at GBSB Global.

The Student Council's objectives are:

- To promote the interests and welfare of students during their course of study and to represent, support and advise the student body.
- To serve as formal and recognised representative channel between students and GBSB Global, as well as other external bodies.
- To organise social, cultural, sporting, and recreational activities, and provide forums for discussions and debates to foster students' personal development.

The Student Council is formalised during the first 4-6 weeks of the academic year to ensure all students have a voice in front of the administration. Students are invited to participate in various committees and contribute to decision-making processes related to academic and student affairs.

2.3 Organisational Structure

The organisational structure of GBSB Global can be described as functional departmentalisation. The Head of Institution and the Admission and Revenue Director are responsible for seamless operations of the organisation. They report to the Board of Directors composed of Chief Strategy Officer and Managing Director. The Managing Director is also in charge of support services such as budgeting and finance, facilities, information and educational technology. Other functional units include business development, marketing, corporate communication, admissions, academics, student life, quality assurance, human resources, program development, entrepreneurship, campus management, and the research unit. The use of functional departmentalisation allows GBSB Global to operate effectively by specialising activities, simplifying processes and operations related to education, and maintaining control over all activities.

Figure 2-1 Organisational Structure
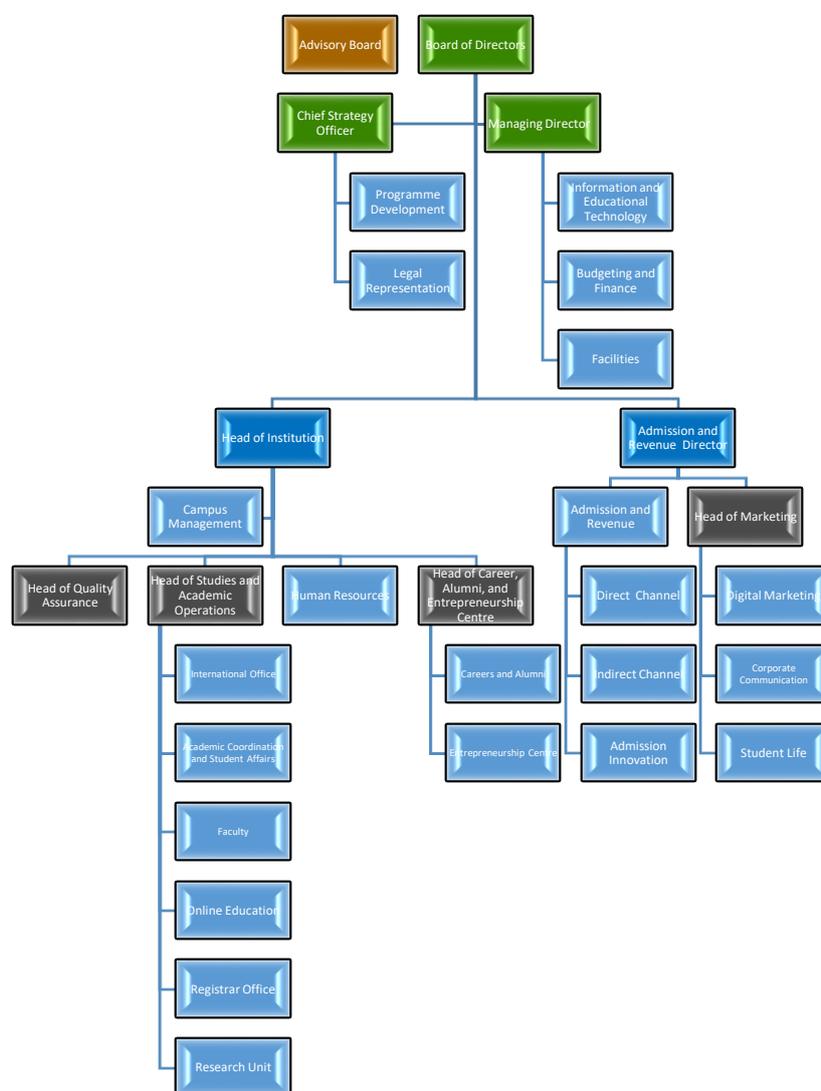
The main functions of units within the organisational structure are described in Table 2-3.

Table 2-3 Organisational Functions

Organisational Unit	Function	Managerial Mapping
Programme Development	Defines programme strategy using marketing, academic, and stakeholder inputs. Enhances programmes based on stakeholder feedback. Introduces innovative teaching methods aligned with current educational standards and research.	☒Corporate ☐Malta campus ☐Satellite campus
Legal Representation	Provides legal advice and advocacy to GBSB Global, its administrators, faculty, or students regarding compliance, disputes, and other legal matters.	☒Corporate ☒Malta campus ☒Satellite campus
Head of Institution's Office	Provides overall leadership by managing business and academic operations, supervising the effective execution of the school's strategy, overseeing academic programmes, ensuring compliance with quality assurance standards, and developing an inclusive and supportive academic environment.	☐Corporate ☒Malta campus ☐Satellite campus
Information and Educational Technology	Encompasses the management and integration of digital tools, systems, and resources to enhance teaching, learning, research, and administrative functions across the institution.	☒Corporate ☐Malta campus ☐Satellite campus
Budgeting and Finance	Establishes and implements the processes of planning, allocating, managing, and monitoring financial resources to ensure GBSB Global's financial stability and support its academic, strategic and operational goals and objectives.	☒Corporate ☐Malta campus ☐Satellite campus
Facilities	Coordinates the management and maintenance of physical infrastructure, including buildings, grounds, and utilities, to provide a conducive environment for teaching, learning, research, and campus activities.	☒Corporate ☒Malta campus ☒Satellite campus
Campus Management	Oversees and administers all non-academic aspects of campus operations, including facilities management, student services, and administrative support functions.	☒Corporate ☒Malta campus ☒Satellite campus

Organisational Unit	Function	Managerial Mapping
Quality Assurance	Ensures implementation of the Internal Quality Assurance model organisation-wide by establishing, monitoring, and improving processes, disseminating awareness of institutional policies, procedures, and performance measures, whilst also promoting a culture of quality.	☒Corporate ☐Malta campus ☐Satellite campus
Human Resources (HR)	Manages the recruitment, development, and retention of teaching and administrative staff, ensuring compliance with employment regulations and supporting the institution's academic and administrative operations.	☒Corporate ☐Malta campus ☐Satellite campus
Admission	Actively searches for and informs prospective students about GBSB Global's institution and academic programme value proposition, manages student applications from start to enrolment, and expands and maintains agency networks globally.	☒Corporate ☐Malta campus ☐Satellite campus
Marketing and Corporate Communication	Defines the institutional communication strategy across online and offline media, establishes standards and guidelines, develops a communication calendar aligned with academic activities and events, establishes international academic partnerships, shapes marketing strategy, designs digital campaigns to enhance brand awareness and positioning, and identifies actions to enhance institution reputation, awareness, and programme value.	☒Corporate ☐Malta campus ☐Satellite campus
Student Life	Coordinates the collective experiences, activities, and social interactions that students engage in outside of academic pursuits, including extracurricular involvement, personal development, and community engagement within the school environment.	☒Corporate ☒Malta campus ☒Satellite campus
Careers and Alumni	Provides GBSB Global career services, consolidates global employability statistics, develops global employer relationships, and organises career-related events and activities.	☒Corporate ☐Malta campus ☐Satellite campus

Organisational Unit	Function	Managerial Mapping
Entrepreneurship Centre	Offers resources, mentorship, and networking opportunities to aid students in developing entrepreneurial skills, launching ventures, and fostering innovation within the academic community and beyond.	☒Corporate ☐Malta campus ☐Satellite campus
International Office	Facilitates internationalisation initiatives, manages international student recruitment, supports student mobility programmes including Erasmus+, and fosters global partnerships to enhance the institution's global presence and diversity.	☒Corporate ☒Malta campus ☐Satellite campus
Academic Coordination	Oversees curriculum planning, course scheduling, academic advising, and ensures adherence to educational standards and policies to support effective teaching and learning across academic programmes.	☒Corporate ☒Malta campus ☒Satellite campus
Student Affairs	Coordinates support services and programmes designed to enhance students' personal, social, and academic development, fostering a positive campus experience and contributing to student success and well-being.	☒Corporate ☒Malta campus ☒Satellite campus
Faculty	Encompasses teaching, research, and scholarly activities conducted by academic professionals within their respective disciplines, contributing to the institution's educational mission and the intellectual development of students.	☐Corporate ☒Malta campus ☒Satellite campus
Online Education	Facilitates the delivery of academic programmes and modules through digital platforms, enabling flexible learning opportunities accessible to students regardless of geographical location.	☐Corporate ☒Malta campus ☐Satellite campus
Registrar Office	Manages student records, academic registration, module scheduling, graduation requirements, and related administrative functions to support GBSB Global's mission and ensure compliance with academic policies and regulations.	☒Corporate ☐Malta campus ☐Satellite campus

Organisational Unit	Function	Managerial Mapping
Research Unit	Determines the institutional research strategy by identifying necessary financial and human resources, fosters engagement in scholarly activities, and publishes advanced research studies in globally recognised journals pertinent to the school's programme portfolio.	☒Corporate ☐Malta campus ☐Satellite campus

2.4 Related Documents

- Institutional Committees – TORs

3 Quality Management

3.1 Quality Management Policy

Quality plays a key role in the governance of GBSB Global Business School. The principles of the institution's approach to quality management as well as its implementation are reflected in the established Quality Management Policy. The policy indicates that the IQA Manual serves as a main document describing the organisation of GBSB Global Business School's quality management system, its processes, data collection and reporting instruments, along with continuous improvement mechanisms.

The IQA Manual provides a guiding framework for all facets of the institution's operations and is based on the MFHEA accreditation standards around the following pillars:

- **Mission and strategic management**
- **Governance, organisational structure, and administration**
- **Quality management**
- **Integrity, accountability, and information management**
- **Teaching and administrative staff**
- **Design, monitoring, and review of programmes**
- **Student-centred learning, teaching, and assessment**
- **Student administration and student support services**
- **Learning resources and facilities**
- **Research, development, and/or other creative activity**
- **Institutional cooperation, service to society, and internationalisation**.

The IQA Manual references policies, procedures, and subsidiary documents that regulate GBSB Global's processes and set out relevant requirements. All institution's policies, procedures, and other documents are subject to regular reviews aimed at continuously improving their effectiveness, as outlined in the Control of Documents Policy.

3.2 Accountability for Quality

Organisational responsibilities with respect to various aspects of the institution's operations are defined in the IQA Manual and its referenced documentation. Leadership roles, governance, stakeholder involvement, and organisational structure are described in Section 2.

GBSB Global's quality management system engages people at all levels throughout the organisation, meaning that everyone is accountable for quality, creates value and is expected to abide by the IQA Manual provisions. It is ensured that everyone is aware of all the applicable regulations and has instant access to all the policies, procedures, guidelines, data, and information required to assure and improve quality of operations.

The Head of Quality Assurance has overall responsibility for maintaining and improving the quality management system.

Building quality awareness and instilling a quality culture are at the core of GBSB Global's approach to upholding the required standards and identifying opportunities for ongoing improvement. It is therefore important to set and communicate expectations in the form of various institutional regulations, as well as to measure performance to determine the actual level of quality and establish future, improvement-oriented objectives and targets.

3.2.1 Stakeholder Focus

There are multiple systematic mechanisms for collecting feedback implemented by GBSB Global. These mechanisms target the following stakeholder groups:

- Students
- Alumni
- Faculty
- Staff
- Employers.

Student feedback is gathered using three different tools:

- Student Module Satisfaction Survey
- Student Satisfaction Exit Survey
- Student Evaluation of Internship Experience Survey.

