# Policies

I S B Management Training Institute (Br of ISBM AG) (Dubai Branch)

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Dubai – United Arab Emirate

Your new life at ISB Dubai starts here…

Amongst the sights and sounds of one of the world's most exciting cities, you are embarking on your journey to become what you would like to be. Use this Handbook to navigate your way through your time at ISB Dubai, from your first day to your leaving day, and beyond, helping you to get the most out of your enjoyable experience.
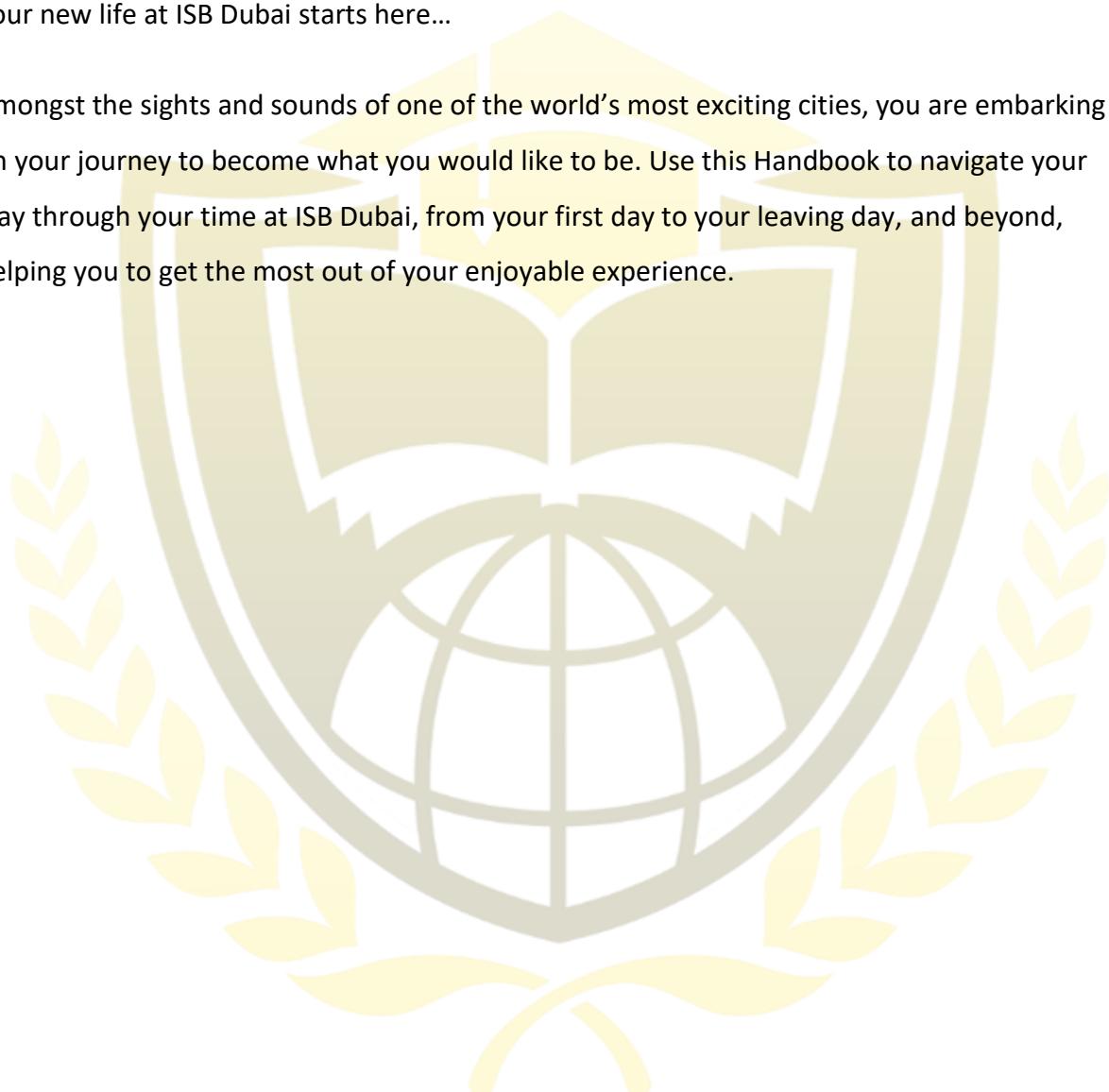
ISB Dubai Policy

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ISB Dubai reserves the right to amend the contents of this Handbook at any time to accommodate upgrades and modifications without any prior notice.

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Index

Part 1

ISB general Students Handbook

How to use this Handbook

This Handbook has been designed to help you settle into life at ISB Dubai with greater ease, as well as to show you the impressive range of support services available to ISB Dubai's students and provide a comprehensive guide to any questions you may have about student life. The booklet informs you about these support services and offers practical advice and information on a wide range of subjects.

This Handbook is just a starting point for a lot of the information contained in it and has been designed for use in conjunction with other resources such as ISB Dubai's website. This handy booklet will help guide you through your first days at ISB Dubai. Make sure you read it carefully so you are prepared with the correct documents to make the enrolment process hassle-free.

During your first few weeks you will find yourself referring to the Handbook frequently as you orientate yourself at ISB Dubai, but it will also be of use in the longer term as it provides information and advice on a comprehensive array of topics.

1. Welcome Message

Faith, unity and discipline are the key to success

"We are different and you are different"

It is our pleasure to welcome you to ISB Dubai. You are now part of an incredible team of leading staff, faculty, students, and alumni who make this a dynamic, modern educational institution.

ISB is a dynamic and vibrant community made up of many people from around the world. Located in the heart of cosmopolitan and multicultural United Arab Emirates, in Dubai. we embrace diversity and we are proud in helping students to become citizens of the world. pride ourselves in helping our students become citizens of the world. Our values of academic freedom, social responsibility, accessible education, and collegial self-governance are deep-rooted and guide us.

At ISB, we value our employees and are especially committed to providing them with the support and resources they need to succeed. Our programs are designed to help you establish a positive career path from the outset, so that you can challenge yourself and reach your maximum potential.

You have joined or are considering joining the ISB at an exciting time. We are experiencing renewal and growth with transformations happening across our campus. Fundamental to this success is the bold vision, priorities, and objectives for your future and you will find that our programs will challenge you in the best ways and help you achieve the career of your dreams.

ISB has great strengths and even greater potential, and we are thrilled that you are part of it.

Sincerely,

ISB Administration team

2. Academic Issues

2.1 Enrolment

2.1.A. For on Campus students:

When you arrive at ISB Dubai, you will be welcomed to the campus during our Enrolment Day. Enrolment is the administrative process you will attend when you first arrive at the Institution, and it will involve registering for classes, settling any outstanding fees, and collecting books (if applicable) and timetables. It is also an opportunity for you to meet academic and administrative staff, to get a letter for opening a bank account, apply for your student discount card, a letter to register with your local GP and much more.

2.1.B. for Online students:

For Online students we have in the beginning an Orientation DAY, during the Orientation we show you how to login to our Library and External Libraries, how to login to ISB email… etc. and We try to answer all your questions.

2.2 Registration with the partner Body

Registration with the relevant partner body might be mandatory, this will be decided always by ISB Quality team based on the wishes of majority of the students and / or recommendation from quality assurance bodies. In case of cancelation of the dual/joint program during the study, the student might be moved into another program (fees may vary) or get partial refund of the specific additional payment which is required for the dual award/ joint program based on individual policy which vary between different partner bodies.

2.3. Know your Subjects

It is very important that you know well about the subjects you will study. It is very important that you have the knowledge of the subjects you will study. Please make sure you know the following details beforehand:

- Subject-name

- Number of core and optional subjects (if any)

- Name of the lecturer teaching a particular subject

2.4 Class Timetable

Class will help you avoid any clash between your lectures and other commitments. It is strongly recommended that you do not get involved with other commitments when your course or term time is going on.

2.5 Know your Lecturers

The most important thing is that you must know who your lecturers are. They are the people who will be helping you throughout your academic life in ISB Dubai. It is recommended that right from the beginning of your course you must know who your lectures are. You must know the following things:

- Name of the Lecturer

- The Subject taken by the Lecturer

- Day and Time of the Lecturer's Class

2.6 Academic Obligations

All information (books, materials, lectures, notice...etc.) belong to ISB and the students have right only to use them for their study during their study time at ISB. They have no right to forward them, publish them, sell them or do anything else for any reason without permission of ISB quality committee. The permission should be signed from the head of the Committee.

Any student breaks this rule, put him/herself under legal and/or financial responsibility.

3. Administrative Issues

3.1 Paying your Fees

You can pay your fees usually via bank transfer or online payment, however in special cases another payment methods might be considered. If you are experiencing financial difficulties, which prevent you from paying your fees duly, you may talk to one of the Institution's administrative staff or the financial Department.

Please note that you may pay your tuition fees in a single payment at the time of enrolment or by installments.

Single Payment: Single payment should be made up to 30 days before the course start date (For those who got early payment scholarship, should be paid within the given period in the Letter of Acceptance).

Payment by Instalments:

The students should pay the semester fee before its starts, however in special cases, there might be allowance for installment, here are some options has been given to some students.

1. 2 installments (50% before starting, 50% within 3 months)
2. 3-4 installments (400 AED PLUS for each payment as administrative charge including the first payment) at least 30% before starting. Payment should be done before the semester exams date.

For extending the deadline you should get a confirmation before the start of your study by sending a specific request for the extension with payment plan.

The following conditions will apply to you if you pay by instalments:

- You must continue to pay your installment until the full balance of the course fee is paid in full.

- A facility to pay by installments may be withdrawn or charged an interest from you if you who fail to meet installment deadlines promptly.
- Payment by installments should be approved prior to the start of the semester which you wish to pay in installments.
- All payments should be done before the final exam.

3.2 Institution Letters

As a student, you may require all or one of the following letters issued by the Institution:

- Bank letter, (To open a bank account) (only for on campus students)
- G P letter, (To register at a surgery to obtain basic medical facilities) (only for on campus students)
- Other relevant letters

Depending on the type of letter, you must let us allow 3–5 working days to process the letters. Please note that you must fill in the relevant form in order to obtain the letter. In special cases we may accept e-mails in order to prepare the letter for you.

3.3 Student ID Card

All ISB Students for programs lasting longer than 3 months will get for free of charge student cards by applying within 2 weeks from beginning of their study (valid only for students who paid at least 50% from their study fee).

For on campus students: Student without a Student ID Card will not be allowed to attend lectures or and to use any facilities. The ID card proves your status as a student of ISB Dubai. You must, always, keep your ID card with you whenever you enter the Institution premises.

3.4. Grading system

Students need to have minimum of 51% to pass.

ISB follows a grading system which is merging between the Swiss norm of grading and the British educational grading. By merging both standards the which results in passing threshold of 51% which is as well used in most international institutions which is specified as the following:

Percentage	Letter Grade	English translation
91% - 100%	A	Exceptional
81% - 90%	B	Excellent
71% - 80%	C	Very good
61% - 70%	D	Good
51% - 60%	E	Sufficient - Lowest passing grade
0% - 50%	F	Insufficient - Failing grade
Pass (no % given)	P	Subject has no grading, either pass or fail
Result Withheld	RW	Results Withheld due to some reasons
Exemption	Exp.	Transferred from another institution

4. Academic Support

4.1 Induction Pack

Induction Pack has been designed to provide all the necessary information to the students. All information relating to academic and administrative matter is provided in the Induction Pack. This helps you understand the following things:

- Course Details
- Relevant details relating to academic matters
- Administration process outline
- Guide to apply for letters and other facilities

4.2 Lectures

In ISB Dubai one of the most important methods of course delivery is the lecture where a lecturer addresses students face to face. Your lecturer will make you well acquainted with all the topics of a particular subject and you are highly encouraged to participate in the discussion to clarify any issue that you do not well comprehend.

For online students, you have live classes where the lectures are delivered screen to screen and we try to record most of them and upload them on our library and you can watch them any time you want during your study period again and again.

4.3 Lecture Handouts

The lecture handout is designed to give suggestive approach as to the study of a particular topic. The lecturers of ISB Dubai are required to distribute handouts to students in order to make the topic easy to be understood by the students. to make the taught topic easy to understand. However, you should make sure that you consult all the recommended books on top of the lecture handouts.

*You can eventually consult other resources by yourself but you must be sure that they are in consistency with the subject of your topic.

4.4 List & Guide of Essential & Additional Reading

There are lots of books in the market for each of the subjects and it is not possible for new students to actually understand what to read or not to read. Most importantly the students cannot decide which book to read to meet the standard of the level they are studying. In such a case students need guideline from the academics. ISB Dubai's lecturers provide a list of academic textbooks that are recommended as essential reading. They also recommend another list of books as additional reading.

You are strongly advised to read and focus on the essential reading list. The additional readings have been recommended to help you learn more and get support to your essential understanding of the topic.

4.5 Module Tutor

The Module Tutor is responsible for preparing and delivering a program of study for each module. He/she is a model of excellence for the students.

The Module Tutor will guide you through the subject he/she has been entrusted with. You will be ensured by the Module Tutor that you are going through the whole curriculum properly. If you have any problems or concerns regarding your studies, you can consult your Module Tutor without any hesitation.

4.6 Course Co-ordinator

There is a Course Co-ordinator for each course administered by the ISB Dubai. The Course Co-ordinator deals with overall management of the academic affairs of the relevant discipline and acts as a course leader. He/she is responsible for ensuring that lesson plans and practical activities are relevant and appropriate. He/she conducts teaching observations on request by the Academic Head or as part of the Institution's observation policy; gives feedback and leads on where the quality of teaching needs to improve; and suggests development activities etc. You can consult your Course Co-coordinator for any of your academic matters, however you

need to book an appointment with him/her. The Course Co-ordinator are usually members of the students Welfare team.

4.7 Academic Head

The Academic Head leads the Institution in the development and implementation of its academic quality assurance and enhancement strategies and procedures. He/she is responsible for ensuring that the academic sessions of the Institution run smoothly. He/she is also responsible for advising and contributing to the development of the Institution's programmes. You can consult the Academic for any of your academic matters especially if you have any serious problems in making progress, however you need to book an appointment with him/her.

4.8 Revision (individual) Lectures

When all lectures are finished, you need to understand the style of questions and effective ways to give answer to those questions. Although you may have full realization of the topic, however, you may not be able to do well in the examinations, if you do not know how to answer effectively or to the satisfaction of the examiners.

We have seen that although students have taken better preparation, they fail to achieve good results because of lack of understanding of examinations techniques. ISB Dubai is keen to provide revision individual lectures to prepare you to explain essential techniques of examinations. Please note that those lectures might be for additional fee.

4.9 Academic Feedback

ISB Dubai is very much keen to prepare the students for the final examinations. To prepare the students properly the lecturers provide feedbacks, written and oral. The feedbacks actually provide details of strengths, weaknesses of the students and also provide ways to improve the weaknesses.

The feedback also provides guideline to continuously develop their skills and analytical ability in dealing with problems as posed by the questions. The purpose of feedback is not to show the students what their difficulties are, but to show what they need to do to develop in case of any difficulties.

4.10 Examinations & Assessments

4.10. A. ISB award: The complete Examinations processes are arranged by ISB. It is essential that you consult your Course Co-ordinator thoroughly about your examination entry and collect any forms promptly when requested to do so by the Admin Office.

ISB examinations are held online or at ISB. You your examination scripts will be corrected and marked from your lecturers and then we will publish your results on the online Library or sent or said to you, depends on your program

4.10.B. For double/joint award or Centers: Examinations are either arranged by the Awarding Bodies, with the entry process being arranged by the Institution or are arranged by ISB, depending on the program. It is essential that you consult your Course Co-ordinator thoroughly about your examination entry and collect any forms promptly when requested to do so by the Admin Office.

Awarding Bodies' examinations are held either in their allocated locations or at ISB. Sometimes the awarding bodies will assess your examination scripts; publish your results and let you know directly or through the Institution according to their own principles and policies or sometimes are held at ISB.

4.11 Brief Guide to Make Effective Plan of Your Studies

ISB Dubai strongly advises that you prepare your own study plan. This will help you make the appropriate level of preparation for the examinations. The planning depends on your personal circumstances and commitments that you currently have. However, we can give you some suggestions which we believe will immensely help you make an effective plan.

- Know your route.

- Know your syllabuses.

- Know the dates of your examinations.

- Calculate weeks that you have to finish your syllabuses.

- Assess how much you have to study a week to keep pace with your syllabuses.

- Assess the levels and urgency of your commitments.

- Make a priority list as per your existing commitments.

- Now try to fix the time that you can allocate for your studies.

- Prepare the timetable for your studies.

- Stick to your timetable till the examinations take place.

5. Academic Obligations

5.1 Attending Lectures

Per ISB Dubai Attendance Policy, students must attend a minimum of 80% of their whole course of study.

1. If a student is absent in 3 (three) expected contacts days and that absence is not excused, he/she will be given a warning by E-mail/Telephone.
2. Students who have been absent for 6(six) expected contacts days will be issued with a written warning stating that the student will be expelled from the Institution if he misses 10 (ten) expected contacts days. If the student is absent for 10 (ten) expected contacts, he/she will be terminated from the Institution.
3. Finally, for on campus students who obtained study visa, the Institution will also notify the Border Agency immediately of the student's failure to comply with the Attendance Regulations.

For more information about student attendance, please refer to our 'Procedures for Recording and Monitoring Students' Attendance'.

5.2 Absence of Teacher

It is important to know that if a lecture is suspended due to a lecturer's absence as a result of any emergency circumstance e.g. accident, illness etc, cover-up lectures will be provided for you and you will be notified about it duly.

5.3 Punctuality

The Institution believes that being late for classes is not only detrimental to the academic process of the late comer, but also disruptive for the entire class. A student can be marked as

absent if he/she arrives for class more than 20 minutes after the start or leaves the class more than 20 minutes before the end.

5.4 Going Ahead with your Lectures

Students are strongly advised to maintain consistency with the class lectures. You must follow the lectures in the class and be prepared for the lessons when you attend each class. This in fact helps you follow your next lectures. Do not keep your homework pending until the last minute. This is extremely dangerous for any student. Please try and avoid all attitudes that in the end jeopardize your academic life.

Going ahead with your lectures means following step-by-step, the process set out below:

1st Step: Listen to your Lectures carefully, and take full lecture notes

2nd Step: Read your notes after the lecture

3rd Step: Identify any point you do not understand

4th Step: Take an active part in the next lecture or seminar

5th Step: Correct your misunderstandings in that seminar or class

6th Step: Prepare additional notes for your better understanding and exams.

7th Step: Book individual hours if needed.

5.5 Submitting Coursework/Assignment

You must submit all the coursework/assignments in due time. One of the main purposes of assignments is to assess your understanding of a subject area. They also serve other intellectual purposes:

- To organize your thinking.
- To bring a wide range of material to bear on a given problem or issue.
- To respond critically and with your own ideas to the issue.

- To select and use information to support an argument.
- To present this argument in a clearly structured and literate way.

Please note that failure to submit your assignments in due time may result in an unsatisfactory progress in the final assessment.

5.6 Filling in the Examination Entry Form

Students must be aware that there will be mostly written and/or verbal examinations at the end of the course. The length and the form of the examinations vary between levels, specializations and cohorts.

However, the first task, at this stage, for you is that you must fill in the relevant Examination Entry Form if applicable. Without filling the Examination Entry Form, you will not be able to appear in the examination. Therefore, our advice to you is – fill in the forms and pay for the examinations entry if it is required.

5.7 Academic Progress

You are required to make overall significant progress in order to achieve your goal; enhance your career prospect and comply with the regulations of the immigration department (for on campus visa students). You are permitted to proceed with your approved course of study only if you maintain satisfactory progress as evidenced by attendance at classes, satisfactory performance in examinations and the proper completion of such other work/task as may be allotted to you. Please note that if your progress is unsatisfactory, you will be given extra care and support and other relevant remedial measures to help you make progress which may lead to additional fees. At the same time, you will be warned about the consequences you might face due to your unsatisfactory progress. If you persistently make unsatisfactory progress even after pursuing our remedial measures under a given a period of time, you may eventually be excluded from the Institution and your details will be reported to the immigration department (for on campus visa students) or might be published at ISB library.

ISB has the right to change the examination form and methods anytime and even for existing students if the accreditations or quality assurance required it.

You are strongly encouraged to contact your tutor who will be able to assist you should you have any queries regarding Academic Progress.

You will get the information regarding the date and time of the exams from the students Welfare Officer. if you fail in the Examination we will assign for you another date for re-examination and if you fail in the Examination again we will assign for you the 3rd attempt, and if you fail in the 3rd attempt, you should repeat the course or you will be terminated from the Institution. For foreigner students on campus with student visa the Immigration departments will be notified immediately.

5.8 Re-Sits & Retakes

You are expected to finish your intended course on time in accordance with the advised Institution course start and end dates. Each student is also expected to pass their examinations as per the Partner Institute/ISB Schedule. If you are unable to complete the course and pass the examinations, you will have to pay an additional fee in order to re-sit or re-take examinations in accordance with their specific guidelines. Students' at ISB Dubai will only be allowed to re-sit examinations or repeat any part of their course up to two times per individual examination or module (total of three attempts). This lead to additional fee.

5.9 Mitigating Circumstances

It is obvious that there are some circumstances that genuinely prohibit some students from performing well in their studies. Please find the circumstances below that will be considered in mitigation:

- Severe illness,
- Sudden accidents,
- Severe Parental illness,

- Severe illness of the husband/wife or own child,

If you are faced with any of the above situations, you must immediately inform ISB Students affairs, you will then be advised to put in writing. However, there is no automatic guarantee that consideration will be given. Each case will be dealt with individually and on merit.

6. Administrative Support

6.1 Keeping Your Records Updated and Change of Address Notification

6.1.A For on campus students: The Institution will keep all students' passport pages, showing all personal details and used pages (including biometric details). The Institution will update these records as necessary. It is your responsibility to ensure that you notify the Institution immediately if there is any change in your contact details e.g. address, telephone number, mobile telephone number, or any other change in your personal circumstances. You can notify any changes by completing the Change of Details Form.

ISB does not accept any responsibility regarding your personal id documents neither your address etc.

You must provide the details of your next of kin at the time of application and notify the Institution immediately should there be any change pertaining to your next of kin.

Your whereabouts is very important for us to know. We will from time to time be sending you letters and information in connection with your study with us such as attendance notification letter or other kind of letters. Obviously, we will not be able to communicate with you properly, if we do not have your exact address. So, make sure that you duly inform us about any change in your address. If you do not give us your up to date details, we will not be able to provide exact address details which will result the refusal of your application to bank, reference etc. and most importantly, failure to notify your current address to the Institution may even damage jeopardize your studentship at ISB Dubai.

6.1.B. For online students: The Institution will keep all students' passport pages, showing all personal details this beside to all contact details. The Institution will update these records as necessary. It is your responsibility to ensure that you notify the Institution immediately if there

is any change in your contact details e.g. address, telephone number, mobile telephone number, or any other change in your personal circumstances including nationality and Name changes. You can notify any changes by sending your new information to the students affairs and admission office.

You must provide the details of your next of kin at the time of application and notify the Institution immediately should there be any change pertaining to your next of kin.

Your whereabouts is very important for us to know. We will from time to time be sending you letters and information in connection with your study with us such as attendance notification letter or other kind of letters. Obviously, we will not be able to communicate with you properly, if we do not have your updated email address. So, make sure that you duly inform us about any change in your personal email address. If you do not give us your up to date email address, we will not be able to provide exact address details which will result many negative things including your student status studentship at ISB Dubai.

6.2 Visa Issues (on campus students)

If you have any questions regarding visa issues please get in touch with the Administrative Support Team, or a student Support Officer who will be happy to help you in any way they can.

6.3 Sickness Affecting Study Performance

6.3.A. for on campus students: ISB Dubai understands that no human has control over illnesses. It is natural that students may suffer illness and therefore, students' performances and attendance at lectures may severely be affected. In such circumstances the students must see a GP to get medical attention and treatment. The student who suffers illness must submit relevant documents in support of his or her illness.

The ISB Committee will decide about extra classes or extension of time to submit coursework or assignment, if any, or any other steps. The committee will communicate its decisions after due assessment of your case.

6.3.B. for online students: ISB Dubai understands that no human has control over illnesses. It is natural that students may suffer illness and therefore, students' performances and attendance at lectures may severely be affected. As the lectures will be recorded and uploaded into the online library of IBS, so most of the illnesses doesn't affect the online study.

The Committee of the Institution will decide about extension of time to submit coursework or assignment, if any, or any other steps. The committee will communicate its decisions after due assessment of your case. For online students no extra classes will be discussed as the student can watch the recorded lectures, however the student may request individual hours if needed. The fee for the individual hours in such cases will be decided case by case.

7. Security

7.1 Identification Card (on campus students)

You will be issued with an ID Card which is valid for the program duration. You must carry it at all times whilst you are at the Institution and must present produce it when requested by a member of the Institution staff. Failure to present produce your ID card may result in you being asked to leave the Institution premises. The card is also required for using ISB facilities and for sitting your exams.

7.2 Valuables

As personal possessions are your own responsibility during your time at ISB Dubai, you are advised to ensure the security of those possessions. ISB Dubai also advise you to consider personal possession insurance that would also cover educational visits and work experience.

*Kindly note that ISB Dubai does not accept any responsibility regarding your personal possessions.

8. Student Welfare Issues

8.1 Health and Safety (on campus students)

Everyone in the institution has a responsibility to those around them and to themselves in order to ensure that all of us remain safe in the institutional environment. You are requested to go through the 'Health and Safety Manual" of the Institution and know the arrangements provided by the Institution.