All survey reports are made accessible on the school's intranet. Students also have an opportunity to voice their concerns and/or recommendations through the Student Council.

Information from alumni is collected through the Alumni Survey. The results of this survey are published in an annual Employment Report accessible on the institutional website.

Employers evaluate student performance during internships, and the results of these evaluations are also published on the school's intranet.

Satisfaction indices are used by GBSB Global in continuous process improvement and constitute part of institutional dashboards aimed at measuring the institution's quality and performance at various levels and in different dimensions (see Section 3.2.2).

Faculty and staff feedback is collected using the Faculty Satisfaction and Staff Satisfaction Surveys, respectively. Both surveys are administered annually towards the end of the academic year. Additionally, faculty members evaluate modules (courses) they teach through the Faculty Module Satisfaction Survey (faculty course evaluation), which complements the Student Module Satisfaction Survey.

3.2.2 Institutional Dashboards

Managing quality requires an organisation to measure performance across various aspects of its operations. GBSB Global employs a set of established institutional dashboards to monitor progress, achievements, and facilitate continuous improvement. These dashboards enable the organisation to report on and present the results to stakeholders, providing a comprehensive view of institutional performance ("institutional health"). GBSB Global's dashboards are structured around the following categories:

- Strategic plan execution
- Student achievement
- Faculty
- Stakeholder satisfaction
- Marketing
- Sales
- Advertising
- Budgeting

- Finance.

The measurement of strategic plan execution relies on the KPIs and other metrics defined in GBSB Global's strategic plan and Risk Assessment Framework (see Sections 1.3 and 1.6).

The student achievement measures, which are publicly available, consider the following:

- Retention rate
- Graduation rate
- Pass rate
- Achievement of programme learning outcomes
- Employment rate.

The faculty measures include:

- Faculty by campus, programme
- Faculty by gender, nationality
- Teaching load, etc.

The stakeholder satisfaction indicators include:

- Student satisfaction
- Alumni satisfaction
- Employer satisfaction
- Faculty satisfaction
- Staff satisfaction.

3.2.3 Quality Improvement Cycle

There are several systematic mechanisms to initiate quality improvement at GBSB Global:

- **Monitoring and Review of Programmes**: see Section 6.
- **Stakeholder Feedback**: an analysis of stakeholder satisfaction data.
- **IQA Audit**: a process aimed at determining the extent to which the IQA Manual is implemented and adhered to. The IQA Audit is conducted at least once every year.
- **Review of Policies and Procedures**: all institutional policies and procedures undergo an annual review aimed at continuously improving their effectiveness.
- **Periodic Reports to Accreditation Agencies**: regular reports are submitted as required by various accreditation agencies (e.g., self-study reports, quality assurance reports, status reports, etc.).
- **Strategic Reporting**: GBSB Global's quality management system is strategically oriented. Quality focus is an integral part of the institution's strategic management system and is reflected in its goals, objectives, and key performance indicators (see Section 1).

3.2.4 Quality Assurance of Satellite Campuses

The implemented quality management system, along with its established policies, procedures, and other requirements, applies to GBSB Global Business School as a single institution—a system of campuses, regardless of the academic programme delivery site. Although the institutional framework of quality assurance is based on the MFHEA standards, satellite campuses operate within local legal contexts and must therefore comply with additional

requirements[1]. According to GBSB Global's organizational structure (see Section 2.3), each campus within the system is ensured to have relevant management and coordination representation, with the Malta campus serving as the core.

3.3 Related Documents

- Quality Management Policy
- Control of Documents Policy

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[1] For example, Registro de Universidades, Centros y Títulos (RUCT) in case of Spanish satellite campuses.

4 Integrity, Accountability, and Information Management

4.1 Code of Ethics

The ethical principles, values, and standards that faculty, administrators, and students are expected to uphold within the academic community are outlined in the established GBSB Global's Code of Ethics. It serves as a guiding framework to defend values of integrity, honesty, respect, fairness, and accountability in all aspects of teaching, research, administration, and student conduct aiming at promoting a culture of ethical behaviour, academic excellence, and mutual respect among all members of GBSB Global.

The Code of Ethics includes, but is not limited to, the following key components:

- **Academic Freedom**: principles considered fundamental to the pursuit of knowledge, the advancement of scholarship, and the preservation of democratic values.
- **Academic Integrity**: standards aimed at preventing plagiarism, cheating, and other forms of academic dishonesty, along with procedures for addressing allegations of misconduct.
- **Research Ethics**: standards for ethical conduct in research.
- **Professional Conduct**: guidelines for professional behaviour, including honesty, integrity, and transparency in all academic and administrative activities.
- **Conflicts of Interest**: protocols for identifying and managing conflicts of interest or commitment that may arise in research, teaching, or administrative duties.
- **Professional Relationships**: expectations for maintaining appropriate boundaries and professional relationships among faculty, administrative staff, and students.
- **Respect for Diversity and Inclusion**: commitment to fostering a diverse and inclusive environment where individuals of all backgrounds are valued and respected.
- **Student Rights and Responsibilities**: guidelines outlining the rights and responsibilities of students within the academic community, including expectations for behaviour, participation, and academic honesty.
- **Reporting Mechanisms**: references mechanisms for reporting violations of the Code of Ethics, including avenues for confidential reporting and protection against retaliation for whistleblowers.

4.2 Institutional Policies on Integrity

GBSB Global's Code of Ethics is supported by a robust framework of policies designed to uphold its principles and ensure accountability.

One of the pillars supporting the Code of Ethics is the Academic Honesty Policy, which provides the expectations of honesty, integrity, and originality in all academic endeavours. This policy highlights the importance of citing sources accurately, avoiding plagiarism, upholding the standards of academic excellence, and holding individuals accountable for ethical violations.

Complementing the Academic Honesty Policy is the Research Ethics Policy, which provides guidelines for the responsible conduct of research within the school and outlines the avenues for its approval if needed.

In the event of suspected ethical violations, there is a mechanism for members of the academic community to report concerns or allegations of misconduct, as outlined in the Code of Ethics. Whistleblowers are assured confidentiality and protection from retaliation, empowering them to come forward with integrity and courage. Reports of ethical violations are investigated by the Ethics Committee, with disciplinary action taken as warranted by the severity of the offense.

Another pillar bolstering the Code of Ethics is the Equal Opportunities Policy, which promotes diversity, inclusion, and respect for all members of the academic community. This policy underscores GBSB Global's commitment to fostering a culture of mutual respect, where individuals of diverse backgrounds and perspectives are valued and embraced.

Through the interconnected set of policies supporting the Code of Ethics, GBSB Global Business School upholds its commitment to academic excellence, integrity, and ethical conduct. Together, these policies form a cohesive framework that foster a culture of trust, accountability, and respect within the academic community, ensuring that the pursuit of knowledge remains grounded in principles of integrity and ethical responsibility.

4.3 Public Information

The GBSB Global Business School's website located at https://www.global-business-school.org/ is the core source of information for potential applicants and other stakeholders. The school ensures that prospective students have sufficient information to be able to make sound decisions regarding the knowledge, skills, and competencies they are likely to acquire upon successful completion of the programme. The information provided on the website is guided by the MFHEA regulations.

The list of available public information, along with the assigned responsibility for its relevance and up-to-dateness, is presented in Table 4-1.

Table 4-1 List of Public Information Available on the Website

Information Category	Details	Update Frequency	Accountability
Institutional	About Mission Values	As needed	Executive Committee
	Accreditations Rankings Partners		
	Year in Review	Annually	
Location, Facilities, and Services	City/Country Information Campus Location	As needed	Marketing
	Facilities	As needed	Executive Committee
	Accommodation	As needed	Student Life

Information Category	Details	Update Frequency	Accountability
	Visa Support	As needed	Registrar Office
Admissions	Admission Requirements & Application Guidelines	As needed	Admissions and Financial Aid Committee
	Enrolment Fees, Scholarships, and Other Costs		
	Admission of Exchange and Transfer Students		
Academic Programmes & Faculty	Overview (Duration, Language, Campus) Degree Awarded and European Qualifications Framework/Malta Qualifications Framework (EQF/MQF) Level Programme Structure Student Testimonials Teaching, Learning and Assessment Procedures Grade Scheme and Passing Criteria Career Opportunities	As needed	Quality Assurance Committee
	Faculty Body	Annually	Staff Performance Evaluation and Development Committee
	Academic Calendar	Annually	Academic Committee
Employment & Careers	Career & Entrepreneurship Services	Annually	Career, Alumni & Entrepreneurship Centre
	Graduate Employment Statistics		
Student Life	Information on Events and Extracurricular Activities	Ongoing	Marketing

Information Category	Details	Update Frequency	Accountability
Quality Assurance	Internal Quality Assurance Manual Selected GBSB Global Policies and Procedures Student Achievement and Stakeholder Satisfaction Statistics	Annually	Quality Assurance Committee
Legal	General Terms of Use Privacy Policy	As needed	Executive Committee
Erasmus	Programme Overview, Mobility Options, Criteria and Eligible Countries	As needed	International Office

All the information available on the website is subject to regular reviews, conducted at least once annually, prior to the start of each academic year. Updates occur as needed, depending on the nature of the changes, and are managed by the Marketing Department based on communication with internal stakeholders.

For the convenience of prospective students and other external parties, the website features tools designed to manage incoming enquiries. These resources are easily accessible in the 'Contact Us' section of the website, where individuals can direct general, admissions, programme-related, and media enquiries. Furthermore, additional information or clarifications can always be obtained by contacting the relevant unit via phone or email, which are conveniently listed within the respective section.

GBSB Global Business School employs a multifaceted approach to sharing public information. The school ensures that the information on its website is also accessible and disseminated through various printed and electronic materials such as prospectuses or brochures. Individuals interested in obtaining these materials can conveniently request them through the website's online form. Additionally, they can acquire them during educational fairs, career events, and other engagements where the school is actively participating. By organising the information into distinct topics and emphasising key details, these materials are tailored to specific interests and preferences, thereby enhancing the accessibility and convenience of obtaining relevant information about the school's academic offerings.

The school also maintains proactive open public groups where followers can stay updated on the latest news, events, and offerings. Through these channels, GBSB Global fosters a sense of community engagement and provides a platform for interaction with current and prospective students, alumni, and other stakeholders.

In addition, the information is disseminated to prospective students by means of direct email marketing to deliver personalised and timely updates to a segmented audience. By tailoring content based on the recipients' interests and preferences, GBSB Global ensures that its messages resonate with individuals seeking specific information about the school's programmes, initiatives, or upcoming events.

4.4 Information Management

Information management at GBSB Global occurs continuously throughout the year and encompasses tasks related to the gathering, organisation, and examination of data. The responsibility for monitoring, collecting, and analysing data varies based on the type of information and the stakeholders involved. Consequently, data management, which includes all administrative tasks related to data collection, maintenance, and utilisation, becomes a collective responsibility. Various parties may be engaged in the process, each with distinct assignments. All stakeholders involved in data management are familiarised with the regulations governing information management, which they are expected to adhere to. These include:

- Personal data should only be collected and maintained with the consent of the individuals concerned.
- Information should be collected and maintained purposefully to ensure efficient information management. This involves documentation and ongoing development to support both academic and non-academic operations.
- Duplication of data should be minimised wherever feasible to uphold data integrity.
- Reuse of data is encouraged to maximise the benefits of the data collection process.
- Data should be stored securely in protected locations to prevent unauthorised access.

The principles of the institution's approach to information management and its implementation are reflected in the established IT and Data Protection Policies.