Do not bring knives and other sharp implements into the Institution. Do not misuse the Institution property or equipment.

8.2 Fire Drills (on campus students)

Make sure that you know where the fire exits are and how to use them. Do not tamper with fire alarms or fire extinguishers. The Institution will hold fire drills at regular intervals; make sure you know the procedures to follow.

8.3 Procedures in the Event of a Fire (on campus students)

- On discovering a fire, activate the nearest fire alarm.
- On hearing the fire alarm, leave the building immediately by the nearest available exit (including fire exit doors). Lecturers are responsible for ensuring that the classroom in which they are teaching is evacuated.
- Every student and staff must know the fire assembly point
- On hearing fire at alarm, go to the fire assembly point at the front main gates. Do not re-enter the premises until you are told so by the controlling officer.

8.4 Accidents & Incidents (on campus students)

If you see anything that could be of danger to anyone then report it immediately to a member of staff – do not try to deal with it yourself.

In the case of an accident or incident, contact the nearest member of staff or the Reception. Please ensure you are aware of the location of the 'First Aid Boxes', a member of staff will be able to help you with this.

8.5 Smoking Policy (on campus students)

With regard to the health and comfort of all members of the Institution and its visitors, and to comply with recent Government Policy, smoking is only permitted in the designated areas. Please note that smoking is completely prohibited inside the Institution premises.

8.6 First Aid (on campus students)

ISB Dubai has trained First Aiders who can be called if there is an injury. Should you need assistance, please contact a member of staff, or Reception.

8.7 Health & Safety on your Program of Study (on campus students)

You will receive health and safety guidance related to your program of study as part of your induction. A full copy of the Health and Safety Policy by available in students Welfare Officer.

8.8 General Counseling (on campus students)

ISB Dubai provides counseling services for the students who did not have success in their studies. This is an assistance provided to those students who have ability to follow the course but for some reasons they have failed to perform well. ISB Dubai faculty members usually hold meeting with the students and try to understand as to why the students have failed to maintain required level of progress. Once reason has been detected the counselors then

provide advice and necessary supports, or give indication to academic personnel his required assistance, if it is purely an academic matter.

8.9 Financial Advice

ISB Dubai understands that you may experience financial difficulties and may not be responsible for such difficulties. In such cases ISB Dubai provides advice to you as how to manage your resources in terms of money to tackle the situation.

8.10 ISB Dubai Student Union

The ISB Dubai Student Union helps bridge the gap between the students and the lecturers and administrative personnel of ISB Dubai. It represents interests of the students and raises issues in relation to student welfare to the ISB Dubai Management. Members of the Student Union are elected by the students and the elected members usually serve the students for a term of 6 Months. We recommend that the students which will be elected to be in the student union to be either on Campus students or to be a person who doesn't need a visa to enter to UAE, so that he/she can participate in important meetings which usually takes places in UAE.

8.11 Social & Cultural Programs

ISB Dubai is organizing social and cultural events in the campus. The purpose of such event is to allow you to learn and enjoy the beauty of different cultures. Students from different countries take part in such social and cultural events. In those programmes they present their cultural activities, thoughts, ideas & beliefs. However, you are advised not to advance any political or disputed doctrine in the name of presenting the cultural and social programme.

8.12 Career Advice

Whilst studying at ISB Dubai it is important to start thinking about your future career. Career advice and guidance provided by the Institution is available to all the students. For more information on career advice, please contact the Student Support Service.

8.13 Accommodation Support (on campus students)

The Institution may be able to assist you in organising accommodation for the duration of your stay. If you require any help in these matters please contact the Student Support Team.

8.14 Airport Pickup Services (on campus students)

Overseas students arriving in Dubai for the first time may wish to be met by the Institution Representative at the airport. If you would like to arrange this please contact the Institution well in advance of your arrival.

Note: Please note that the Accommodation & Airport Pickup service will be arranged according to availability. It is neither a guaranteed nor a mandatory service provided by the Institution. In the event of ISB Dubai not being able to make suitable arrangements, students are advised to make their own arrangements for airport pickup and accommodation.

9. Concluding Remarks

We are dedicated to provide a better education to our students and with this view in mind we have concentrated on employing our resources to maximize the facilities so that our students can use them for their benefits. We will ensure that our students are satisfied with the standards of our lectures, resources, and facilities. Please note that we are always prepared to listen to your suggestions. If you have any suggestions that will improve our services and standards, please feel free to contact us.

10. Other Important Issues

10.1 Equal Opportunity

ISB Dubai aims to promote equal opportunity for all and to ensure that no one is discriminated because of gender, race, ethnic origin, disability, nationality, colour, religion, political/religious beliefs, age, sexual orientation, marital status, or family responsibilities.

10.2 Data Protection

Next to its people, ISB Dubai regards information as its most important asset. Because of this, the Institution recognizes the importance of protecting its information assets and, in particular, the information relating to its staff, students and other individuals in whatever form that information is held. All data, whether held electronically or manually, are kept securely and not disclosed unlawfully.

10.3 Disability Strategy

ISB Dubai is keen to consider all the potential students irrespective of their abilities in terms of physical and mental health. For disabled students who cannot follow the course due to their disability, ISB Dubai will take the necessary steps to consider their application for admission.

Please refer to the 'Disability Strategy' of the Institution for more information.

10.4 Disclaimer

This Handbook does not replace ISB Dubai's regulations. All students will be required, as a condition of enrolment, to abide by and submit to the procedures of ISB Dubai which are amended from time to time.

Every effort has been made to ensure the accuracy of the information contained within this Handbook, but it is subject to alteration without notice. ISB Dubai will use all reasonable endeavors to deliver programs in accordance with the descriptions set out in this Handbook. However, ISB Dubai reserves the right to make variations to the contents or methods of delivery of programs, to discontinue programs and to merge or combine programs, if such action is reasonably considered to be necessary by ISB Dubai. If ISB Dubai discontinues any program it will use its reasonable endeavors to provide a suitable alternative program.

11. Comments & Compliments

ISB Dubai aims to provide high quality education and services to everyone who studies at ISB, works and visits the Institution. Your views are important to ISB Dubai and we need you to tell us when a service is failing or something is not right. ISB Dubai would like to hear from you about services that you like and/or if you have an idea for any improvement or change to a service.

12. ISB Exam Code of Conduct

Overview

The purpose of the Examination Code of Conduct is to create an ethical environment for examinations. Failure to abide by the Examination Code of Conduct can result in disciplinary action.

Paper Based Assessment (PBA) and Computer Based Assessment (CBA)

During an examination, students:

- are not allowed to talk to each other, exchange information of any kind, or engage in any activity that could result in the unfair advantage for one or more students before, during, or after the quiz or examination, while they are in or out of the classroom;
- must leave all books and other aids in an inaccessible place (except for open-book quizzes or examinations);
- must leave as much space as possible between students (as much as the room allows);
- should try to ensure that their line of sight does not cause others to suspect them of cheating;
- must leave mobile phones and other electronic communication devices switched off
- having technical problems must report it to the invigilator.
- must finish the Examination within the given time.
- should immediately collect examination printouts from the printing area.
- finishing their Examination must collate and staple all the printouts in the required order and then give it to the invigilator.
- must write their names on each sheet/printout.

Obstruction of the Examination Honour Code Process

The ISB Dubai's decision to adopt an honour system for examinations is a significant one, the abuse of which will fracture the ethical framework central to our mission. The following instances constitute violations of the Examination Honour Code and can lead to serious sanctions including suspension or expulsion from the ISB Dubai:

- failure to abide by the Examination Code of Conduct.

- attempting to prevent the discovery of prohibited conduct, or attempting to obstruct access, to alter, to destroy, or to conceal potential evidence connected with an Examination Honour Code investigation.

- attempting to discourage, intimidate or deter complainants, witnesses, or other participants in an Examination Honour Code investigation.

- initiating an Examination Honour Code complaint without any basis in fact and with the intent to harass another student.

General Practices and Procedures

Suspected violations of the Examination Honour Code may be reported by speaking directly with the lecturer or Head of Academic Administration.

Any questions regarding the Examination Honour Code should be referred to the Head of Academic Administration.

PART 2

ISB Faculty and Staff Handbook
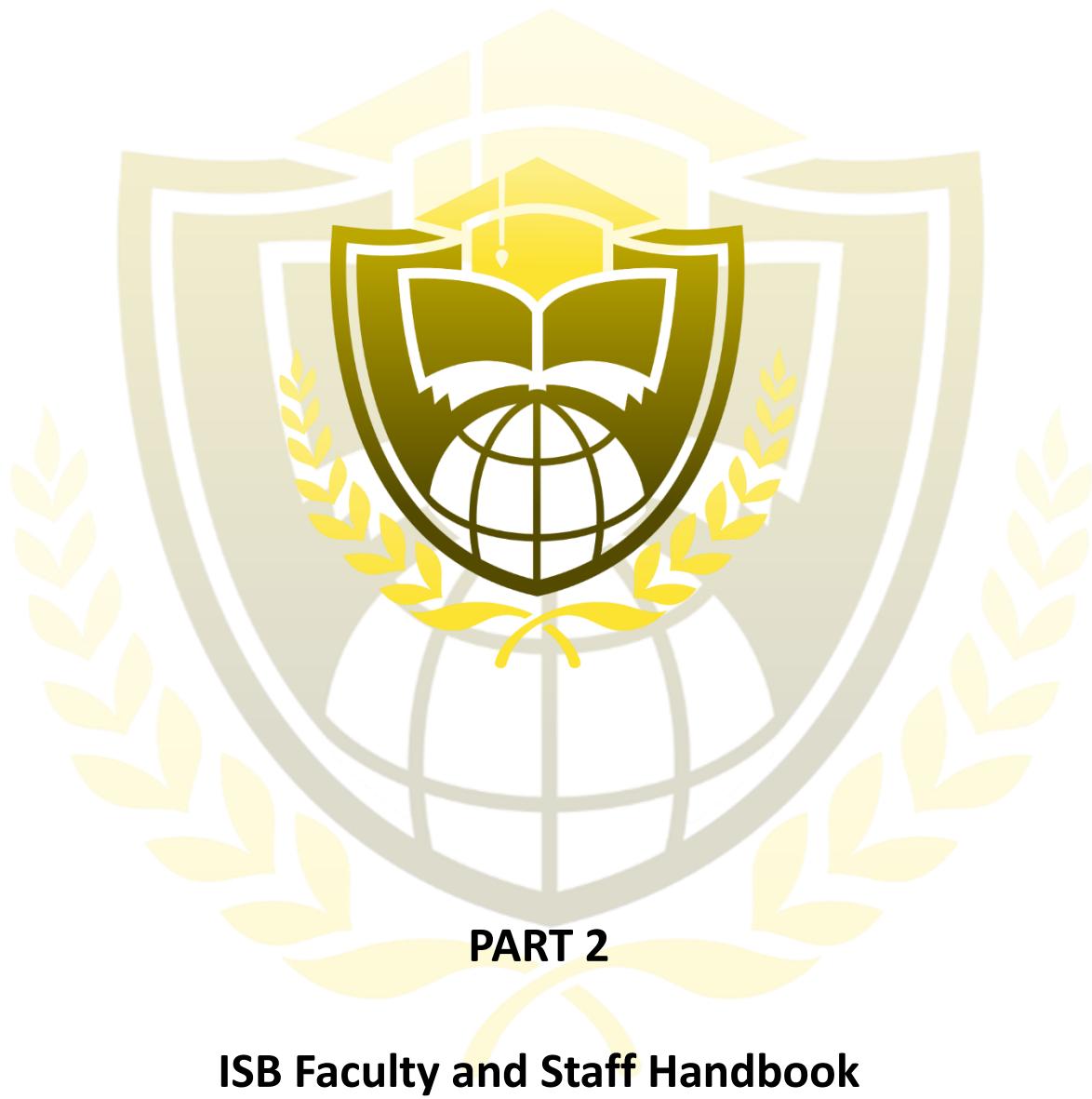
2.1 Staff Guide

Staff Guide

Introduction

The success of any organisation and that of its employees depends very largely on the employees themselves, and so we look to you to play your part as we shall continue to play ours.

While it is impossible to explain absolutely everything, it is hoped that this pack will give you some insight into the Management's duties and responsibilities.

The purpose of the following pages is to assist staff in understanding the role of the Management of ISB Dubai

We welcome you and express our sincere hope that you will be happy here in our team. We ask that you study carefully the contents of this Staff Guide as, in addition to setting out our rules and regulations, it also contains a great deal of helpful information.

Further information can be sought from the Management.

Communications

The importance of good communications among all our staff is recognized. In addition to day-to-day communication with Department Heads, regular departmental meetings, and Core Communication sessions are held. These include general Institution news as well as section issues. Institution newsletters are produced on a regular basis and information is displayed on staff notice board.

Staff Relations

The Institution fully accepts its responsibility for good staff relations within the framework of relevant legislation. The Senior Management Team is responsible for administering the Institution's employee relations policies.

Staff Vacancies

All vacancies are advertised on staff notice board online are also discussed in the staff meetings.

Absence

Head of Department must be informed if, for any reason, you need to be absent from work. If this is not possible because of an emergency, you should contact the Head of Department at the earliest opportunity. The circumstances of each absence will be considered individually and, on occasions, may result in a deduction from pay. Please refer to our **Staff Absence Management Policy** for detailed information

If you require leave of absence for personal reasons, you should, initially, discuss the matter with the Head of Department. In general, you will be expected to use time off in lieu or outstanding holiday entitlement where possible, but special leave may be given in certain circumstances, where appropriate.

There are specific rules regarding absence from work, as follows:

(a) **Absence from the Institution for less than half a day:** Staff wishing to be absent for less than half a day must obtain approval from the Head of Department

(b) **Absence from the Institution for more than half a day:** Staff wishing to be absent for more than half a day should provide a written request at least 2 weeks before date of requested absence. A shorter period of notice may be considered after discussion with the Head of Department.

Staff who are absent from work without permission may be subject to disciplinary procedures.

Sickness Absence

If you are absent from work because of illness, please inform the Head of Department as soon as possible, **and no later than 10.00 am, on the first day**. If this is not possible because

of an emergency, please give an explanation to the Head of Department at the first available opportunity.

Medical evidence of fitness to resume work must be produced after illness requiring a medical certificate.

An Employee Self-Certification form must be completed on return to work after an absence of 7 days or less. If the absence extends beyond 7 days, a doctor's statement (Medical Certificate) must be sent to the appropriate Institutional office.

For extended periods of absence, additional doctor's statements (Medical Certificates) must be submitted.

Compassionate and Special Leave

The Head of Department can allow you compassionate or special leave in the following circumstances:

Compassionate Leave

Family Bereavement

Up to 3 days' compassionate leave with pay will be given in the event of a death in the family involving your mother, father, spouse, children, brother or sister.

Serious Illness

Up to 2 days' compassionate leave with pay may be given in the event of a serious illness affecting your spouse, children or elderly dependant relatives. Such leave will not normally be granted more than once in any 6 months period, and may only be granted in circumstances where the illness is classed as serious by the medical profession.

Special Leave

Hospital Attendance: Such time as is necessary with pay will be granted to attend for checkups following an illness or operation.

Health: Paid leave of absence will be granted for such period as may be reasonably required for you to attend for a medical examination. Where arrangements for routine check-ups cannot be made out with working time, appointments should be made, where possible, to coincide with the start or end of the working day.

Maternity/Paternity and Paternal Leave: Details of maternity/paternity and paternal leave arrangements are complicated, and it is recommended that you contact the Personnel Department for advice and guidance at an early date to help you understand your rights and decide your best course of action.

Alcohol/Drugs

Anyone found in the Institution under the influence of alcohol or the improper use of drugs will be sent home and will be liable to disciplinary procedures.

Change of Personal Details

Personal records are kept with the Head of Department. In order that these can be kept up to date, please immediately (not more than 5 days from the day it changes) notify the Head of Academics of the change in your personal details, such as change of home address, marital status, birth of children, telephone number, email address, immigration status, criminal conviction or change of professional qualifications. Failing to provide up-to-date contact information will be treated as gross misconduct.

The storage of personal records is covered by the Data Protection Act.

Criminal Convictions

Any person who comes into contact with young people under the age of 18 during the course of their employment must declare all previous convictions, spent or not.

An Enhanced Disclosure is carried out for new staff in line with above, however, if during the course of your employment you are convicted of any crime then details of this must be declared, in confidence, to the Head of Department. Failure to do so may result in dismissal.

Collections/Petitions

The organisation of petitions and the collection of money for charities, sweepstakes, prize draws, or similar events, are not allowed unless written permission has previously been obtained from the Head of Department.

Zero Tolerance to Abuse

We operate on a 'Zero Tolerance to abuse' policy. If you feel that either a member of staff, participant or a visitor is not showing acceptable behaviour please report this immediately to the Management. Any abuse or threat will be reported to the police

Confidentiality

Members of staff will not disclose to any person whomsoever any confidential information or trade secret relating to the affairs of the Institution, its suppliers, customers, participants or employees either during the course of your employment with the Institution or after termination. A breach of confidentiality may result in disciplinary action. All documents in your possession relating to the work of the Institution or obtained during the course of your employment with the Institution must be returned to the Institution on leaving its employment and, if requested to do so, you will provide details of passwords which may be required to enable the Institution to access any data or electronic documentation stored on computer.

Contact with the Media

Should a member of staff be contacted by any sector of the media they should, in the first instance, direct any enquiry to the Head of Department, who is the Institution press liaison officer.

Data Protection

Under the Data Protection Act, the Institution is required to provide anyone whose personal details are stored on computer with written information of those details on request. The Institution is entitled to charge for this service.

Disciplinary Procedures

The disciplinary procedures provide a framework for ensuring that standards of conduct are adhered to and fair method of dealing with alleged failures to observe them. The procedures aim to encourage improvements in individuals' conduct.

Equal Opportunities

It is the Institution's policy to treat job applicants, employees and participants equally, regardless of their sex, age, race, ethnic origin or disability. Please refer to the Equal Opportunities Policy.

Gambling

Gambling is strictly prohibited on the Institution's premises.

Grievance Procedures

All staff is covered by the procedures for dealing with individual grievances, and there is a common objective that grievances should be resolved as quickly, and as near to the point of

origin, as possible. If you have any grievance relating to your employment, you should discuss it with the Head of Academics.

Health & Safety at Work

Your safety at work may depend on your actions and those of your colleagues. You should observe a few common sense rules in your day-to-day work to help maintain a safe working environment. Certain jobs have special safety rules attaching to them, and you will learn these from your Head of Department

Identify potential dangers and take action either to remove them or to limit their effect, don't ignore danger signs!

Staff development

ISB Dubai encourages its staff for an ongoing development. Staff wishing to pursue any course that may enhance their knowledge and can benefit the Institution should contact the Head of Academics. Please refer to the Staff Development Policy of the Institution from the policies manual for further information.

Be a good housekeeper

- Keep your work place tidy;
- Don't let waste accumulate;
- Watch out for trailing telephone and electrical leads;
- Don't obstruct any accesses, routes or passageways;

Keep all exits clear.

Observe fire precautions

- Know the fire drill which is posted in your office, classroom or floor
- Avoid fire hazards by switching off and unplugging electrical equipment each day;
- Don't store or place flammable liquids or combustible materials near heat sources;
- Know where your nearest fire alarm points and extinguishers are.

Check your equipment

- Report electrical defects at once;
- Do not use suspect or defective equipment.

Protect yourself

- Do not attempt to repair any equipment;

Take care

- Get help if the job in hand is more than you can safely cope with;
- Make sure you have the right equipment;
- Avoid improvisation;
- Make sure your way ahead is clear.

The Law

Everyone employed by the Institution has a duty to take reasonable care to avoid injury to themselves or others and co-operate with the Institution and others in meeting the requirements of the law. You also have a legal duty not to interfere with, or misuse, anything provided to protect your own or anyone else's health, safety or welfare.

Use of Visual Display Units and your Health

The use of computer terminal equipment incorporating cathode ray screens to display data has led to concerns about possible effects on the health of those using such equipment for significant periods as part of their work.

ISB Dubai Health & Safety Policy provides the necessary information and gives guidance so that any problems are minimised. The document can be inspected in Quality Manuals held by Head of Academics.

Fire Regulations

Instructions on the actions to be taken in case of fire are prominently displayed and fire drills are held on a regular basis in the Institutional building.

Reporting of Incidents

If you identify or encounter a safety hazard, please report it to your Department Head or Head of Academics as soon as possible. Urgent safety matters or problems should be drawn to the attention of the Management.

Reporting of Injuries

No matter how trivial, all injuries received at work must be reported to your Head of Department and the necessary documentation completed, signed and forwarded to the Institutional Health and Safety Officer.

Smoking

Smoking in Institutional premises is prohibited. Any breach of the smoking policy is regarded as serious and may be treated as a disciplinary matter. Any member of staff wishing advice on, or support for, giving up should contact the Health and Safety Officer, Occupational Health Nurse or your own GP.

Holidays

Annual holiday entitlement is stated in your Contract of Employment.

Pay

All staff is paid monthly by Bank Credit Transfer before 5th of the following month (if this is a holiday, then on following working day). Statutory deductions are made in respect of the regulation

Period of Notice

Terms of notice are specified in your Contract of Employment and are also available from the office of the Head of Academics.

Private Work

The Institution is not in favour of full time staff undertaking private remunerative work associated with the type of professional duties which they carry out for the Institution. If (notwithstanding the Institution's reservations on this matter) private work is undertaken by staff, then all such work, excluding the above exceptions, must:

1. Have prior written approval by the Head of Academics
2. Be undertaken out with normal Institution working hours;
3. Not be undertaken on Institution property;
4. Not be undertaken using Institution materials or equipment;
5. Not interfere with, or affect, the ability of the staff member to carry out the work for which he/she is employed by the Institution;
6. Not constitute a conflict of interest with Institution activities.

Any contravention of these procedures will be treated as a serious breach of discipline.

Overtime

ISB team member should not make overtime. If in special occasion an over time is needed, this will be compensated with free time.

Receipt of Gifts

The tendering of gifts to staff by suppliers or other business contacts is discouraged.

Security

To ensure that your interests, as well as the Institutions, are well protected, a high standard of security should be maintained at all times. Everyone is issued with an identity card which should be worn at all times within the Institution. Visitors should report to Reception and receive a visitor's pass if applicable.

Security of Institution Property

In cases of theft or dishonesty involving Institution property, the offender will be subject to the disciplinary procedures. If you want to borrow an item of property from the Institution, please obtain permission from your Head of Department.

Security of Personal Property

Money and valuables should never be left unattended. Every reasonable precaution is taken to protect against loss of, or damage to, your property, but no liability is accepted. Lost or found items should be reported immediately to the reception.

Change of Details and Annual Eligibility Check Policy

- All staff members must provide their up-to-date contact details. If a staff changes his/her address, telephone number, email address, immigration status or any other

details, The Institution must be informed with the up-to-date information (within 5 days)

- All migrant workers must bring their ORIGINAL Immigration document such as Passport and Permissions to work documents every year for an Annual Eligibility Check. This check is required before the beginning of September term if applicable.

Policy Documents

In addition to the website publication of policies, there is a full paper set available at the office of the Head of Academics.

All staff members are advised to read the policy manual of the Institution and follow the rules and regulation. Should any staff member have any confusion about anything please do not hesitate to contact the Head of Academics.

Technician Support

Requests for audio-visual and other technician support services should be made in advance with the Admin department.

Telephone Calls/e-mails/Internet

You should not use the Institution's telephones for private calls except in emergency, and only with the permission of your Head of Department.

Usage of the above should be kept to a minimum and, where possible, conducted during breaks or outside working hours. Any member of staff found to be abusing the situation, as a result of random monitoring, will be subject to disciplinary action, which could include dismissal.

Code of Practice for Staff

- A professional relationship will be maintained with students, which avoids over familiarity, favouritism or collusion.

- All participants must be given a fair and just allocation of interest and support from staff within the context of varying individual needs.

- No participant will be discriminated against or treated disrespectfully on the basis of ethnicity, disability, gender, academic ability or personal characteristics

- participants must be given clear boundaries and deadlines so that their educational experience is planned and structured

- It is the responsibility of curricular staff to ensure that participants have a positive learning experience and are enabled to provide comment on their experience in a variety of ways

- All participants complaints and concerns must be taken seriously and dealt with in accordance with the student complaints procedure. Line management should be informed of problems at the earliest opportunity

- Staff will on no occasion have physical contact with participants other than to protect the student, themselves or others from a potentially harmful situation (this does not refer to the appropriate use of touch which is taught as part of some courses, e.g. lifting and handling)

2.2 Faculty Job Description

Faculty Job Description

Faculty policies and guidelines

The Quality team at ISB Dubai is responsible for administration of personnel policies, guidelines, and procedures related to faculty. This office has responsibility for reviewing and approving faculty recruiting processes, training of new faculty, monitoring development of class material. This team also insures the faculty are apprised of changes and directs appointments for class delivery and maintains accurate student records.

Online Cultural Diversity Communication

Our faculty are the closest and direct representatives of the institute with the students and their endeavors to excel in their chosen field of study. To this end it is paramount to monitor and insure the faculty are communicating with our participants in a timely and respectful manner in every means of media. E-mail messages are to be carefully developed to reflect the positive and helpful aspects of participant's comments, questions, and concerns. Fully answered and follow-up when required to assure the participant have the tool and support required for an excellent experience in the online class environment.