4.5 Related Documents

- Code of Ethics
- Academic Honesty Policy
- Research Ethics Policy
- Equal Opportunities Policy
- IT Policy
- Data Protection Policy

5 Teaching and Administrative Staff

5.1 Institutional Policies on Staff Management

GBSB Global has developed a set of policies, procedures, and guidelines to ensure the quality of its recruitment, management, and development of staff. These include:

- Code of Ethics.
- Employee Guidelines
- Equal Opportunities Policy
- Faculty Guidelines
- Staff Performance Evaluation Policy
- Staff Professional Development Policy
- Staff Recruitment Policy
- Teaching Load Policy

5.2 Recruitment and Appointment of Staff

The hiring processes of GBSB Global Business School are designed to ensure that all candidates have equal access to all available vacancies and that the most suitable candidates are employed for each position.

The main objectives of GBSB Global's hiring approach are to:

- Engage and retain highly qualified, loyal, and motivated teaching and administrative staff.
- Secure a stable contingent of teaching and administrative staff.
- Transform the school into an internationally recognised and highly ranked knowledge centre distinguished by innovative approaches in education and training.

GBSB Global adheres to the principles of equality in employment. Factors such as race, nationality, gender, religion, citizenship, age, political views, or personal relationships do not influence the recruitment process.

As the teaching language at GBSB Global is English, staff working directly with the administration or in academic areas are expected to have an excellent command of English and use it as the main language of communication.

All vacancies at GBSB Global are filled on a competitive basis. New positions are opened in line with an HR plan and are based on the needs of the school, considering its growth strategy and new initiatives. As part of the recruitment process, the HR Manager prepares a job description for each position, outlining the required qualifications, competencies, and work experience (see Staff Recruitment Policy).

5.3 Qualifications of Teaching Staff

Since GBSB Global Business School is an innovative and practically oriented institution, teaching staff are required to adopt a pragmatic approach towards the modules they teach, provide a practical perspective to theories, and deliver a realistic learning experience through case studies, recent examples, and real corporate projects.

These values are reflected in the school's teaching staff composition, which includes a high proportion of practitioners. The recruitment of candidates with strong professional qualifications

and adequate teaching records (professionally qualified teaching staff) enriches the students' learning experience. The academically qualified teaching staff complement the students' practical learning with solid theoretical basis.

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

In addition, the international composition of GBSB Global teaching staff serves to advance the cultural and emotional intelligence of students, preparing them to work and live across the globe, and to successfully overcome the challenges of a globalised world.

To teach at GBSB Global, the minimum requirement is to hold a recognised degree at MQF Level 7 in the relevant academic discipline. Only candidates who satisfy the minimum criteria are considered for appointment. The qualifications of teaching staff are at least one degree higher than the qualifications achieved by students completing the programme[2]. In certain cases, candidates with appropriate and extensive relevant practical expertise and experience may be considered for a teaching position. In all instances, however, module packs are prepared by PhD holders.

GBSB Global classifies its teaching staff into academically and professionally qualified categories.

5.3.1 Academically Qualified Teaching Staff

To be considered academically qualified, faculty must fulfil one of the following requirements:

- Hold a doctorate degree (PhD or Doctorate in Business Administration (DBA)) in business with a graduate-level major, minor, or concentration in the teaching area.
- Hold an out-of-field doctorate degree (PhD) with five or more years of professional and management experience directly related to the teaching area and/or demonstrated scholar productivity evidenced by publications in the discipline (peer-reviewed journals).
- Hold a Juris Doctor (JD) and teach business law, the legal environment of business, or another area with predominantly legal content.

5.3.2 Professionally Qualified Teaching Staff

To be considered professionally qualified, a faculty member must meet one of the following conditions:

- Hold a Master of Business Administration (MBA) plus three years of relevant work or teaching experience to be qualified to teach principle or introductory level business courses only.
- Hold a master's degree in a teaching-related field and meet at least one of the requirements below:
  - Have at least three years of teaching experience in the assigned area and/or demonstrated scholar productivity evidenced by publications in the discipline (peer-reviewed journals).
  - Have a professional certification appropriate to the teaching area.

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[2] Not applicable to a PhD programme.

o Have five or more years of professional and management experience in work directly related to teaching discipline.

5.4 Academic Roles and Distribution of Teaching

The following are the main roles involved in teaching, delivery, and assignments at GBSB Global:

- **Full-Time Faculty**: teaching staff who have significant contractual engagement with the institution and a standard number of teaching and/or working hours per week[3]. Teaching loads are specified in job descriptions. Full-time faculty with substantial responsibilities beyond teaching may be granted a course release. They also conduct research under GBSB Global's affiliation.

- **Adjunct Faculty**: adjuncts are faculty employed from industry, primarily responsible for teaching and assessment only, without additional community service or research duties. They bring industry experience to programmes and are appointed per campus, per discipline, as needed. While they play a valuable role, they do not typically contribute to GBSB Global's governance.

- **Academic Coordinator**: each campus and programme at GBSB Global has an Academic Coordinator responsible for overseeing all aspects of programme preparation and delivery. They also handle student inquiries related to academic matters and assist teaching staff on academic issues.

- **Faculty Coordinator**: responsible for supporting both full-time and adjunct teaching staff, the Faculty Coordinator provides information on faculty responsibilities, development opportunities, and monitors their performance and growth. They also assist in the recruitment of new faculty.

The determination of teaching load considers the time required for adequate module preparation, delivery, and supervision. Therefore, at GBSB Global, one faculty member cannot teach more than four different modules per term. Additionally, the total number of full-time equivalent (FTE) faculty should not be less than 1/25 in relation to the total number of enrolled students at any given time. Detailed guidelines on teaching distribution, definitions, and requirements are outlined in the Teaching Load Policy.

5.5 Staff Orientation and Professional Development

5.5.1 Staff Orientation

All new teaching and administrative staff undergo an orientation process designed to integrate them into the environment of GBSB Global and familiarise them with the policies, procedures, and other requirements implemented and followed by the school. Induction training is mandatory and includes elements specific to faculty and administrators.

5.5.1.1 *Induction of Teaching Staff*

Before the start of each term, all new teaching staff receive the relevant module materials and virtual access to the Welcome Pack, which includes comprehensive information and extensive induction training. These training sessions introduce faculty to the GBSB Global's programmes, policies, procedures, guidelines, and services. Additionally, new faculty are invited to a meeting where GBSB Global's academic team provides general information about the school, explains

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[3] Subject to national legal requirements.

administrative formalities, and introduces them to GBSB Global's intranet, online tools, regulations, course structure, and other requirements.

If there are any further queries related to academic processes, module materials, professional expectations, etc., optional one-on-one meetings can be organised as needed.

5.5.1.2 *Induction of Administrative Staff*

The compulsory training for all new administrators includes the following elements:

- GBSB Global's policies and procedures.
- GBSB Global's guidelines, including General Data Protection Regulation (GDPR), health and safety, branding.
- Essentials of information security.
- Communication and IT tools.

Most of these training sessions are developed in-house and coordinated by the HR Manager. Specific orientation plans vary based on different administrative roles. Staff members who interact with students and provide support receive additional training sessions:

- Working with students studying away from campus (including usage of the e-learning platform).
- Student services essentials.
- Degree programmes, assessment regulations, and relevant policies and procedures.

This induction training is typically provided by either a direct supervisor or a colleague from the same unit.

5.5.2 Professional Development

GBSB Global's approach to professional development is strategically driven, ensuring investment in staff learning aligns with the organisational mission, vision, and strategy. Activities supporting individual goals linked to strategic and operational plans, enhancing teaching and research excellence, improving administrative performance, enriching the student experience, and meeting community needs are pivotal in building the school's competitive advantage.

GBSB Global allocates an annual budget for teaching and administrative staff to participate in development activities such as conferences, seminars, online courses, and professional certifications.

Staff members may apply for support for professional development, providing a rationale emphasizing how the activity aligns with their performance goals and supports GBSB Global's strategic plan. Following participation, beneficiaries are required to formally evaluate the activity's effectiveness and its impact on their professional growth.

Criteria are in place to maximise the benefits of the development fund for both the school and staff. For approval, professional development activities must meet the following criteria:

- Strategic alignment.
- Relevance to teaching, research, or administration.
- Promotion of innovation in teaching or administration.
- Addressing GBSB Global's community needs.
- Strengthening collaboration with other institutions.
- Not duplicating existing GBSB Global offerings (e.g., programme modules, in-house courses).

The principles guiding the institution's approach to professional development and its implementation are outlined in the Staff Professional Development Policy.

5.6 Performance Evaluation of Staff

A structured performance evaluation process at GBSB Global is essential as it provides a framework for assessing individual contributions, fostering continuous improvement, and ensuring alignment with organisational goals. This process not only recognises and rewards achievements but also identifies areas for professional development, ultimately enhancing GBSB Global's overall effectiveness.

The performance evaluation process includes the following main components:

- **Self-Assessment**: allows employees to reflect on their performance, identifying strengths and areas for improvement.
- **Stakeholder Feedback**: incorporates input from peers or students to provide a holistic view of an employee's performance.
- **Performance Interviews**: conducted in one-on-one meetings to discuss self-assessment, stakeholder feedback, management evaluation, address concerns, outline future objectives, expectations, and development plans.

The overall goal of the performance evaluation process is to comprehensively assess employee performance, foster open communication, and collaboratively plan for future success and development. Employee appraisals are conducted annually.

The principles guiding the institution's approach to performance evaluation and its implementation are outlined in the established Staff Performance Evaluation Policy.

5.6.1 Promotion, Compensation and Recognition

GBSB Global's approach to promotion, compensation, and recognition is based on employees' performance.

5.6.1.1 Teaching Staff

GBSB Global recognises and promotes teaching staff who demonstrate an innovative spirit, develop initiatives to enhance the quality of teaching and learning, and contribute to achieving learning objectives and student performance. Faculty members who exhibit these qualities may receive recognition and rewards such as funding, additional support, or other opportunities, including but not limited to:

- **Sponsorship for Conferences and Events**: faculty may receive additional opportunities, beyond the professional development allowance, to participate in research, conferences, and significant industry events within the allocated budget.
- **School Representation and Mobility**: teaching staff with a high-performance evaluation score and innovative contributions are prioritised for selection in international exchange programmes, given the opportunity to speak at graduation ceremonies, alumni reunions, and/or offer lectures at partner universities.

5.6.1.2 Administrative staff

Each administrative staff member at GBSB Global is provided with an opportunity to grow professionally and be promoted. The following aspects are considered in the process of recognising and promoting administrative staff:

- When an existing position becomes vacant, GBSB Global's Heads of Departments and/or the Executive Committee consider promoting someone from the current employees before seeking external candidates.
- The promotion decision is based on three main criteria:
    o Length of employment with GBSB Global
    o Performance evaluation score
    o Evaluation of the competencies needed for the job.
- If a new vacancy arises (for a role that did not exist at GBSB Global before), the same rule applies: the position is offered to current suitable employees first. If none are suitable, the vacancy is then opened to external applicants.

The promotion mechanisms for GBSB Global's administrative staff serve multiple purposes:

- Facilitating career advancement opportunities
- Recognising and compensating staff contributions
- Fostering a rewarding work environment
- Continually developing technical and administrative talent within the organisation
- Implementing strategies for talent retention.

5.7 Related Documents

- Code of Ethics
- Employee Guidelines
- Equal Opportunities Policy
- Faculty Guidelines
- Staff Performance Evaluation Policy
- Staff Professional Development Policy
- Staff Recruitment Policy
- Teaching Load Policy

6 Design, Monitoring, and Review of Programmes

6.1 Design of Programmes

Programme design and development at GBSB Global Business School is a collaborative and multilevel process involving various stakeholders. According to the New Programme Policy, the need for designing and developing a new programme may be identified in several ways, including:

- Market research
- Outcomes of monitoring and review of programmes
- Stakeholder initiatives, including institutional committees.

The process of planning and developing a new programme is initiated by a formal request. The new programme request needs to be evidence-based and consider the following criteria:

- Alignment with the GBSB Global mission, strategic direction, and coherence within the academic portfolio.
- Identifiable market demand, meaning that there are employment opportunities for the new programme's graduates.
- Beneficial to society – the programme should have a clear and positive social impact.

Once the programme request has been endorsed by the Executive Committee, a complete programme proposal is developed and presented for institutional approval. The programme proposal needs to consider the following:

- Expected student workload in terms of ECTS credits.
- Target audience, including any geographic/regional targeting, and the minimum eligibility and selection criteria, where applicable.
- Learning outcomes, distinguishing between knowledge, skills, and competences.
- Teaching and learning methodologies.
- Learning resources and forms of assessment.
- Electives.
- Minimum requirements in terms of qualifications and competences for teaching staff.
- Identified responsibilities for:
  - o Course design and content development
  - o Technical support
  - o Teaching the course, interacting with, and supporting students.
- Alignment with the MQF, Malta Referencing Report 2024, and subsequent updates.
- Involvement of external stakeholders.
- Design for smooth student progression.
- Involvement of students.
- Institutional approval process.

After obtaining institutional approval for the programme proposal, the accreditation application for educational programmes is prepared in accordance with the requirements outlined by MFHEA.

6.2 Monitoring and Review of Programmes

GBSB Global programmes undergo regular reviews in two main periods:

- Annual Programme Quality Improvement Cycle
- Programme Accreditation Cycle.

The Annual Programme Quality Improvement Cycle aims to review the entire programme, the results of which are formally documented. The metrics considered in the annual programme review include, but are not limited to, the following categories:

- Enrolment
- Student achievement
- Stakeholder feedback.

The process of reviewing programmes is outlined in the Monitoring and Review of Programmes Policy.

Furthermore, all programmes at GBSB Global are reviewed following their respective accreditation cycle. The focus of the review is to evaluate the quality and 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 monitoring and review of programmes provides an opportunity to reflect on new initiatives, such as:

- The modification of a programme structure.
- The revision of credit weightings.
- Approval of a new specialisation or track within a programme.
- Addition of new delivery modes.

The revision of accredited programmes is a structured self-evaluation process undertaken by the school, which includes a wide-ranging consultation, requires reflection, and involves various stakeholders.

6.3 Programme Termination

Following the programme review process, the Executive Committee may decide to discontinue a programme or programmes. The main reasons to terminate a programme include:

- Changes in industry leading to the irrelevance of certain knowledge, skills, and competencies.
- Low market demand.
- Lack of resources for programme maintenance and/or improvement.

Discontinuation of a programme means that:

- There must not be a new intake of students into that programme from a specified date.
- The programme can no longer be advertised or marketed as available to students.

- The relevant teach-out process is designed and implemented to all affected students.
- The programme is eventually removed from the portfolio of programmes available to students.

The decision to discontinue a programme should be approved at least eight months before the start of the affected intake term. Once the programme has been discontinued, all new applications received are placed on hold and the admitted students notified. The students are either offered an alternative programme or a refund, following the school's General Terms & Conditions (https://www.global-business-school.org/general-terms-conditions).

All factors concerning the discontinuation of a programme are detailed in GBSB Global's Programme Termination Policy.

6.4 Related Documents

- Monitoring and Review of Programmes Policy
- New Programme Policy
- Programme Termination Policy

7 Student-centred Learning, Teaching, and Assessment

7.1 Flexible Education and Diverse Pedagogical Methods

GBSB Global offers flexible learning paths through its modular courses. The school organises its courses into modular formats, empowering students to select from a variety of specialisation modules aligned with their interests, career objectives, and existing knowledge. This modular approach enables students to customise their learning journeys according to their unique requirements and preferences.

7.1.1 Modes of Delivery

GBSB Global offers different modes of delivery such as:

- **On-Campus Learning**: for students who prefer face-to-face interaction and immersive learning experiences, the school offers in-person classes at campus locations. These classes provide opportunities for real-time interaction with faculty and peers. The school also incorporates experiential learning opportunities, such as internships, field trips, case studies, and simulations into its curriculum to promote hands-on learning.

- **Online Learning**: GBSB Global offers an online learning platform that allows students to access course materials, lectures, and assignments at their convenience. This flexibility enables students to study at their own pace and balance their education with other commitments. Experiential learning is also embraced in the online campus through different guest speakers' sessions, case studies and simulations.

- **Hybrid (Blended) Learning**: GBSB Global incorporates blended learning approaches, combining online learning with traditional face-to-face instruction. This hybrid model provides flexibility by offering both in-person interactions and the convenience of remote learning. Students interested in blended learning should state it on admission stage. This mode of delivery applies to modules (courses) that are offered either entirely face-to-face or entirely online.

See Distance Learning Policy.

7.1.2 Teaching and Learning Methods

Various teaching methods are employed to achieve learning outcomes, fostering student engagement. Active learning methodology, central to all instruction, involves interactive approaches like discussions, problem-solving, and case studies. GBSB Global Business School's online programmes emulate traditional classroom settings, enabling full participation, collaboration, and skill development. Digital platforms such as the Virtual Learning Environment (VLE) and Office 365 for Education ensure dynamic and engaging learning experiences.

The most popular teaching and learning methods used at GBSB Global include:

- Lecture
- Independent Study and Reading
- Debate and Discussion
- Case Study
- Group Work
- Research Project

- Public Presentation
- Self-reflection Report
- Learning by Doing
- Feedback from Classmates
- Workshop
- Guest Speaker
- Collaborative Classroom Exercises
- Flipped Classroom
- Game-based Learning
- Group Problem Solving
- Direct Question and Response
- Field Study
- Project-based Learning
- Role Playing
- Quiz Exercises.

7.1.3 Academic Support

The teaching staff offers learning guidance to students, which should be grounded in feedback regarding their strengths and weaknesses. This support aims to capitalise on students' strengths to enhance their efficiency in achieving learning outcomes, while also addressing weaknesses to prevent them from hindering progress towards both learning objectives and future career plans (see Section 8.4).

7.2 Assessment System

GBSB Global Business School adheres to its established Assessment Policy and Attendance Policy, to maintain fairness and adequacy in student assessments. Various assessment methods are utilised to evaluate student performance. Students can access their grades remotely via GBSB Global's VLE using their computer or mobile device, both on campus and off-site.

7.2.1 Assessment Methods

A student's performance is continuously assessed throughout their studies. The assessment approach is detailed in the module syllabus, which the tutor reviews during the initial session. Various assessment procedures are utilised to evaluate students' learning performance, including:

- **Participation**: quality of participation is a valuable and necessary assessment criterion when active learning methodology is used. Assessing participation rewards development of oral and teamwork skills.

- **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 of preparing a piece of multimedia work (e.g. video) or producing a piece of creative work (e.g. mood board, a product prototype).

- **Group Assignments**: students complete group assignments by working with peers with the guidance and under the supervision of a tutor. Such assignments typically focus on a specific area of the unit material and culminate in a written piece of work. However, they

can also involve creating multimedia content (e.g., a video) or producing a creative work (e.g., a mood board or a product prototype).

- **Presentation**: oral presentations are utilised as assessment tools to evaluate student learning from individual or group research projects. These presentations enable students to refine their presentation and organisational skills, including speaking to an audience, responding to questions, planning timings, creating presentation media, and preparing supplementary handouts.

- **Self-reflection Assignment**: the purpose of this assessment method is to enhance student learning. Therefore, assessing self-reflection does not entail evaluating the contents of a completed assignment, but rather assessing a student's effort to complete the assignment in accordance with given guidelines.

- **Quiz Exercises**: quizzes are used for continuous assessment only and assess student understanding of the concepts taught.

- **Group Final Project**: group final projects include practical and research components and are used for both formative and summative assessments. In contrast to group assignments which assess an area of understanding of the unit material, group final projects normally assess 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.

7.2.2 Quality of Assessments

The primary goal of assessment at GBSB Global is to accurately assess students' knowledge, skills, and competencies. GBSB Global Business School is dedicated to implementing a transparent, consistent, accessible, and equitable assessment process. The school endeavours to ensure that both teaching staff and students have a clear understanding of the assessment process and criteria.

7.2.2.1   Grade Scheme

All modules follow the GBSB Global grade scheme presented in Table 7-1.

Table 7-1 Grade Scheme

Grade	Description	Percentage	Grade Point	Result
A	**Exceptional**			
A	Superior performance showing comprehensive understanding of the subject matter	95-100	4.0	Distinction
A-		90-94	3.7	Excellent
B	**Good**			
B+	Clearly above average performance with knowledge of the subject and understanding of the subject matter	87-89	3.3	Good
B		84-86	3.0	Good
B-		80-83	2.7	Good

C	Fair			
C+	Basic understanding of the subject matter	77-79	2.3	Satisfactory
C		74-76	2.0	
C-		70-73	1.7	Achievement that minimally meets the module requirements but may not meet the programme Grade Point Average (GPA) requirements
D	Poor			
D+	Marginal performance – generally bad preparation for the module	67-69	1.3	Below Average Achievement that marginally meets the module requirements but may not meet the programme GPA requirements
D		64-66	1.0	
D-		60-63	0.7	
F	Fail			Achievement that does not meet the requirements Make-up assessment or Retake depending on performance
		< 60	0	
FA	Fail due to absences			Repeat Module
	Unsatisfactory performance & absenteeism: the student must repeat the module			

A prefinal grade and final assessment(s) grade play an important role in determining the module outcome. The prefinal grade is a weighted sum of student performance evaluations (e.g., participation, formative assessments), excluding summative assessments. By the end of the module, each student is expected to achieve at least 50% of the prefinal grade. Failure to do so renders the student ineligible to submit the summative assessments. Based on the prefinal outcome, the student may need to complete an extended make-up or retake the entire module.

Conversely, if a student's performance during the module is satisfactory (i.e., achieving a prefinal grade of 50% or more), but the final assessment mark falls below the required minimum of 50%, the student may qualify for a make-up assessment.

7.2.2.2   Fairness of Assessments

To guarantee fairness in assessment procedures, GBSB Global ensures that all learners are informed of the assessment system in advance and receive comprehensive details on the assessment process before the start of each academic module.

The module syllabus clearly outlines the following:

- Description of the nature of assignments and projects included in each unit.
- Assessment plan for the module.
- In most cases, assessment rubrics are provided.

Furthermore, the Student Guidelines and Academic Policies, accessible to all students before the start of their academic programme, address the following issues and situations related to assessment:

- Student responsibilities regarding assessment.
- Consequences for students failing to fulfil these responsibilities.
- Grade scheme and criteria for passing assessments.
- Conditions for assessment retakes.
- Procedure for appealing assessment results (see Grade Appeal Procedure).
- Accommodations for students of determination and how to access them.