The respect and timeliness also applies to the inquiries and direction of the staff, administration, and other faculty members. Faculty are tasked with maintaining the high level of positive communication. Tone and messaging is critical in the international arena with the complexity of cultures that the faculty, staff, and administration are tasked with fielding questions that are important to our customers. Academic quality control measures require the constant practice and development of respect.

Lecture based course delivery

Faculty are tasked with being meticulously prepared for each class setting of lecture based material and participants are expected to study additional hours each week. Participants are

given handouts of the lecture and power point presentations. These in addition to recorded webinar sessions are available to the online participants.

Developing Lecture Material

Faculty lecture material is a critical feature of the course delivery system. As such the material represents the expertise and passion for our faculty in the business community. The business unit provides guidance for the faculty in the development of lecture material. These general guideline of content supported by power point presentations are developed in the form of student handouts (syllabus construction) and upcoming innovative concepts of student guides. These student guides area encompassing with annual lecture topics and sequential accommodations.

Well noted is the lecture material will want to have a consistency and academic rigor recognizable by the participants which will enhance their learning and preparation for assessment criteria and exam preparation.

Assessment Criteria

Assessment criteria are the generally implicit rules reflecting the program and level, acquired knowledge in the course of the studies addressed. Can be related to the criteria of student academic accomplishment and criteria for success in demonstrating their knowledge relevant to the learning outcomes. ISB education assessments are consistent with qualification standards and are regularly reviewed for consistency Standards

Qualification

These standards are cataloged and identified under the assessment methods comprised of listing the course Unit name and Methods of assessment are Examination and Assignment. The overall Unit mark is computed from the weighted mean of its components. The pass mark for a Unit is **51%**.

Accessibility

Guidelines are reviewed relating to assessment practices to ensure compliance with equality law to confirm our processes are fit for purpose.

Modifications and Certain Conditions

ISB Dubai is committed to providing reasonable adjustments and special consideration for disabled candidates, or those facing exceptional circumstances.

2.3 Rights and obligations

Rights and obligations

A. Rights

As faculty at ISB Dubai you will have the following rights:

1. Add, modify or delete Information from the material which are not valid anymore. You should get confirmed from the quality team before doing any changes.

2. Free access to ISB online library

3. Have workstation during your visit to our mother institute in Switzerland

4. Request from ISB to buy books, if important books are not available in our library (this should be relevant to the students' needs).

5. Request to add new Information on the library (depend on the case)

6. After discussing with ISB quality team, you can use part of your hours for writing and creating new texts/modules... etc. This material belongs to ISB.

7. Payments for hourly based faculty: If you are engaged on hour based, the salary will be paid once per term in the end of each term. (terms are jan – Mar, Apr – Jun, Jul – Sep and Oct – Dec)

8. Payments for monthly faculty: If you are engaged on monthly based, the salary will be paid every month between the 20th of the month and the 5th of the following month.

9. Other rights can be discussed and evaluated depend on the situations.

B. Obligations

As faculty at ISB Dubai you will have the following Obligations:

1. Follow the time table as planned (Lectures, Tutors lessons ... etc.)

2. Entering your email on regular basis and answering the students ASAP.
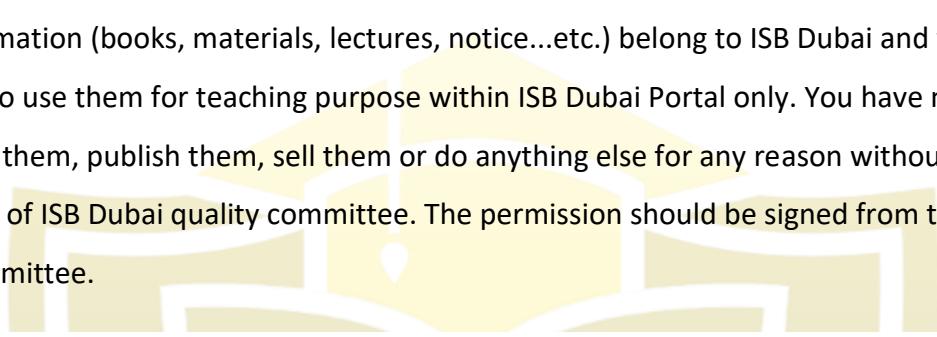
3. All information (books, materials, lectures, notice...etc.) belong to ISB Dubai and you have right only to use them for teaching purpose within ISB Dubai Portal only. You have no right to forward them, publish them, sell them or do anything else for any reason without permission of ISB Dubai quality committee. The permission should be signed from the head of the Committee.

4. You have to notify the quality team if any changes in the material should be done.

5. Inform the quality team if any matter happens which can be related to ISB Dubai (external forums, external discussion ...etc.).

6. To follow all guidlines which you will get from ISB Dubai.

7. Anything you do for ISB Dubai or its participants belong to ISB Dubai and you don't have the right to use them outside of ISB Dubai without specific permission of ISB Dubai quality team.

8. The faculty is obligated to protect the interest of ISB Dubai.

9. Any Faculty break any of the rules, put him/herself under legal responsibility.

10. The Emirati law is the only law will be used in any legal issues.

C. Requirement of confidentiality

The employee with his signature agreed:

1. All Information which the employee will knows about ISB Dubai or its Partners, is not allowed, not during the work with ISB Dubai or after it, to forward it further
2. All Materials which the faculty member make during the Work at ISB Dubai will belong to ISB Dubai.

3. after terminating the agreement not to distribute any information about ISB Dubai or its parter's institutes or the teams (negative or positive)

4. If Employee will not follow the Requirement of confidentiality s/he agree to pay a penalty of 1.000.000 AED (one million Dirham Emirati).

2.4 Trainer, Assessor, and Internal Verifier Support Policy

Policy Title: Trainer, Assessor, and Internal Verifier Support Policy

Policy Statement:

At ISB we are committed to providing our Trainers, Assessors, and Internal Verifiers with the necessary time, resources, and authority to perform their roles and responsibilities effectively. This policy outlines our dedication to creating a supportive and conducive environment that enables these professionals to excel in their vital functions.

Policy Objectives:

To ensure that trainers, assessors, and internal verifiers have sufficient time to prepare, deliver, and assess qualifications.

To provide the necessary resources, including training materials and equipment, to support effective performance.

To grant the authority and autonomy required to carry out responsibilities with professionalism and integrity.

Policy Guidelines:

1. Time Allocation:

a) Trainers and assessors will be allocated reasonable and sufficient time for course planning, delivery, and assessment.

b) Internal verifiers will have adequate time to conduct internal verification processes effectively.

2. Resource Provision:

a) Ensure that trainers and assessors have access to up-to-date course materials, curriculum, and assessment tools.

b) Provide access to necessary facilities, equipment, and technology to support training and assessment activities.

c) Allocate budget and resources for continuous professional development and training of trainers, assessors, and internal verifiers.

3. Authority and Autonomy:

a) Empower trainers and assessors to make decisions related to course content and assessment methods within established guidelines.

b) Grant internal verifiers the authority to conduct verification processes independently and impartially.

c) Encourage open communication channels for trainers, assessors, and internal verifiers to express concerns and suggestions.

4. Workload Management:

a) Monitor and manage the workload of trainers, assessors, and internal verifiers to prevent excessive or unmanageable responsibilities.

b) Implement effective rostering and scheduling to ensure equitable distribution of tasks.

5. Professional Development:

a) Provide opportunities for trainers, assessors, and internal verifiers to enhance their skills and knowledge through regular professional development programs.

b) Encourage trainers, assessors, and internal verifiers to stay updated with industry best practices.

6. Evaluation and Feedback:

a) Conduct regular performance evaluations for trainers, assessors, and internal verifiers.

b) Encourage feedback from learners and colleagues to identify areas for improvement and support.

7. Compliance and Accountability:

a) Ensure that all policies and procedures related to training, assessment, and internal verification are followed and upheld.

b) Hold trainers, assessors, and internal verifiers accountable for their roles and responsibilities.

8. Continuous Improvement:

a) Regularly review and update this policy to adapt to changing needs and requirements.

Policy Review:

This policy will be reviewed annually to assess its effectiveness and make necessary improvements. Any proposed changes to this policy will be communicated to all relevant stakeholders.

This Trainer, Assessor, and Internal Verifier Support Policy reaffirms our commitment to fostering a supportive environment that enables our education professionals to excel in their roles, contributing to the overall success of ISB.

2.5 Staff Development and Performance Review (SDPR)

Notes of Guidance- Revised and updated

Staff Development and Performance Review (SDPR)

Notes of Guidance- Revised and updated

Philosophy of the ISB Dubai Staff Development and Performance Review (SDPR) Scheme

This Policy document replaces ISB Dubai Training and Development Policy and will be effective from 1st January 2024. The ISB Dubai SDPR Scheme aims to link individual performance review with plans for organisational and staff development. At the heart of the Scheme lies the notion that every member of ISB Dubai's staff should be expected, encouraged and enabled to conduct a regular and systematic self-evaluation of his or her own practice, to promote professional self-development. This evaluation and development should be assisted by peer review and is focused through a structured process involving interviews by appropriate appraisers, leading to defined outcomes such as specific individual development objectives.

The Academic Head and other managers in the Institution have particular responsibility as appraisers, and Course Coordinators are accountable for the effective operation of the Scheme within each academic department.

In this context, 'managers' refers to those senior staff, who have line management responsibilities including planning and selecting individuals' work programmes, and setting priorities and allocating resources for staff development. In general, managers involved in appraising the performance of others should themselves be subject to a systematic performance review scheme.

ISB Dubai's SDPR Scheme will be separate from procedures relating to the resolution of grievances, discipline, probation, remuneration and promotion. However, the longer term aim will be to work with staff to relate all these procedures to one another, so as to provide a supportive framework which recognises the professional nature of the teaching and other

administrative role; advances and protects the interests and standards of the profession, and commands the confidence of staff.

Overall Aim

The overall aim of the SDPR Scheme is to improve service to students and other clients by linking review of individuals' past performance with plans for future organisational and individual development. This will maintain and enhance the quality, morale and motivation of academic staff and reconcile their professional interests with those of the Institution, its students and clients.

The SDPR Scheme aims to link individual and organisational needs by assessing past performance and future development potential. This will involve:

• Reviewing past performance.

• Recognising an individual's achievements and contributions.

• Identifying an individual's strengths and weaknesses.

• Setting feasible performance objectives.

• Planning staff development and improvements in performance within the framework of organisational needs of ISB Dubai

Through appraisal, every member of academic and administrative staff will be expected, encouraged and enabled to conduct regular and systematic self evaluation of his or her own practice, to promote professional self development.

General Features of the Scheme

Staff Development and Performance Review is an important part of the process whereby

a. Senior managers communicate and clarify the implications of ISB Dubai strategic plans to individual staff; and

b.   Individuals ensure that their full contribution and their own reasonable professional aspirations are recognised.

The SDPR process complements the many other activities which aim to formulate and achieve organisational objectives and create a context for professional development. It is not and must not be seen as a substitute for those other activities.

The SDPR of the Institution's academic staff is seen as a continuous process which includes a structured appraisal meeting. During this process appraisers will:

•   Assist individuals with their own development within the institution.

•   Discuss and agree development needs and consider professional aspirations.

•   Communicate, clarify and discuss Institution plans with individual staff.

•   Identify changes that would help towards improvements in performance, individually or collectively.

•   Help staff evaluate their own effectiveness at work, identifying areas of strengths and considering where improvements can be made.

 For professional self-evaluation and development every member of staff should:

•   Keep a personal record of achievement, with a regularly updated curriculum vitae (CV) forming a public part of that record.

•   Maintain a continuing professional development plan including agreed objectives. This will be essentially self-managed but subject to joint review by appraiser and appraisee.

•   Participate in a process of appraisal (including the observation of the appraisee's work) which recognises the value of peer review and self-evaluation.

The full SDPR meeting will take place once in a year and will draw together all elements of the appraisal process i.e. student feedback and observation of the teaching process. The outcome is a six month/one year action plan. A formal review of the action plan takes place to update it, discuss progress and agree any additional support required.

Staff on Probation - For staff on probation it is important that they are adequately supported during the early years of their career. They will come within the probation procedure in the first three months and this is then followed by annual appraisal.

The Academic Head and Head of Administration and Compliance will need to determine an appropriate method of allocating appraisees between those who are due a full appraisal and a formal review.

Staff Development and Performance Review Scheme Benefits

Staff Development and Performance Review Scheme aims to support a constructive partnership between staff and managers in matching individual and organisational needs and aspirations.

Benefits to the staff:

• To provide a context for constructive evaluation of individual performance.

• To ensure a systematic basis for development and training.

• To provide an opportunity for staff to discuss their problems and aspirations openly with their managers.

• To enable staff to review their own performance and to clarify organisational needs and priorities.

• To enable staff to satisfy the demands of changing institutional requirements.

• To enhance job satisfaction.

• To improve knowledge with regard to the operation of the Institution and education in general.

• To assist in the realisation of individual potential.