7.2.2.3   Reliability of Assessments

GBSB Global has implemented the following principles to ensure the consistency and reliability of assessment results:

- **Usage of Rubrics**: written scoring instruments (e.g., rubrics or marking schemes) must be utilised to assess students whenever feasible. These instruments are standardised across various academic programmes and student cohorts, ensuring consistent measurement of results in each academic year and programme.
- **Curriculum Mapping**: students are provided with multiple opportunities to demonstrate their attainment of each programme learning outcome. Each academic programme ensures that the intended learning outcomes are addressed across multiple modules, allowing students to engage in various tasks related to each outcome and providing ample opportunities to showcase their achievement.
- **Minimising Measurement Error**: the primary sources of measurement error in assessment include inconsistent scoring, variations in student performance across different items or tasks, and an inadequate number of items or tasks to accurately gauge student performance. To enhance assessment reliability, standardised syllabi are used for all units within each academic programme. These syllabi outline the specific exercises, activities, and tasks that students are required to complete[4].
- **Formative and Summative Assessments**: formative and summative assessments should be incorporated into programmes to adequately address the purposes of assessment. Formative assessments continually assess students' understanding and progress within a module, unlike summative assessments, which evaluate overall learning outcomes at the end of a unit. They offer crucial feedback to both students and

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[4] In formative assessments, faculty have the freedom to update assessment content based on student needs, provided that the type of activity is respected.

faculty, identifying strengths and weaknesses, guiding instructional adjustments, and promoting ongoing improvement. Examples include quizzes, discussions, peer reviews, and interactive activities, all aimed at active engagement and improved learning outcomes. Summative assessments gauge students' ability to plan, execute, and formally articulate their overall understanding of the unit within a defined timeframe. The results of these assessments constitute formal evidence of student performance and contribute to student progression within a programme. They can take various forms and may be conducted individually or in groups. Examples of summative assessment tasks encompass written assignments, reports, oral presentations, research projects, and more.

- **Training of Staff**: assessors at the school receive specialised training in all assessment instruments. They are provided with specific guidelines detailing the creation and application of outline solutions and marking schemes.

- **Diversifying Assessments**: teacher-led formative assessment enables the measurement of significant accomplishments, including extended projects, practical assignments, or oral work. Therefore, teaching staff are encouraged to utilise various formative assessment methods to comprehensively address all goals outlined in the curriculum.

- **Feedback to Students**: providing timely feedback that encourages learning and supports improvement is essential within the assessment process. Students should receive feedback on submitted formative and summative assessment tasks. It is important to communicate to students in advance the nature, scope, and timing of feedback for each assessment task.

7.2.2.4 Verification and Validation of Assessments

Consistency in assessment across all modules ensures that students are evaluated using uniform tasks and measured against identical standards. By avoiding bias, GBSB Global ensures the accuracy of assessment outcomes. To uphold fairness and prevent discrimination in the marking process, the school implements the following measures:

- **Internal verification of the summative assessments**: each term, Academic Coordinators review summative assessment grades and inform the Academic Committee of any observed irregularities. Consequently, the concerned faculty are requested to review the grades.

- **Appointment of internal verifiers**: following the review by faculty, student assessments must undergo internal verification (second grading) by appointed internal verifiers. Depending on the assessment's nature, a total number of works or randomly selected works will be verified. The Head of Studies and Academic Operations appoints internal verifiers, who must be familiar with assessment procedures. Internal verifiers should not have been the original assessors of the assignments being internally verified.

- **Addressing inconsistencies**: any concerns identified by internal verifiers are documented in their respective reports and brought to the attention of the Academic Committee. Any discrepancies leading to inconsistencies in marking between 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 communicated to learners until after approval by the Academic Committee. This ensures timely detection of any inconsistencies (e.g., excessively high or low grades within the group) and allows for resolution of any issues before grades are communicated to students.

- **Appointment of an external assessor due to grade appeal**: in cases where a student lodges a grade appeal following the Grade Appeal Procedure, an external assessor, who is an expert in the same module from another GBSB Global campus, may be appointed to assess the student's work.
- **Appointment of a defence committee**: Undergraduate Dissertations (theses), Final Master Projects (capstones), and Doctoral Dissertations are evaluated by a defence committee comprising three assessors who did not serve as final project tutors for the respective student groups. These defence committees are assembled based on their areas of specialization and the specific final projects to be defended by the students.

7.2.3   Failing Assessments and Make-Up Opportunities

7.2.3.1   *Failing Module Components*

Students who fail to take the final assessment(s) will not earn credit for the module. In cases where a student fails to submit the final assessment on time but provides valid justification, they may be eligible for a make-up. Valid justifications include serious family or health-related issues and must be supported by a written certificate submitted to the Academic Coordinator within five calendar days after the assessment deadline. Approval for assessment deferral is at the discretion of the Academics Department.

Make-up assessments offer students an additional chance to enhance their grade in the final assessment and may be granted for the following reasons:

- When a student fails a final assessment, but their overall performance is satisfactory.
- When a student fails to submit the final assessment on time due to a valid reason (e.g., serious illness).

An extended make-up assessment provides students with an opportunity to improve their prefinal grade further. Details regarding make-up assessments are included in the Make-Up Assessment Procedure.

If a student is unable to attend a final project presentation due to a valid reason, the Academics Department will assess the submitted report or document justifying the absence. Absences from class sessions where significant tasks occur, such as final presentations or quizzes, are not permitted without valid justification, even if the student has not reached the 20% absence limit (see Attendance Policy). Failure to attend such sessions without valid justification will result in a zero for the corresponding activity.

If a student fails a module due to incomplete requirements but provides a valid justification (e.g., medical certificate), the Academics Department will make a case-by-case decision. Official documents supporting the justification will be required.

7.2.3.2   *Failing Undergraduate Dissertation or Final Master Project*

Undergraduate Dissertation (thesis) or Final Master Project (capstone) work is governed by either the Undergraduate Dissertation Guidelines or Final Master Project Guidelines, published by GBSB Global Business School. These guidelines, accessible to all students at the beginning of their dissertation term in VLE, outline the timeline, format, and requirements for the Thesis/Final Project, along with the assessment procedure and criteria to qualify for defence.

If a student fails the Dissertation/Final Project defence, they will need to re-register for the Dissertation/Final Project module. Depending on the circumstances, the defence committee will determine whether the submitted work can be revised and presented again, or if a new Dissertation/Final Project needs to be developed (e.g., in cases of detected plagiarism). The student will be directed to their Dissertation/Final Project tutor for improvement of the work.

Alternatively, if requested by the student and/or specified by the Academic Committee, a new Dissertation/Final Project tutor may be assigned.

If a student fails to defend or does not defend their Dissertation/Final Project, they have one year from completing all programme modules to re-present the work for defence. Failure to defend within this timeframe results in the student not receiving GBSB Global's degree. Each student is allowed two defence attempts: the initial defence and a retake. Failure to meet this requirement results in the issuance of a Certificate of Studies.

7.3 Internships

Internships provide students with valuable practical training, allowing them to gain field experience, explore career interests, and build professional networks. GBSB Global actively assists students in securing internship opportunities by regularly posting company announcements on GBSB Global's Career Portal. Additionally, the Career Services Department manages paperwork on behalf of students, offering this support to both on-campus and online learners.

To commence an internship, students must first obtain school authorisation by signing a corresponding internship agreement. Prior to starting, the school must approve the internship duration, hours, and the industry sector of the hosting company. Eligibility to sign an internship agreement is contingent upon students having no outstanding payments or obligations.

Detailed requirements for internships are outlined in the GBSB Global Internship Framework and Internship Agreement Procedure.

7.4 Supervision of Dissertations and Final Projects

As part of the graduation requirements, students must submit their Undergraduate Dissertation, Final Master Project, or PhD Dissertation and achieve a passing grade. Undergraduate, graduate, and PhD students receive consultations and guidance from tutors/supervisors to receive feedback and refine their work to a high standard. The selection of tutors is critical to students' success; therefore, the following minimum criteria must be met:

- Hold a Research Master's degree for undergraduate and graduate programmes.
- Have prior experience as a dissertation supervisor for the corresponding academic level or be an expert in the chosen area.
- Hold a PhD degree for the PhD programme. The principal supervisor must be a recognised researcher in the relevant subject area and knowledgeable about the PhD programme.

The tutor's responsibilities include guiding and mentoring the student throughout the dissertation process, which involves assisting with topic selection, research design, methodology, and literature review. They establish clear expectations, deadlines, and academic standards, while regularly assessing the student's progress and providing constructive feedback on drafts and proposals. Additionally, tutors support the student in accessing resources, literature, and research tools to promote independent critical thinking and problem-solving skills. They facilitate networking opportunities, address challenges as they arise, ensure ethical conduct, and maintain open communication with the student. Tutors play a pivotal role in guiding students through their research journey, from inception to defence, while promoting academic and professional development.

7.5   Evaluation of Dissertations and Final Projects

To uphold rigorous standards for dissertation evaluation and defence, GBSB Global has established transparent and equitable procedures, clearly communicating evaluation criteria to students and evaluators (refer to the Undergraduate Dissertation Guidelines, Final Master Project Guidelines, and PhD Dissertation Guidelines). The evaluation process involves highly qualified academic staff, including external experts for PhD defences, all of whom receive prior training to ensure they are equipped with the necessary knowledge and skills for fair assessments.

For undergraduate and graduate programmes, the defence committee comprises three members: a chair and two internal committee members. For PhDs, the defence committee consists of three members: a chair, one internal committee member, and one external examiner. In the case of PhD defences, the dissertation supervisor is also present.

GBSB Global encourages open defence sessions to solicit constructive feedback from the academic community and the public during PhD defences. Additionally, the school has established appeal mechanisms to address any concerns regarding the evaluation process or outcome, ensuring fairness and accountability.

Through these measures, GBSB Global upholds the highest standards for dissertation evaluation and defence, contributing to the quality assurance of our academic programmes.

7.6   Related Documents

- Assessment Policy
- Attendance Policy
- Distance Learning Policy
- Final Master Project Guidelines
- Grade Appeal Procedure
- Internship Agreement Procedure
- Internship Framework
- Make-Up Assessment Procedure
- PhD Dissertation Guidelines
- Student Guidelines and Academic Policies
- Undergraduate Dissertation Guidelines

8 Student Administration and Student Support Services

8.1 Institutional Information for Students and Stakeholders

As outlined in Section 4.3, comprehensive and reliable information regarding GBSB Global Business School, including programme offerings, admissions procedures and criteria, services, scholarship opportunities, fees, and other relevant details, can be accessed by applicants, students, and stakeholders via the institution's website at https://www.global-business-school.org/.

8.2 Student Admission

GBSB Global Business School's admission policies outline the target student categories and its core principles regarding applicant assessment. The primary objective of the admissions review process is to identify individuals, from both local and international applicant pools, who have showcased academic and personal growth and are committed to successfully completing their intended academic programmes. To ensure a diverse student body, GBSB Global has developed comprehensive admissions policies and procedures that govern the recruitment, assessment, and selection of students. These policies are built on three fundamental principles:

- Students are selected based on their capability and likelihood of succeeding in their chosen programme of study.
- The selection process is carried out with integrity and accountability.
- Consideration of appropriate access and equality principles is integral to the selection criteria.

Information concerning the admission process is considered public information, made available on the institution's website, and includes the following:

- Admission requirements for undergraduate students (see Admission of Undergraduate Students Policy).
- Admission requirements for graduate students (see Admission of Graduate Students Policy).
- Admission requirements for PhD students (see Admission of PhD Students Policy).
- Admission of transfer students and recognition of prior learning (see Admission of Transfer Students and Recognition of Prior Learning Policies).
- Application guidelines.

The Admissions Policy Guide serves as an internal handbook for the Admissions Department, offering guidance on various processes and requirements.

8.2.1 Student Orientation

8.2.1.1 On Campus Orientation Day

To ensure students embark on their learning journey at GBSB Global smoothly, comprehensive support is offered before classes commence through an induction process known as orientation days. Prior to the actual orientation days, students gain access to the 'Welcome to GBSB Global' class in VLE where all materials and trainings are provided. The topics and information covered during these days include the following:

- **Academic Policies**: students receive training and information regarding academic policies which they must adhere to, covering areas such as academic honesty, plagiarism, respect, diversity issues, and behaviour. This ensures that GBSB Global fosters a comfortable learning environment for its highly multicultural student body, where everyone is respected and valued, promoting the values of trust and honesty.
- **Digital Session**: the digital session introduces students to the IT educational tools used in the school. The information is presented to help students understand how to operate the learning platform.
- **Career Services**: students are informed about support services and events aimed at enhancing their job market awareness and maximising their employment opportunities. This includes an introduction to the GBSB Global Career Portal, which provides information about jobs and internships worldwide.
- **Session with the Student Lead**: the Student Lead provides information about support services available for non-academic matters, such as accommodation and extracurricular activities.