Benefits to the Institution:

• To achieve the stated institutional objectives.

- To underpin, support and enhance the quality of the learning experience.

- To maintain and develop the relevance of existing expertise.

- Supports implementation of the Personnel Strategy, equal opportunities and other policies.

- To improve communications and promote positive professional relations.

- To create a sense of identity and motivation in members of staff.

- To increase efficiency, effectiveness and general competence.

ISB Dubai's Commitment to Staff

One of the core ethics of the ISB Dubai is to 'encourage all students and staff to aspire to high standards, develop to their full potential and apply knowledge and skills to the benefit of the society'. This value is based on three key commitments for our staff:

- As an institution dedicated to the pursuit of knowledge, the Institution recognises the importance of learning and development in people's lives and should seek to support this for its staff as well as for its students.

- The recognition of the importance of developing staff so that they are best placed to contribute to the achievement of individual, departmental and institutional objectives in the context of strategic ambitions.

- That the principles of equality, equity, diversity and fairness should underpin our development provision so we are able to maximise the potential contribution of all individuals within our diverse workforce.

What staff should expect from ISB Dubai?

Each member of staff has the right to expect to receive staff development entitlements which give opportunities to:

• be inducted into the Institution and understand its ways of working including what contribution that individual is expected to make;

• be supported to develop the competence and capability for which the member of staff has been employed;

• have the opportunity to develop new competencies and capabilities of relevance to the individual's employment at the Institution, and which enhance career prospects and lifelong learning both within the Institution and outside of it;

• participate in the Institution's staff development performance and review (SDPR) process, in collaboration with the line manager, which gives opportunities for on-going support, an annual review of the individual's past development and identification of plans for the future;

• Be interviewed by the line manager on leaving the Institution to explore any lessons to be learned by the member of staff or the Institution.

What ISB Dubai expects from staff?

The ISB Dubai has the right to expect that each member of staff, as part of the individual's contractual obligations, will:

• develop his/her competence and capability which are aligned to the Institution's strategy as it may be operationalised at faculty, departmental, team or individual level;

• in collaboration with the line manager, participate in the Institution's staff development and performance review (SDPR) process which includes opportunity for appropriate on-going support, undertaking an annual review of the individual's past development and identification of plans for the future;

• take personal responsibility to update specific expertise on a regular basis, and as appropriate to the nature of the individual's post;

• contribute to team staff development where appropriate;

- Keep a record of his/her staff development activity.

Staff Development

Definition

Staff Development is the acquisition and development of skills and knowledge through a planned and deliberate learning process in order to improve personal and organisational effectiveness. More broadly, staff development also includes other personal development activities and opportunistic learning which will enhance the individual's contribution in the work context.

The staff development process encompasses:

- The identification of individual staff development needs.

- The design of individual development plans.

- The provision of appropriate development activities within the Institution.

Aims of Staff Development

The aim of staff development at ISB Dubai is to support staff both corporately and as individuals in the context of strategic objectives and the Institution Development Plan to meet the needs arising from:

- Institutional development

- Professional development

- Personal development

Institutional Development

- Staff development planning will be an integral part of the strategic planning process of ISB Dubai

- The annual staff development plan and internal development programmes will be based on the analysis of needs carried out in the context of the strategic plan/development plan and external initiatives which will impact upon the Institution.

- Staff at all levels will be supported in responding to changing duties, roles and responsibilities associated with institutional and personal development.

Professional Development

- Staff development will seek to prepare staff for changes in their duties, roles and responsibilities.

- Staff development will address issues raised in operational plans and through self-assessment.

- Staff development will seek to ensure all staff has a programme of continuous professional development to ensure they meet their full potential.

- The SDPR Scheme will ensure the continuous professional development of each individual within the context of the Institution's strategic and operational objectives.

- All staff will undertake appraisal training before their first appraisal.

Personal Development

- All newly appointed staff will undertake an induction programme and induction training.

- All newly appointed staff and those undertaking new roles will receive the support of a senior staff.

- Newly appointed staff undertaking teaching/training roles will be encouraged in obtaining a teaching qualification.

- The annual appraisal will address issues relating to personal development needs.

- Staffs will he encouraged to undertake appropriate training to ensure they are able to develop individual skills needed to meet their personal targets and objectives.

Policy Practices

•   The ISB Dubai aims to train and develop its entire staff. The Institution expects the achievement of this is through providing accessible, high quality development opportunities in education, learning and research. The quality and commitment of ISB Dubai's staff are fundamental to achieving its mission; the Institution aims to foster a professional approach in all staff and to encourage their contribution as team members.

•   The development of all Institution staff is integral to the pursuit of quality, effectiveness and success. The Institution seeks to maximise individual contribution at all levels by providing appropriate opportunities for personal and professional development.

•   The development needs of all members of staff will be reviewed at least annually as part of the Personal Development and Review process. Staffs are encouraged to produce a personal portfolio of their PPD activities to assist in planning their future needs.

•   ISB Dubai is fully committed to ensuring that all employees have the relevant knowledge, skills and expertise to perform their work to consistently high standards and to achieve their full potential. ISB Dubai recognizes that training and development is fundamental to ensure the effective provision and quality of its services to students, business, and the community.

•   ISB Dubai supports the concept of lifelong learning supported by a culture that encourages employees to take ownership for their own professional development. Employees are empowered to identify their own training and development needs and discuss these with their line manager.

ISB Dubai Academic

 Appraisal discussions should be set in the context of the ISB Dubai academic definition and its implementation within the department. This definition outlines the expectation that all academic staff should contribute to both teaching or teaching and professional practice development. It also identifies a number of key elements within the role which staff should be seeking to achieve and demonstrate. These are:

- knowledge of their academic subject area

- contribution to teaching and learning

- contribution, as appropriate, to consultancy and professional practice

- maintaining a high standard of professional conduct

Appraisee and appraiser should come to the appraisal meeting having considered each of these elements in terms of what has been achieved to date and what further development may be needed in order to fully meet the definition.

Role Definition

The 'Role Definition' document which accompanies the scheme provides a generic definition of the elements identified above and also contains examples of how these skills and attributes can be demonstrated. Appraisees and appraisers are expected to use this summary as an aid to the appraisal process in terms of structuring preparation and focusing the discussion at the appraisal meeting. In all cases the appraisal meeting should therefore include a discussion about each of the elements and what examples can be used to demonstrate effective performance.

Performance Management

The appraisal and development process is an essential element in the ongoing management of performance. The link between performance and development has always been a central part of the scheme and hence conducting a review of performance is an essential part of the process. This will involve:

- reviewing past performance

- recognising an individual's achievements and contributions

- identifying an individual's strengths and weaknesses

- setting feasible performance objectives

- Planning staff development and improvements in performance within the framework of organizational needs.

The appraisal meeting provides an opportunity to discuss and receive feedback about achievements but the appraiser also has a responsibility to raise concerns, where they exist, and to agree with the appraisee the action needed. The appraisal meeting should not contain any surprises but should bring together any issues that have already been raised in the ongoing discussions between appraiser and appraisee.

If areas for improvement have been discussed during the appraisal meeting then an agreed action plan should be implemented and the progress made should be considered by the appraisee and appraiser at the interim review meeting, or it may be appropriate to set a shorter review period and hence meet sooner. If at the time of the review meeting there is evidence that progress is being made then further action is unlikely to be necessary. In such cases the next full appraisal meeting will normally be the forum for further discussions about performance.

Further Action Outside of the Appraisal Process

In the cases of more serious under performance, action may be appropriate under the formal performance management procedure. The appraisal and development process is separate from any formal procedure such as this and hence in such cases appraisal documentation cannot be used as contributory evidence in any formal proceedings.

Equal Opportunities

ISB Dubai has a positive commitment to equality of opportunity as set out in the Equal Opportunity Policy Statement and the appraisal process operates within this framework. Appraisers have a responsibility to ensure that they conduct the appraisal process in a manner consistent with this Policy. In particular appraisers should consider issues such as:

- the conduct of the appraisal meeting itself

- the process for seeking feedback about the appraisee from others

- the aspirations of the appraisee, and whether and how these can be supported

- the outcomes and objectives agreed at the appraisal meeting

- The access to resources to assist with development.

Appraisal and Planning

It is essential that inputs to appraisal and the outcomes of appraisal link to the Institution planning process. Hence before the appraisal meeting takes place appraisers should ensure that they have an understanding of the Institution plans and commitments, the ISB Dubai academic, and how these impact on individual review and the setting and agreeing of performance/development actions. Appraiser briefing sessions should take place as a means of sharing relevant information before the appraisal round.

The Academic Head and Head of Administration and Compliance have a responsibility to ensure that:

- the timing of the appraisal round and its relationship to the planning process is articulated to appraisers and appraisees

- both appraisees and appraisers are sufficiently aware of the Institution's long and short term objectives

- the aspirations and needs and of appraisees are harmonised with the expectations of the Institution

- They have considered how the appraiser will be able to reconcile the need to be able to commit resources, make decisions etc. in relation to the appraisee against the need to co-ordinate resource allocation, prioritise development etc.

It is a requirement of the scheme that appraisers are trained before they conduct an appraisal meeting. It is also helpful for appraisers to meet after the appraisal round to discuss any issues that may have arisen, such as allocation of resources, and to involve appraisers in the further development and implementation of the scheme in the Institution.

Appointment of Appraisers

Appraisers should have sufficient knowledge of the work of the appraisee, and management responsibility for them including planning and selecting work programmes, and setting priorities and allocating resources. Academic Head, Head of Administration and Compliance, and other managers (such as Course Co-ordinators) will undertake this role. Chief Executive or Senior Lecturers may act as appraisers.

An appraisee has the right to request an alternative appraiser and such requests will be considered by the Chief Executive. The advice Personnel Services should be sought in relation to any particular problems in appraiser/appraisee relationships.

The scheme recommends that no appraiser should normally deal with more than 6 staff.

Peer Review

Peer review is encouraged as a powerful and supportive method of providing feedback to staff. Peer review is not a formal part of the appraisal scheme. It is an informal part of the process through which the appraisee arranges to meet with a colleague(s) to reflect on and discuss their performance and contribution and hence prepare for the appraisal meeting.

It is recommended that peer review is used at an early stage to help appraisees with their self evaluation. Issues raised can then be fed into the formal process at the discretion of the appraisee.

<u>1 Observation/Review of the Teaching Process</u>

This is an important element of the scheme and one which should be structured and planned appropriately. ISB Dubai believes that observation of teaching is particularly effective if conducted by peers and this approach is therefore recommended. The following guidelines should be followed:

•   teaching and other processes will be observed at least twice in a year in line with the full appraisal meeting

•   all appraisees must be observed in a full appraisal cycle.

•   the observation must be structured (a proforma has been developed for this purpose)

•   An appropriate range of processes should be observed and reviewed e.g. lectures, seminars, workshops and on line materials. In all cases the appraisee and observer will agree which sessions should be observed/reviewed

•   Feedback in the form of a written evaluation will be discussed with the appraisee who will bring the output of the observation(s) to the appraisal meeting.

Student & Participant Feedback

The principle of using student & Participant feedback in the appraisal process is articulated in the scheme and hence the appraisees are expected to include student feedback as part of the appraisal process. It is recognised that there may be practical difficulties in attributing feedback to individual members of staff. Where this is the case then the feedback relating to the service with which the individual is associated should be considered.

Prior to the appraisal meeting, the appraiser and appraisee should meet to identify the feedback that will be useful and relevant and should agree how this should be obtained. They should seek to ensure that as far as possible the feedback is representative in terms of the number of students responding and the range of teaching processes that are being

considered. The feedback should be available to both appraiser and appraisee. Students should also be made aware of the purposes for which the feedback will be used.

Both appraisee and appraiser will consider the feedback obtained prior to the appraisal meeting:

• appraisees are expected to reflect on this feedback in their written self critical evaluation prepared in advance of the appraisal meeting

• Appraisers will use the feedback in their preparation and will discuss this with the appraisees during the appraisal meeting.

The Appraisal Process

1 Preparation for the appraisal meeting (appraisee and appraiser)

The appraisal process is seen as a joint exercise in which contribution from both appraiser and appraisee is critical to the successful operation of the scheme.

Careful preparation by both parties is essential in achieving constructive and meaningful appraisal. The scheme is founded on self evaluation by the appraisee but the process will not be successful unless the appraiser can also make an accurate and informed contribution. The appraiser should therefore gather information, make an initial judgement and be prepared to present this to the appraisee at the appraisal meeting.

The following provides an overview of the preparation and process to be completed:

The appraisee and appraiser are required to consider the contribution made by the appraisee over the appraisal period and be prepared to discuss this at the appraisal meeting. This will be done within the context of the ISB Dubai's Academic and the Role Definition and hence these documents need to be considered by both appraiser and appraisee prior to the appraisal meeting

The appraisee will be expected to provide a written review of their performance prior to the appraisal meeting.