During each session on orientation day, students are informed that electronic copies of all mentioned documents, such as GBSB Global Student Guidelines and Academic Policies, Code of Ethics, Equal Opportunities Policy, Career Services Guidelines, Undergraduate Dissertation Guidelines, Final Master Project Guidelines, etc., are available to them on the school's intranet. GBSB Global supports a paperless environment and does not distribute printed copies of these documents.

8.2.1.2 *Online Orientation Day*

The online orientation day equips online students with essential information to commence their studies, ensuring they understand available services and support. Ahead of the event, the Registrar Office sends an email detailing access to relevant documents and videos on school policies and the learning platform. Moreover, students are encouraged to provide a video introducing themselves to classmates beforehand.

During the online orientation day, the Academic Coordinator hosts a live chat session. Students can log in and ask questions in real time.

8.3 Academic Standing, Suspension, Reinstatement and Dismissal

Since achieving a programme GPA of at least 2.0 is one of the key graduation requirements, GBSB Global Business School is responsible for identifying students in advance who may face challenges in graduating on time and earning their degrees due to academic struggles. Standardising the criteria for academic probation, suspension, readmission, and dismissal ensures clarity and uniformity in applying academic regulations. These regulations pertain to undergraduate and graduate students falling into the following categories:

- Good Academic Standing
- Academic Probation
- Suspension and Reinstatement
- Dismissal.

8.3.1 Good Academic Standing

To be considered in 'good academic standing', students must achieve and maintain a cumulative GPA of at least 2.0, which is the minimum requirement for continuing studies at GBSB Global. Failure to meet this minimum GPA will result in automatic placement on academic probation.

8.3.2 Academic Probation[5]

Academic probation serves as a warning to students whose cumulative GPA is unsatisfactory, indicating inadequate progress toward meeting graduation requirements. Failure to improve academic performance may result in academic suspension.

Students enter academic probation if their cumulative GPA falls below 2.0 at the end of a term and receive an academic warning from the Academic Coordinator. Those on academic probation who achieve a term GPA of 2.0 or higher but maintain a cumulative GPA below 2.0 remain on continued academic probation. Each student may have a maximum of two consecutive terms of academic probation.

After completing the first academic year in case of undergraduate studies and one term in case of a graduate programme, the Academic Committee assesses each student's performance to determine advancement to the next stage of studies. The following outcomes are possible:

- **Progression**: a student has a cumulative GPA of 2.0 or higher.
- **Academic probation**: a student can be on probation for two consecutive terms if their GPA falls below 1.75.
- **Suspension and reinstatement**: cumulative GPA is below 1.75.
- **Dismissal**: follows suspension, a student is dismissed from the programme.

8.3.3 Suspension and Reinstatement

If a student has used both probation terms without achieving the required cumulative GPA of 1.75, they will face suspension from further enrolment. This decision is made by the Academic Committee, and official notification of suspension is issued and signed by the Head of Studies and Academic Operations. The Academic Coordinator is responsible for communicating this decision to the student.

All suspended students have the option to apply for readmission to repeat the year. The application must be submitted to the Academic Committee within 10 working days of receiving official notification of suspension from the Academic Coordinator. In all cases, students seeking reinstatement must provide evidence of academic potential and a plan for significant academic improvement. This includes a self-analysis of academic performance, examples of academic work completed at the required level, proposals to obtain recommendations from specific teaching staff, and evidence of any recent informal learning (such as work experience, online courses, volunteer work). Students can request reinstatement from suspension only once during their programme at GBSB Global Business School.

The Academic Committee will review all complete readmission applications and formally notify each student of the final decision. If the outcome is positive, the following conditions apply:

- The student is readmitted on probation.

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[5] As per the GBSB Global Code of Ethics, a student may be placed on disciplinary probation for breaching the non-academic standards of professional conduct.

- The student must achieve a minimum GPA of 1.75 during the reinstatement term; failure to do so will result in dismissal.

8.3.4 Dismissal

Academic dismissal occurs following suspension and readmission if a student fails to meet minimum academic standards. Dismissed students are no longer eligible to appeal for reinstatement.

8.3.5 Post-Defence Academic Requirements

If a student approaches the defence date with the permitted number of retakes, they will still be allowed to defend their dissertation or project. However, they will be required to retake any failed modules within one academic year after the defence date. Failure to meet this condition will result in the issuance of a Certificate of Studies.

If a student passes all modules without a failure and successfully defends their dissertation or project but does not achieve the required cumulative GPA of 2.00 (provided it is not lower than 1.75), they will have the opportunity to upgrade several modules with the lowest grades within one academic year after the defence date. Module upgrades entail repeating the modules. Failure to meet this condition will result in the issuance of a Certificate of Studies.

8.3.6 Voluntary Withdrawal from Studies and Readmission

Some circumstances, such as job offers, family and personal reasons (other than health-related), competitions, and sports activities, may prompt a student to voluntarily withdraw from their programme of study. Voluntary withdrawal entails ceasing attendance in the programme or not registering for a particular academic year (applicable to undergraduate students).

To initiate a withdrawal from the programme, students must submit a signed Notification of Withdrawal Form and attend a meeting with their respective Academic Coordinator. Upon voluntary withdrawal, students have the right to request an academic transcript reflecting all academic records up to the date of withdrawal[6].

A student who voluntarily withdraws from the programme retains the option to request readmission within two years following the voluntary withdrawal (with the end date of the academic term they last attended as the reference point). GBSB Global reserves the discretion to readmit the student based on study place availability and other factors. Upon readmission, the student's transcript undergoes evaluation regarding changes in programme structure, module contents, etc. Consequently, not all previously completed and passed modules may be credited after readmission. To graduate post-readmission, the student must fulfil all module requirements and meet all graduation criteria applicable in the academic year of readmission.

If more than two years have elapsed since voluntary withdrawal, the student cannot seek readmission. Instead, they must reapply for the programme and adhere to the standard admission procedure for new applicants.

8.3.7 Recognition, Certification, and Qualification Award

Upon completing their studies, students are expected to receive a diploma and diploma supplement. However, inadequate academic performance may prevent students from graduating

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[6] Subject to meeting the Terms and Conditions.

with a degree from GBSB Global. In such instances, students would instead be issued a Certificate of Studies and a transcript.

Information regarding recognition and certification is accessible to the public (see Section 4.3). Specifically, details about awarded degrees, EQF/MQF levels, and the number of ECTS credits in each academic programme are disclosed on the school's website (on each programme's respective page) and in programme brochures. Additionally, students are informed of all graduation requirements by acknowledging a statement of understanding of Student Guidelines and Academic Policies. This document is distributed to all students electronically at the onset of their studies at GBSB Global Business School and remains 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 certifying that the recipient has successfully completed a particular programme of study and has been awarded a specific qualification. It includes the recipient's name, the full name of the study programme, and the date and place of qualification.
- **Diploma Supplement**: an accompanying document that provides a standardised description of the nature and status of the qualification. It includes details such as EQF/MQF level, learning credits, content, results of the qualification, and achieved learning outcomes, following MFHEA regulations.
- **Certificate of Studies**: a document confirming that the recipient has attended modules from a specific programme of study. It includes the recipient's name, the area of the study programme, and the date of issuance.
- **Transcript**: an accompanying document to the Certificate of Studies indicating the name and EQF/MQF level of the programme of study, the amount of learning credits earned, and the results. It explicitly states that the recipient was not awarded any qualification.

8.4 Academic Advising, Career Planning, and Other Support

GBSB Global students receive comprehensive support throughout their studies, encompassing various dimensions, including but not limited to the following:

- **Academic Advising**: students have opportunities to seek academic guidance from GBSB Global's teaching staff. Given their pivotal role in students' educational journeys, faculty serve as role models and significantly influence students' decisions to continue their studies at the school.
- **Academic Consultations**: students facing academic challenges receive personalised guidance from the Academic Coordinator. Depending on the situation, either the student or the Academic Coordinator can initiate this process by contacting the other party. Students are informed about the availability of a dedicated Academic Coordinator from orientation day throughout their studies.
- **Career Services**: as a practical business school, GBSB Global emphasises employability and offers career services to all students. The Career Services Department provides advice and information to enhance students' employability, including access to GBSB Global's Career Portal, workshops, and guest speakers. Individual career counselling is available for personalised feedback and guidance.

Both online and on-campus students have access to career support. While certain events like job fairs and seminars may have geographic limitations, the Career Services Department offers information on online alternatives accessible to all students.

Through pastoral care and orientation services, students gain insights into their academic and professional aspirations, fostering clarity in their life goals. Individual career counselling sessions, internships, and seminars are particularly valuable for students in discovering their passions.

- **Entrepreneurship Support Services**: GBSB Global is dedicated to paving the way for future generations of professionals by equipping them with the latest technology resources and facilitating access to national and international entrepreneurial ecosystems. The services provided through the G-Accelerator Entrepreneurship Centre support students and alumni aspiring to launch entrepreneurial ventures. These services assist them in creating a roadmap for their entrepreneurial endeavours through a range of tailored professional services and opportunities, including counselling and coaching sessions, open innovation challenges, training, and mentoring in pre-accelerator programmes.

  Both online and on-campus students, as well as alumni, may benefit from GBSB Global's G-Accelerator services, workshops, and events, with a fast track to enrol in a 6-month, in-house pre-accelerator programme called G-Accelerator Impact Call. This programme is co-funded by the Government of Catalonia and the European Social Fund.

- **Non-Academic Matters**: depending on the circumstances, a student can receive support and assistance in non-academic matters. Students might face challenges in adapting to a new environment, community, and social life. In such instances, the Academic Coordinator offers personalised moral support to the student. Additionally, the Student Lead may engage the student in social and extracurricular activities to help them feel more integrated and supported.

8.4.1 Complaints

GBSB Global Business School provides both informal and formal complaint processes that students should follow:

- **Informal Complaint**: any student dissatisfied with any aspect of their educational experience should first approach the Academic Coordinator for an informal discussion. The Academic Coordinator will listen and provide guidance on how to address the issue. If necessary, the Academic Coordinator may communicate with the relevant staff member or advise the student on the appropriate course of action. The staff member handling the complaint will gather all relevant information and may make informal notes. A response to the complaint can be expected within 5 working days. If the issue remains unresolved or the student feels uncomfortable addressing it with the staff member, they may proceed to lodge a formal complaint.

- **Formal Complaint**: students should lodge a formal complaint if the informal process did not lead to a satisfactory resolution. A formal complaint should be submitted in writing to the Head of Institution, who will acknowledge receipt within 5 working days. The complaint letter should include the student's contact details, programme of study, reasons for dissatisfaction, nature of the complaint, and desired outcome (see Complaint Procedure).

8.5 Related Documents

- Admission of Graduate Students Policy

- Admission of PhD Students Policy
- Admission of Transfer Students Policy
- Admission of Undergraduate Students Policy
- Admissions Policy Guide
- Career Services Guidelines
- Code of Ethics
- Complaint Procedure
- Final Master Project Guidelines
- Recognition of Prior Learning Policy
- Student Guidelines and Academic Policies
- Undergraduate Dissertation Guidelines

9 Learning Resources and Facilities

9.1 Campus Facilities

The campus facilities of GBSB Global Business School comply with the requirements of the MFHEA and other relevant authorities. The building operation license ensures that all buildings and facilities are designed to be accessible to individuals with disabilities. GBSB Global is committed to making further alterations to existing structures as needed and whenever possible to enhance accessibility.

Students benefit from studying in air-conditioned classrooms equipped with modern technology. The physical campuses offer multipurpose rooms, individual study spaces, co-working areas, and meeting rooms. Administrative staff work in open-space offices, while teaching staff have dedicated teacher resource areas.

9.2 Learning Resources

The school aims to provide all the necessary learning resources to assist students in achieving the objectives of their respective programmes. To maximise access, GBSB Global prioritises providing resources that allow multi-user access across the school and are suitable for a diverse student population. These learning resources are complemented by facilities designed to create a conducive learning environment.

Given the evolving nature of technology and industry, the school strives to provide students with the latest versions of learning resources. Periodic reviews of the school's learning resources ensure they reflect the latest advancements. Details of the process are described in the Review and Revision of Learning Resources Policy.

9.2.1 Library Resources

Students at GBSB Global have access to extensive reading materials to support all stages of their studies, from assignments to final projects. The school ensures that its reading materials encompass required textbooks, readings, and case studies for each programme, covering relevant topics.

Both online and on-campus students have access to the school's online learning resources, which include selected case studies sourced from various providers. Moreover, GBSB Global offers access to a range of online learning resources through partnerships with organisations such as Microsoft, Perlego (an online university library), EBSCO (research databases, e-journals), and others. Online resources are available 24/7 to accommodate the needs of both online and on-campus students.

9.2.2 Educational Technology Resources

Being an official partner of Microsoft, GBSB Global uses Microsoft Online Directory (Microsoft Office 365 for Education) as the primary learning, teaching, and communication tool for both students and teaching staff. Before the start of their programme, each student receives access to video tutorials that explain the functionality of the learning platform.

All GBSB Global students, faculty, and administrative staff receive an individual Microsoft account username and password. Upon the first login at www.microsoft365.com, students automatically activate 1 terabyte of online storage for personal use. Additionally, Microsoft Office 365 is provided to all students as an offline package for both Windows and Mac operating systems

throughout their enrolment at the school. Figure 9-1 lists the tools available within the online learning environment along with their descriptions.

Figure 9-1 Microsoft Account Resources
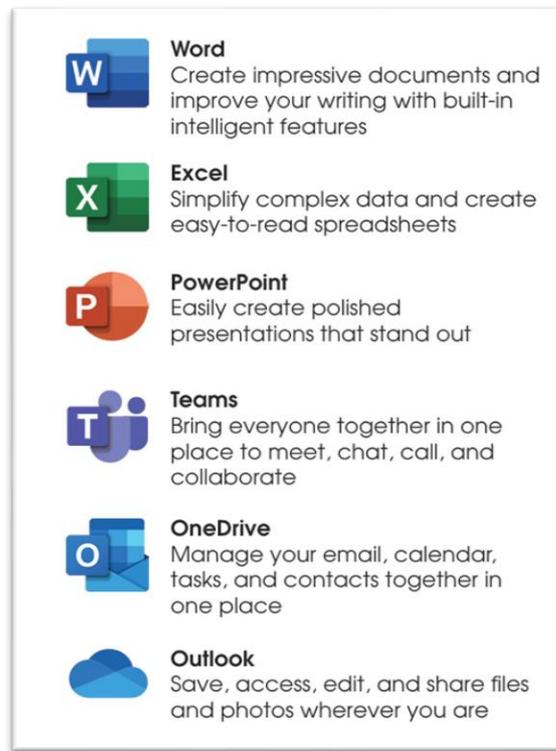
9.2.3 Communication Resources

Microsoft Office 365 for Education, especially Microsoft Teams, facilitates collaborative work, offering students and tutors numerous opportunities to engage in discussions and debates through various communication options. All communication among students, teaching staff, and administration is facilitated by the school's Microsoft Online Directory.

- **MS Outlook**: all students, faculty, and administrative staff have access to a Microsoft Office 365 account through the school, with most communication occurring via emails in MS Outlook.
- **MS Teams**: this feature provides voice, video, messaging, and meeting capabilities, serving as a hub for all teamwork and communication needs.
- **Moodle**: important communications from Academics are sent from the 'VLE Student Corner', accessible to all students registered during their studies. These communications are available on the Moodle platform, with copies sent to students' GBSB Global email addresses. Moodle also offers a direct messaging function for communication among students, faculty, and administrative staff.

9.2.4 Campus IT Resources

All physical classrooms feature digital blackboards, promoting the Digital Interactive Classroom concept. This setup includes a robust infrastructure with state-of-the-art technology, such as giant interactive touchscreens that allow tutors to write directly on the screen.

9.2.5 Learning Resources for Functional Needs

Regarding students and staff of determination, Microsoft Office 365 for Education provides various tools and functionalities tailored to address challenges related to vision, hearing, neurodiversity, learning, mobility, and mental health. These assistive technologies enhance access to learning resources and facilitate the learning process, supporting students of determination in excelling during their studies at GBSB Global. Further information is available at https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1:primaryr2.

Additional support for students of determination throughout their studies may include adjustments listed in Table 9-1.

Table 9-1 Meeting the Needs of Students with Special Requirements

Phase	Support
During On-campus Study	Students with vision impairments may request that learning materials be provided in large-print electronic format.
	Students with vision and/or hearing impairments have priority seating in the front row during classes.
	Students with verified learning disorders, such as ADHD, may request permission to make audio recordings of class sessions, subject to the tutor's consent and agreement not to distribute the recordings.
	Students may request assistance in finding electronic versions of the reading materials.
	Tutors are expected to avoid relying on visual cues in classrooms attended by students with vision impairments.
Submission of Assignments	The deadline for assessment projects is not typically subject to adjustments unless a student faces major and unforeseen changes in their health condition. Due to the varying nature and extent of these situations, they will be handled on a case-by-case basis.
	Students with vision impairments may request that instructions for their assignments be provided in larger fonts.
During Assessments	Tutors are advised to be considerate of certain difficulties, such as dyslexia, when assessing assignments. With the student's consent, the tutor will be reminded of the student's condition to avoid penalising spelling and syntax errors.

9.2.6 Monitoring and Upgrading Educational Technology Resources

As a technologically advanced business school, GBSB Global utilises technological processes and tools to enhance various aspects of its operations, ensuring that the school's systems function optimally for students, teaching staff, and administrative staff.

The IT Department regularly monitors advancements in technology to identify new tools and updates that could enhance teaching operations and students' learning experiences. This includes periodic observation of students' usage of tools and feedback regarding IT. At the end

of each academic year, the IT Department compiles a report with recommendations for new tools, updates to existing ones, and any necessary licence revisions. This report is based on ongoing monitoring of IT innovations and student utilisation of technological resources, as well as stakeholder feedback provided through institutional surveys. Tools frequently used by students are prioritised for investment in updates. This report, along with the budget, is submitted to the GBSB Global Budgeting Committee.

In addition to the IT Department's review, Microsoft periodically conducts maintenance and updates on the Microsoft 365 Cloud Platform for Education, enhancing the learning experience for students. New features are automatically incorporated into the platform for testing and use in the learning process.

The GBSB Global Budgeting Committee evaluates the budget proposed by the IT Department and allocates funds accordingly. Once finalised and approved, the Manager of the IT Department is responsible for executing the budget throughout the year. The following purchasing regulations ensure the correct execution of the annual IT budget:

- Selection of the most cost-effective method for acquiring resources.
- Prioritisation of the purchase of essential IT resources for teaching and learning activities.
- Allocation of remaining funds to acquire additional IT resources to maximise accessibility.
- Acquisition of items or services through partner providers, except in cases of unavailability.

9.3 Technical Support

Technical support is provided by the IT Department via the technology.support@global-business-school.org email account, where students can address any technical issues they may have. When necessary, remote assistance can be performed on an individual basis. This support is available to both online and on-campus students.

In addition to 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
- Microsoft Office 365 software installation.

9.4 Safety of Digital Infrastructure

With Microsoft's support, GBSB Global has implemented measures to ensure system reliability. In the rare event of a system failure, the school has a robust backup system in place to maintain the continuity of administrative, teaching, and learning activities. Data protection against corruption, loss, and malicious activities is a key focus for Microsoft and an integral part of the Microsoft Office 365 service. Their approach extends beyond traditional backup and restore solutions, incorporating resiliency and recoverability directly into the service. Microsoft Office 365 offers a comprehensive solution, storing multiple data copies across various locations and enabling users to establish proactive policies for prevention and detection. These policies can be enforced manually or automatically at multiple levels, including through intelligent classification based on location, patterns, or sensitive content types.

In addition to the versioning and recycling capabilities inherent in applications like Exchange, SharePoint, and OneDrive, Microsoft Office 365 offers comprehensive solutions to safeguard data from human error and malicious attacks:

- **Data Loss Prevention (DLP)**: enables 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 (ATP)**: enhances Exchange Online Protection by defending users' Microsoft Office 365 environment (including email, Word, Excel, PowerPoint, SharePoint, OneDrive, and Teams) from sophisticated unknown threats using behavioural analysis and machine learning techniques. ATP also offers real-time protection against malicious URLs, along with detailed reporting and tracking capabilities to identify targeted users and analyse attack frequency and volume.
- **Threat Intelligence**: offers interactive tools for analysing threat prevalence and severity in real-time, customisable threat alert notifications, and remediation capabilities for suspicious content.
- **Auditing**: facilitates monitoring and investigation of user data actions, risk identification, threat containment, response, and intellectual property protection.
- **Advanced Data Governance**: provides intelligent policy recommendations and automatic data classifications, allowing users to take actions such as retention and deletion throughout the data lifecycle. Built-in and custom alerts help identify data governance risks like unusual file deletion volumes.
- **The Multiple Built-In Security**: combined with the aforementioned services and controls, ensures data protection in-place, minimising incidents such as file corruption, deletion, and malicious intent.

9.4.1 Maintenance of Privacy

Student security is facilitated through the Microsoft Active Directory platform, where all accessibility and security mechanisms are established and managed by the IT administrator for both online and offline student communities (see Section 4.4, Data Protection and IT Policies).

9.5 Related Documents

- Data Protection Policy
- IT Policy
- Review and Revision of Learning Resources Policy

10 Research, Development, and/or Other Creative Activity

10.1 Research

GBSB Global is an educational institution that offers both research and practice-based education, emphasising the application of research findings in business and academic contexts. This approach is evident in the diverse composition of the school's faculty, which includes both academics and practitioners.

In line with its strategy to advance knowledge and innovation, GBSB Global has established the Research Centre with the following objectives:

- Define and lead the institutional research agenda and discourse on innovation, entrepreneurship, and the United Nations Agenda 2030.
- Enhance the institution's research capacity and capabilities by investing in and developing state-of-the-art research facilities, equipment, and technologies.
- Strengthen the institution's research partnerships and networks with academic, public, private, and social stakeholders through interdisciplinary initiatives.
- Promote collaboration with industry on applied research projects.
- Foster interdisciplinary collaboration across academic disciplines to address real-world problems effectively.

The execution of the research-related objectives is ensured through the allocation of the relevant budget.

An MFHEA-approved doctoral programme, PhD in Innovation Management, presents an opportunity to enhance GBSB Global's research output. PhD students, under the guidance of their dissertation supervisors, are expected to publish their findings throughout the three to five-year duration of their studies. GBSB Global remains committed to recruiting faculty with robust research backgrounds and the capacity to teach PhD courses.