When doing this the appraisee might wish to consider the following questions;

a) What have been the main achievements?

b) What part of the role has given the greatest satisfaction?

c) What part of the role has given the least satisfaction? Is there something that could be done to overcome this?

d) Are there problems or difficulties which prevented the appraisee from achieving what was intended?

e) Have those problems been overcome?

f) What things can be done by others to help improve performance?

g) What will be the main goals for the next appraisal period?

h) What development needs are there?

i) What career development issues are there?

• The appraisee will also be required to provide an updated CV

• The appraiser will be required to provide the appraisee with feedback at the appraisal meeting and subsequently to confirm this discussion by completing the Record after the appraisal meeting

• When preparing for the appraisal meeting, appraisees and appraisers are also expected to:

• seek the views of appropriate Course Co-ordinators and other appropriate staff prior to the meeting

- consult appropriate course materials, students results, annual reviews, monitoring and evaluation reports

- seek views from other staffs about the contribution of the appraisee, as well as consult with the relevant staff about issues which should be included in the appraisal discussions and which may form part of the action plan

- assemble appropriate information relating to the observation of the teaching process

- assemble structured student & Participant feedback

2 Conduct of the Appraisal Meeting

It is intended that the meeting should be a thorough and well structured review carried out in a positive manner. The discussion should be as full and frank as possible so that the conclusions reached are clear to both parties. Thus an agenda should be agreed at the start of the meeting. All issues should be tackled in as constructive a manner as possible. There may be a legitimate difference of view but a positive appraisal meeting provides an opportunity for tackling such issues in a constructive way.

3 Agreement of the Appraisal Action Plan

The discussion at the appraisal meeting will include the action plan for the forthcoming period. The intention is to reach agreement on a number of objectives (four to six will be the usual number). When discussing and setting objectives the following should be considered:

- objectives should have clear outcomes and these should be measurable or observable as far as possible

- objectives may also be developmental and hence should state the training and development support that can be made available

- timescales should be agreed

- objectives should be fully aligned with Institution objectives

4 Completion of the Appraisal and Development Record

After the interview the appraiser completes the appraisal record. This should be a succinct commentary of the key elements of the discussion. This should record both agreement and disagreement. This should also contain the records of the discussion about the appraisee's longer term aspirations as well as the agreed action plan. The latter should include any resource implications of the action plan.

5 Interim Review Meeting

After the completion of the appraisal record the appraiser and appraisee should agree a date for the interim review meeting. This should be approximately six months after the appraisal meeting. The date of the review meeting will be entered on the appraisal record. The purpose of the review meeting is to consider the previously agreed action plan, agree amendments to the plan and discuss any additional support that might be required. Where the discussion results in amendments to the action plan, then these should be entered onto the appraisal record which will be signed by both appraisee and appraiser. If it is felt useful to record any of the discussion then a brief summary should be appended to the appraisal record.

6 Summary of the Appraisal Process

The timing of the Institutions appraisal cycle will be determined by the Academic Head and Head of Administration and Compliance. A summary of the appraisal process is attached at Appendix A.

Confidentiality

Confidentiality is important to foster an open dialogue and the requirement for confidentiality covers all parties. This relates both to the discussion at the appraisal meeting and the access to the completed appraisal documents.

The appraisal documents will be restricted information held in a secure location in the Institution and accessible only to the appraisee and appraiser; the Chief Executive or his/her nominee; the Academic Head or Head of Administration and Compliance.

The appraisal meeting will be most effective if the appraiser is able to refer to the previous discussion and hence s/he will have access to the previous record. The appraisee should give his/her consent before appraisal information can be made available to any other party.

Appeal Process

Agreement on all points is not an essential requirement and disagreements can be recorded on the form as such. Where there is serious disagreement (for example one so fundamental as to prevent agreement on an action plan and staff development needs) then the appraisee can appeal to the Chief Executive or his/her nominee or other appropriate person if the Chief Executive is the appraiser.

Monitoring and Evaluation

The Academic Head and Head of Administration and Compliance will be required to provide a regular report to the Chief Executive and are recommended to ensure that the scheme's implementation is both monitored and evaluated within the Institution. The Chief Executive is responsible for facilitating the exchange of experience and the fostering of good practice.

Appraisal Documentation

The following documents form part of the Appraisal and Development Scheme:

a)   Appraisal and Development Scheme – notes of guidance

b)   ISB Dubai academic: a definition

c)   Appraisal and Development Scheme – role definition

d)   CV Framework

e)   Teaching Observation Record

f)   Personal Development Record

RESPONSIBILITIES FOR STAFF DEVELOPMENT

Overall Responsibility for Staff Development

•   The Chief Executive of the Institution has overarching responsibility for policy implementation relating to the development of all staff. Individual staffs however, should expect to take ownership of their own development and are actively encouraged to do so.

•   Course Coordinators of different departments are responsible through the ISB Dubai's overall planning process for formulating and implementing an annual plan for academic & non- academic staff of their respective departments.

•   Staff development plans and priorities should be part of this plan. Individual development needs, which arise from structured appraisal meetings, are taken into account in this context.

•   Staff with managerial responsibility for others will be expected to give active support to staff to help them identify their training needs. Managers should also establish appropriate mechanisms for meeting these needs and review with the individual the success of any development process.

POLICY REVIEW & AMENDMENTS

Annual Review

•   This policy will be reviewed at least annually to ensure that it remains relevant, appropriate and in line with ISB Dubai's aspirations and strategic plans.

2.6 Some Strategies for Improving Teaching

Some Strategies for Improving Teaching

There is more than one way of teaching well.

Therefore, the ideas presented in this document offer a range of effective strategies for improving teaching from which an instructor can select those which best suit his or her teaching style as well as the course level, size, and content. With judicious selection and adaptation, both novices and experienced teachers can augment their teaching strengths, correct or ameliorate their teaching weaknesses, and greatly expand their repertoire of teaching techniques to respond to new teaching situations.

Section 1 – Being Prepared

Tip 1- Be well-prepared

- Maintain your enthusiasm for the subject matter
- Have your course reflect your own professional growth
- Completely reworking your lecture notes each time you teach the course. It's important to completely redo your notes each time you teach the course. It helps you rethink the material so that the ideas seem fresh and new to you as well as to the students.

Tip 2 - Review several textbooks for each lecture topic

- Introduce recent developments in the field
- Have your lectures complement the textbook
- There is no such thing as the perfect textbook; each has its strengths and weaknesses. By comparing several approaches, you may be able to distil the best definitions, explanations and examples and are less likely to overlook important aspects of the topic.

Tip 3 - Use an abbreviated set of lecture notes

- Have a more interesting style of presentation

- Students like structure, but they do not like terribly formal lectures delivered verbatim.

Tip 4 - Reread the texts assigned to students

- Identify what you think is most important
- Complement the textbook
- Rereading the text assignment over the weekend not only ensure that it is fresh in your mind, but also you can acknowledge the parts you will find dull, unclear, or especially important.

Tip 5 - Prepare hand-outs of the outline and important details

- Be well-prepared
- Give lectures that are easy to outline
- It is of utmost important to prepare handouts of the lecture outline and any detailed formulae, derivations, or illustrations to be presented in the class. Your handouts should include the essential points of your lecture, including definitions, notations, important formula, and derivations.

Tip 6 - Prepare a detailed course syllabus

Prepare a detailed course syllabus. It should be organised by class session and each section consists of the major topic, four to eight important study questions or issues the students are expected to understand or be prepared to discuss, and the required reading and recommended supplemental readings.

Tip 7 - Teach the same course in a subsequent semester

- Profit from your own mistakes
- You can frequently teach the same course "back to back" in two consecutive terms. This way you can maximise learning from mistakes you have made.

Section 2 – Know your students

Tip 8 - Have students fill out a background questionnaire

- Relate to students as individuals
- Invite students to share knowledge and experiences

- Learn something about the students' backgrounds
- Typically such questionnaires include information on the student's major, prerequisite or related courses taken, job experiences, career plans, and so forth.

Tip 9 - Pair students up to introduce each other

- Encourage students to get to know one another
- Create a relaxed atmosphere
- Pairing students up to introduce themselves first to one another and then to the class. I think this approach tends to establish an atmosphere in which students feel free to talk. It also helps set a pattern for discussion in which students are expected to listen to one another and to address their comments and questions as much toward one another as toward the instructor

Tip 10 - Have students do a structured exercise

- Encourage students to get to know one another
- Create a relaxed class atmosphere
- Developing a structured exercise in which students share their backgrounds with one another. It is especially appropriate in a course on counselling and interviewing, but it might also be used in other seminar or discussion classes where it is important for students to learn how to listen to one another.

Tip 11 - Provide a relaxed informal atmosphere

- Get to know your students
- Create a climate for discussion
- This simple act seems to make the sessions more interactive. People tend to discuss issues over coffee and donuts more readily than in a fixed formal classroom setting.

Tip 12 - Host an informal social gathering for your students

- Create a relaxed positive environment
- Get to know your students better
- Host an informal party halfway through the course. Students become comfortable in saying whatever they want to and are more likely to express their views when they know they are being treated as individuals.

Tip 13 - Ask students their names whenever possible

- Relate to students as individuals

- Learn student names

- Students are hungry for some recognition of their individuality, and they appreciate it enormously when I take time to learn their names.

Tip 14 - Arrive at class 10 minutes early to talk with students

- Relate to students as individuals

- Arriving at class ten minutes early each day and talking informally with students sitting in different sections of the room.

Tip 15 - Review student transcripts

- Motivate students to do their best work

- Identify students who may have difficulty in the course

- Give help to students who may have difficulty in the course

- Reviewing student transcripts to be sure they have prerequisite knowledge and skills to succeed in the course.

Tip 16 - Orient new students to the Institution, the department and course

- Help students meet performance objectives

- Make new students feel at home at LCC

- It is important to orient new students to the Institution in terms of faculty expectations for student performance and the resources available to assist them with any problems they may have. You should let them know where the major tutorial, counselling, and advising services are and invite them to come see you if they are having any difficulties.

Tip 17 - Give a mini-lecture on how to write a paper

- Help reinforce high standard of literacy on the campus

- In his course, students' papers are subjected to peer as well as faculty critiques; students learn both editing and writing skills.

Tip 18 - Give a mini-lecture on how to read a book

- Give students tips on effective reading skills

- Give a mini-lecture on how to read a book most efficiently.

Tip 19 - Devote the last day of class to an overall review

- Summarise major points

- Emphasise conceptual understanding

- Devote the last day of class to an overall review of the course concepts and issues. It is important to give an overall review so that students can compare where they were at the beginning of the course to where they are now. By highlighting the main concepts and issues and how they fit together, you give students a conceptual framework for retaining what they have learned in the course as well as for preparing for the final examination.

Tip 20 - Correct students' speaking errors

- Help students improve their oral communication skills.

- Correct students' diction, grammar, logic, and pronunciation promptly but in a constructive way. If a student makes an error of fact or logic, mispronounces a word, uses words incorrectly or deals in malapropisms, immediately correct him or her by rephrasing what they have said.

Tip 21 - Make personal contact with individual students

- Motivate students to do their best work

- Get to know your students

- Some examples a voluntary questionnaire on the personal and educational backgrounds of members of the class; timetabled one to one tutorial for each student.

Tip 22 - Individualise instruction as much as possible

- Relate to students as individuals

- It is better to first know the students as individuals, and then focus on their weak points (excessive shyness, lack of confidence, aggressive over-confidence, etc.). Then begin to draw them out individually to help them overcome those weaknesses.

Tip 23 - Treat students like colleagues

- Motivate students to do their best work

- Help students meet your performance expectations

Section 3 - Lecturing

Tip 24   - Distribute a bibliographic list on each major topic

- Give references for more interesting and involved points

- Encourage students to read further on a topic

- Updating and annotating these bibliographies is made easier if you keep a file on each topic and insert journal articles, book reviews, or notes throughout the year.

Tip 25   - Give students a conceptual framework

- Emphasise conceptual understanding

- Give students a conceptual framework on which to hang the major ideas and the factual information of the course. The framework might be a structure, a theme, a conceptual typology, a controversial issue, or a theory.

Tip 26 - Divide your course into parts

- Discuss recent developments in the field

- Respond to student diversity

- You can divide course topics into three groups: those which are "Basic" (i.e., should be mastered by every student); those which are "Recommended" (i.e., should be mastered by every student seeking a good competence in the subject); and those which are "Optional" (i.e., should be mastered only by those students with specialised interests).

Tip 27   - Focus your lectures on a few main points

- Explain clearly

- Emphasise conceptual understanding

- Focusing your lecture on a few main points and omitting unnecessary exceptions, complexities or details. The key to explaining clearly is to limit the amount of material covered by a single lecture.

Tip 28   Rephrase explanations of major points several times

- Emphasise the main point

- Repeat major points several times from a different direction or in different words. Repetition leads to learning, every student will eventually understand.