Per GBSB Global's Code of Ethics, the Research Ethics Policy governs ethical conduct throughout the research process, emphasising participant welfare, research integrity, and academic excellence. The school recognises ethical considerations as pivotal from research formulation to findings dissemination, offering comprehensive support and guidance to researchers for informed decision-making.

10.2 Entrepreneurship

A sustained emphasis on entrepreneurship at GBSB Global necessitates the cultivation of entrepreneurial skills and competencies among students, faculty, and administrative staff at all levels of development. Establishing a robust entrepreneurship ecosystem within GBSB Global, alongside access to international entrepreneurship networks, is vital to foster startups and commercialise research outcomes. Entrepreneurship has now been integrated into every academic programme, and ongoing enhancements to the entrepreneurship curriculum will draw extensively from input provided by entrepreneurs, industry organisations, and business incubators. Cultivating entrepreneurs within the GBSB Global community is a key priority, driving the establishment of CAEC. Within CAEC, the G-Accelerator operates as a distinct subsidiary of GBSB Global, boasting strong industry connections and serving as a premier platform for offering guidance, training, and incubation support to nurture ideas and develop successful businesses.

With its deep industry ties, G-Accelerator actively facilitates collaborations between GBSB Global students, faculty, and industry partners to support research and entrepreneurial initiatives.

10.3 Related Documents

- Code of Ethics
- Research Ethics Policy
- Strategic Plan

11 Institutional Cooperation, Service to Society, and Internationalisation

GBSB Global is committed to establishing strategic partnerships with leading educational institutions, businesses, and organisations worldwide. Through collaborative efforts, the school endeavours to enhance its academic programmes, exchange valuable resources, and cultivate exceptional opportunities for both students and staff. The dedication to institutional collaboration ensures that the educational offerings remain innovative, relevant, and globally competitive, while also advancing the core values of societal service and internationalisation.

As a socially responsible institution, GBSB Global is deeply committed to making a positive impact on society. The institution believes in the transformative potential of education to address pressing societal challenges and foster sustainable development. Therefore, students are empowered to become compassionate leaders who actively contribute to their communities and the global landscape.

Embracing diversity and multiculturalism as foundational principles, GBSB Global integrates these values into its educational philosophy and practices. The commitment to internationalisation is evident in various aspects, including curriculum design, student mobility programmes, and other initiatives aimed at equipping graduates with the knowledge, skills, and perspectives necessary to thrive in an interconnected world.

11.1 Institutional Cooperation

GBSB Global prioritises institutional cooperation and thus fosters partnerships with leading employers, industry experts, educational institutions, and alumni networks worldwide. These collaborations aim to provide students and alumni with opportunities for internships, jobs, mentorship programmes, career advancement initiatives, and to cultivate an entrepreneurial spirit. Central to this mission is CAEC, which serves as a dynamic hub facilitating institutional collaborations to empower students and alumni in their professional journeys.

The main objectives pertaining to institutional cooperation include:

- Forge relationships with local and international employers across various sectors, including business, non-profits, and government agencies, to create both curricular and extracurricular internship opportunities for students.
- Facilitate international career opportunities such as Erasmus traineeships and employment opportunities for students and graduates interested in working abroad. GBSB Global has established employer engagement mechanisms and processes to ensure the success of these collaborative arrangements.
- Collaborate with external experts and organisations to host career development and entrepreneurship events such as webinars, workshops, seminars, info sessions, and career fairs. These events provide students and alumni with platforms to explore job opportunities, interact with recruiters, showcase their skills, and foster connections with industry professionals. Additionally, these engagements offer insights into industry trends, networking opportunities, and avenues for exploring career pathways.
- Maintain regular contact with alumni through established geographical or regional chapters, networking events, reunions, alumni ambassadors, and the Guest Alumni Speaker Programme (GASP). These initiatives foster a sense of community, facilitate knowledge sharing, and provide invaluable mentorship and guidance to current students as they navigate their career paths.

- Partner with government bodies such and collaborate with international institutions to promote and foster entrepreneurship. These collaborations strengthen the entrepreneurial ecosystem and facilitate greater opportunities and support for our international community.
- Foster interaction between international students and corporates, offering the opportunity for co-creation through Open Innovation Challenges. These challenges aim to promote collaboration, creativity, and problem-solving skills. They serve as platforms for students to apply their academic knowledge in real-world scenarios, providing corporates with fresh perspectives and innovative solutions to their business problems. The main outcome for both parties is the cultivation of mutually beneficial relationships, where students gain valuable hands-on experience and exposure to industry practices, while corporates benefit from novel ideas and potential talent recruitment opportunities.

11.2 Service to Society

Service to society is another fundamental objective that drives GBSB Global forward. The institution firmly believes in the power of education to effect positive change in the world and demonstrates its commitment to leveraging the alumni community and entrepreneurship for social impact and positive change. To advance the values of service to society, GBSB Global:

- Cultivates an entrepreneurial culture by offering aspiring entrepreneurs the support, resources, funding, and mentorship necessary to turn innovative ideas into successful businesses with a positive impact. This empowers students and alumni not only to drive economic growth but also to create value and contribute positively to society, with a particular emphasis on sustainability and social responsibility. By nurturing innovative ideas and guiding them towards success, the institution fosters societal development and progress, promoting sustainability and profitability that can positively impact the world, especially in their home countries.
- Establishes mentorship programmes through which alumni can offer guidance and support to current students or recent graduates. By sharing their knowledge and experiences, alumni assist individuals in navigating their career paths and making meaningful contributions to society.
- Organises networking events that facilitate professional connections and underscore the importance of giving back to society. Alumni participating in these events and joining alumni chapters collaborate on service-oriented projects, fostering a sense of community and shared purpose among graduates.
- Contributes to the community's well-being by providing a diverse range of resources to students and alumni, ranging from guidance on entrepreneurial ventures to assistance with job application materials. These resources empower the GBSB Global community to succeed in both business endeavours and professional careers, promoting economic growth and enhancing their competitiveness in the professional landscape. Ultimately, this fosters economic growth and individual empowerment within the community.

11.3 Internationalisation

GBSB Global aims to broaden its global presence by expanding the scope and scale of international collaborations, maintaining strategic partnerships with higher education institutions and other stakeholders, and participating in global initiatives to enhance the academic, professional, and social impact of the institution. With a commitment to comprehensive internationalisation, GBSB Global endeavours to extend its global engagement.

Embodying diversity, embracing innovation, and encouraging opportunities are fundamental values at GBSB Global. Inclusivity, empathy, and internationalism form the cornerstone of teaching and learning processes at the institution. GBSB Global seeks to cultivate cultural intelligence among students, integrate innovation into the curriculum, and provide a global perspective on the world.

11.3.1 Partner Universities and Institutions

GBSB Global carefully plans and formalises its international collaborations. While GBSB Global may proactively express interest in collaborating with a partner institution, potential partners may also initiate collaboration with GBSB Global. Several parameters are considered when formalising cooperation with partner institutions:

- Reputation of the institution.
- Shared core values.
- Availability of English-taught programmes (for higher education institutions).
- Accreditation of programmes offered by partner institutions.
- Reciprocity in cooperation.
- Transparency in communication.

11.3.2 Modalities of International Cooperation

11.3.2.1 *Erasmus+*

Erasmus+ as a pivotal European Union (EU) programme, particularly in higher education, shapes the international outlook of universities and the personal and professional lives of individuals.

Partnerships with Erasmus+ involve the signing of inter-institutional agreements. This collaboration often leads to student and staff mobility. Student mobility encompasses both study and internship opportunities. Internships offer students valuable industry experience, exposing them to the demands of the job market and refining their 21st-century skills. Staff mobility includes teaching and training opportunities. Additionally, blended intensive programmes may be explored and agreed upon with partner universities, offering a unique learning experience.

11.3.2.2 *Bilateral Cooperation*

11.3.2.2.1 *Agreements with Higher Education Institutions*

Beyond Erasmus+, GBSB Global is open and eager to explore opportunities for bilateral cooperation with potential partner universities that offer similar study programmes and share a similar institutional vision and commitment to building their international network. Initially, a general memorandum of understanding is signed upon the expression of mutual interest from GBSB Global and the partner institution. This is followed by an annex memorandum of understanding outlining specific details of cooperation, expectations from both the home and host institutions, as well as the expected deliverables.

11.3.2.2.2 *Exchange Students*

Exchange students are not degree-seeking candidates but individuals seeking to study for one or two terms at GBSB Global. It is a requirement for exchange students to be enrolled in a study programme at a partner university while pursuing exchange courses at GBSB Global. To be accepted at GBSB Global, it is essential for the exchange student and their home university to sign a memorandum of understanding with GBSB Global.

11.3.2.2.3   Non-Educational Companies

Collaborating with non-educational companies can enhance GBSB Global's global engagement and reputation. GBSB Global is open to exploring partnerships with corporations, commercial organisations, and agencies interested in sending employees or students to visit GBSB Global campuses to enhance their skills. A master service agreement is established between GBSB Global and the partnering organisation to formalise the collaboration.

11.4 Related Documents

- ▪ Not applicable

Appendix A: Acronyms

Table A Acronyms

Acronym	Definition
ATP	Advanced Threat Protection
BAU	Business As Usual
CAEC	Career, Alumni and Entrepreneurship Centre
DBA	Doctorate in Business Administration
DLP	Data Loss Prevention
ECTS	European Credit Transfer and Accumulation System
EQF	European Qualifications Framework
EU	European Union
FTE	Full-time Equivalent
GASP	Guest Alumni Speaker Programme
GDPR	General Data Protection Regulation
GPA	Grade Point Average
HR	Human Resources
IQA	Internal Quality Assurance
IT	Information Technology
JD	Juris Doctor
KPI	Key Performance Indicator
MBA	Master of Business Administration
MFHEA	Malta Further and Higher Education Authority
MQF	Malta Qualifications Framework
QA	Quality Assurance
RUCT	Registro de Universidades, Centros y Títulos
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TOR	Terms of Reference
VLE	Virtual Learning Environment

Appendix B: Policies, Procedures, and Other Documents

Table B Policies, Procedures, and Other Documents

Document Type	Document Name
Policy	Academic Honesty Policy
Policy	Admission of Graduate Students Policy
Policy	Admission of PhD Students Policy
Policy	Admission of Transfer Students Policy
Policy	Admission of Undergraduate Students Policy
Policy	Assessment Policy
Policy	Attendance Policy
Policy	Control of Documents Policy
Policy	Data Protection Policy
Policy	Distance Learning Policy
Policy	Equal Opportunities Policy
Policy	Institutional Data Reporting and Analysis Policy
Policy	IT Policy
Policy	Monitoring and Review of Programmes Policy
Policy	New Programme Policy
Policy	Programme Termination Policy
Policy	Quality Management Policy
Policy	Recognition of Prior Learning Policy
Policy	Research Ethics Policy
Policy	Review and Revision of Learning Resources Policy
Policy	Staff Performance Evaluation Policy
Policy	Staff Professional Development Policy
Policy	Staff Recruitment Policy
Policy	Teaching Load Policy
Procedure	Complaint Procedure
Procedure	Grade Appeal Procedure
Procedure	Internship Agreement Procedure
Procedure	Make-Up Assessment Procedure

Document Type	Document Name
Other	Code of Ethics
Other	Institutional Committees – TORs
Other	Internship Framework
Other	Risk Assessment Framework
Other	Strategic Plan
Guidelines	Admissions Policy Guide
Guidelines	Career Services Guidelines
Guidelines	Employee Guidelines
Guidelines	Faculty Guidelines
Guidelines	Final Master Project Guidelines
Guidelines	PhD Dissertation Guidelines
Guidelines	Student Guidelines and Academic Policies
Guidelines	Undergraduate Dissertation Guidelines