Tip 29   Use lots of concrete or memorable examples

- Have an interesting style of presentation
- Most excellent teachers agree that the choice of examples is very important, favouring those that are anecdotal, personal or humorous because they find that students tend to remember these best.

Tip 30 Demonstrate (rather than describe) a concept or idea

- Emphasise conceptual understanding
- Have an interesting style of presentation
- Don't describe how to solve a problem; demonstrate how to solve it on the whiteboard and label and describe the steps and your reasons for them as you go. Demonstrations are superior to discussions because they make use of additional senses. Drawing examples from everyday experiences, even if they cannot be demonstrated in class, will help students to visualise or re-experience them and reinforce their learning.

Tip 31 Empathise with students' difficulties in learning

- Explain clearly
- Help students follow explanations or difficult concepts
- Empathise with the students' difficulties in learning the material for the first time.

Tip 32 Let students know what you're going to discuss and why

- Give lectures that are easy to outline
- State objectives for each class section
- Summarise major points
- Beginning each lecture by letting the students know what you are going to talk about and why. By laying out exactly what you are are going to do, you eliminate a lot of student confusion. You don't want students spending an hour wondering. Why is he talking about that, or what does that have to do with anything, instead of concentrating on what you have to say.

Tip 33 Give students a list of questions

- Give students a conceptual framework for taking notes

- Give students a list of questions which cover topics to be addressed in your lecture. The questions are designed to give them a conceptual framework and guide so they can identify where we are and where we are going in the overall discussion.

Tip 34 Outline your lecture on the whiteboard as it develops

- Reinforce student learning
- Keep yourself from going through the material too rapidly
- Outline your lecture on the whiteboard as it develops using coloured pens to differentiate major and subordinate heads or points and to diagram relationships.

Tip 35 Use "closed lists" whenever possible in your lectures

- Give lectures that are easy to outline
- Summarise major points
- Closed lists help them both to listen for major points and to take notes. They also provide a very natural bridge or transition mechanism for letting students know when you are changing from one topic to another.

Tip 36   Organise your lectures into 10-minute segments

- Organise your lectures to leave time for a summary
- Improve the pace and timing of your lectures
- The advantage of dividing the time up in this way is that the pace can be adjusted during the lecture when it is clear that it is going to be too long or (rarely) too short. The beginning or the end must not be hurried

Tip 37 Schedule a break if your class exceeds one hour

- Give lectures that are easy to outline
- Show interest and concern for students
- After an hour, it is difficult for students to concentrate and take notes steadily; their efficiency drops. In normal case teachers provide a break after 50 minutes or so to give students a chance to regain their concentration.

Tip 38 Begin and end your lectures with a summary statement

- Summarise major points
- Beginning and ending your lectures or discussions with a summary statement.

Tip 39 Use the whiteboard for effective summarization

- Summarise major points

- Give lectures that are easy to outline

- You need to plan your whiteboard work carefully so that the most important concepts are still visible at the end of the hour and can be used in making a summary.

Tip 40 Begin with a brief summary of the last meeting

- Check students' understanding of a major concepts and ideas

- Provide a good transition between major topics

- Begin each class period with a brief summary of the main points covered in the last meeting and then calling for students' questions. The advantage of summarising and asking questions at the beginning of a class period is that, the students are fresher and after a brief recapitulation, they are more likely to realise and acknowledge if they have any problems.

Tip 41 Call attention to the most important ideas

- Identify what you think is most important

- Explicitly call attention to the most important ideas in each lecture.

Tip 42 Explain or demonstrate why a particular point is important

- Motivate students to learn

- Explaining or demonstrating to students why a particular point is important.

- Just saying that it is important is not enough. You need to put the concept in some perspective, to show why it is important. Explaining why an idea is important not only gets the students' attention, it gives them a framework on which to hang the idea.

Tip 43 Indicate the relative importance of ideas

- Identify what you consider is most important

- Indicate the relative importance of ideas presented in your lecture.

Tip 44 Use dramatic pauses and repetition

- Vary the speed and tone of your voice

- Have a more interesting style of presentation

- Use dramatic pauses and repetition to draw students' attention to the main ideas. Dramatic pauses are another way to highlight important ideas.

Section 4 Get Students Involved

Tip 45 Divide your lecture into blocks of time

- Have an interesting style of presentation

- Divide the class period into blocks of time, one of which is a discussion segment. Try to vary the class activities by dividing the class period into three segments. For the first 20 minutes of class time, you can build up to a discussion question by presenting evidence, facts or issues. The next 30-40 minutes is devoted to student discussion. The last 20-30 minutes of class is spent analyzing the discussion and bringing the topic to a conclusion. Finally you can end the period by posing a question which students are to think about before the next class meeting. Nevertheless, this approach is very effective for engaging students' interest and encouraging analytical thinking.

Tip 46 Move around the room to promote discussion

- Encourage class discussion

- Decrease comments directed solely to you as the teacher

- Moving around the room in a way which will promote discussion and alters the kinds of interaction you are able to generate among the students.

Tip 47 Redirect student questions

- Invite students to share their knowledge

- Have students apply concepts to demonstrate understanding

- Respond to student questions

- Whenever you have reason to believe that there are students in the class who know the answer to a student's question, it is useful to redirect the question to one of those students or to the class as a whole. It tends to involve the other students more with the question and it illustrates how fellow students can be a resource for learning."

Tip 48 Postpone student questions

- Handle lengthy, tangential or irrelevant questions

- Sometimes students ask questions which go beyond the topic of discussion. These are questions which anticipate an upcoming topic, take a topic to a deeper level than

expected, or raise a new issue. The question may be important to the student, but irrelevant for the current discussion. The teacher must decide either to put the question aside for after class or to deal with it at the moment.

Tip 49 Admit when you don't know the answer

- Encourage class discussion
- Respond to student questions
- Students don't expect you to know everything. They admire your candour when you tell them you don't know, and they appreciate your interest when you find out the answer and tell them later. It's far worse to fake it than to say `I don't know that, but it's a good question and I'll try to find out the answer for you.

Tip 50 Understand why students repeat the same questions

- Respond to student questions
- Try to keep this in mind and patiently answer all relevant questions. Try to use different language or different examples, hoping that this will make it clear without boring those who grasped the idea a day or two earlier.

Tip 51 Explain the purpose of discussion

- Encourage class discussion
- Help students prepare for discussion
- To get students involved in class discussion, it is helpful to explain the value of their participation and what they can expect to get out of the experience.

Tip 52 Identify discussion questions/issues in advance

- Encourage class discussion
- Provide a stimulus for discussion
- Students are more inclined to participate when they know the focus or intent of the discussion. A preview of the discussion topics can help students organise their thinking and prepare to express their views.

Tip 53 Have students read different books and journal articles

- Motivate students to do their best work
- Discuss recent developments in the field

- Allow students to select different books and journal articles as a basis for discussion. Tell the students to read until they feel that they are familiar enough with the basic concepts, research methods and findings, to take a quiz and participate in a discussion of the topic.

Tip 54   Use an opinion questionnaire as a basis for discussion

- Get the discussion started
- Having students complete a brief opinion questionnaire and using the results as a basis for discussion.

Tip 55   Begin with common experiences

- Encourage class discussion
- Beginning the discussion with questions based on common experiences. Students often feel more comfortable talking about an experience they have in common: a field trip, a slide show, a demonstration, a film, a book, an exhibit, etc. A shared experience can stimulate good discussion because, as they exchange their observations, students frequently discover that they have different perceptions and reactions to the same event.

Tip 56   Divide the class into smaller groups

- Prepare students for effective discussion
- Give students experience in conducting and evaluating discussion
- Divide the class into smaller groups. Each group is assigned a specific question or topic to discuss, selected from a list of questions prepared in advance. But, because students do not know beforehand which questions their group will be assigned, they must be prepared to discuss all of them. After the groups have discussed their respective topics, they are called back together and each group summariser presents the results of that group's discussion, highlighting key terms or other information felt to be important.

Tip 57   Try brainstorming techniques

- Help students prepare for an analytical or critical discussion
- Brainstorming is a method which can be particularly effective in getting students to consider all of the possible causes, consequences, solutions, reasons or contributing

factor to some phenomenon. Students are encouraged to contribute ideas rapidly and each idea is written down on the whiteboard. During the formation of the list no idea is to be questioned or criticised by any member of the class. Spontaneity and inventiveness are to be encouraged. Only after a set period of time (ten minutes, for example) or when the group has pretty well exhausted its ideas is an analytical or critical discussion of the ideas permitted.

Tip 58   Assign students responsibility for summarising major points

- Encourage class discussion

- Summarise major points

- Teach students to become active listeners

- This strategy is designed not only to encourage students to participate more actively in the discussion but to listen more carefully for the main ideas, since they may be called upon to give the summary.

Tip 59   Introduce students to the good work done by their peers

- Invite students to share their knowledge and experiences

- Encourage class discussion

- Promote exchange of information

- There are several techniques that can be used by you to share the ideas and the special knowledge of individual students to the class as a whole.

Tip 60   Require students to bring examples of previous work to class

- Invite students to share their knowledge and experiences

- Know what knowledge and skills students bring to your course

- Build on previous student performance levels

- Requiring students in the first week of class to bring examples of work done in previous classes (term papers, blue books, designs, lab reports, etc.). In this way students can share their work and ideas and get to know each other a little better

Tip 61 Encourage students to apply their backgrounds

- Motivate students by relating assignments to their interests

- Stress interdisciplinary topics and approaches

- Foster students' ability to synthesise materials

- Encouraging students to write papers related to their backgrounds. If you can get students to realise that they each bring different kinds of talent and expertise to the course and encourage them to apply these, that goes a long way toward motivating them to do their best work.

Tip 62 Encourage students to make presentations to the class

- Encourage student participation
- Draw upon the ideas of students

Tip 63 Have students solve problems at the board

- Have students apply concepts to demonstrate understanding
- This method increases student discussion and interaction and encourages students to pay close attention in class.

Tip 64 Pose a question and call on a student to answer

- Have students apply concepts to demonstrate understanding
- Question effectively
- Posing a question and calling on a student by name to answer. Students often can provide valuable responses to questions that are put to them directly, responses which they might not otherwise volunteer. If students can't respond because they have not done the assigned reading, they will feel badly. But they will usually make a greater effort to be prepared to participate in subsequent class meetings.

Tip 65 Answer a question with a question

- Respond to student questions
- Encourage students to think for themselves
- Students sometimes ask questions about term projects, experiments, or papers out of insecurity or because they want the teacher to tell them what to do. In many cases there is no one "right" answer; students are asking questions of judgment. Although a teacher's reasoned judgment can be helpful to student learning, often it is better for students to arrive at their own conclusions.

Section 5 Is the Class is Understanding you

Tip 66 Increase your eye contact with students

- Keep your Camera open: You are the face of ISB Dubai during the lecture

- Know if the class is understanding you or not

- Know if the students are bored or confused

- Have a more interesting style of presentation

- Increase the amount of eye-contact you have with the students during your lectures.

Tip 67 Ask students if they understand what you are saying

- Clear up any confusion students may be having

- Identify what is most important or most difficult for students

Tip 68 Call on students to paraphrase or to summarise

- Summarise major points before moving on to another topic

- Emphasise conceptual understanding

- Teach students to be active listeners

- Asking questions of specific students has other benefits too. For example, because students know that they may be called upon, they listen more attentively for the main ideas and that in turn helps them to organise their notes better.

Tip 69 Ask questions during lecture

- Have students apply concepts to demonstrate understanding

- Introduce variety into your lecture

- It's important to ask questions of students as you are lecturing. First, it makes students active learners so that they must think about the material, rather than just passively absorb it. Second, it helps you to know if they are understanding what you are saying.

Tip 70 Give students problems to solve during class time

- Have students apply concepts to demonstrate understanding

- Give help to students who are having difficulty

- Giving students problems to solve during class time so that you can observe any difficulties they are having. Having the students try an immediate application of a new concept greatly reinforces their learning.

Tip 71 Reserve the last 10 minutes of class for questions

- Give students an opportunity to ask questions or make comments
- You will feel better knowing that you will have the time to present the material, and students feel better knowing they have an opportunity to clarify points they may not have understood.

Tip 72 Give frequent assignments

- Have students apply concepts to demonstrate understanding
- Identify problems individual students may be having
- Most excellent teachers give students frequent assignments which allow them to apply course concepts and improve communication and problem-solving skills.

Tip 73 Give frequent quizzes

- Identify and help students who are having difficulty
- Know the kinds of difficulties students are having

Tip 74 Schedule individual appointments with students

- Get to know your students
- Give help to students who are having difficulty
- Encourage students to come see you during office hours
- You will find that this is a real ice-breaker. Even though most of your discussions are mainly chit-chat, some students will use the opportunity to indicate problems they are having in the course or to make suggestions about course improvements.

Tip 75 Encourage students to form study groups

- Help students get to know one another
- Encouraging students to form small study groups and to send representatives to see you about any difficulties their groups are having. Also, it seems to be easier for some students to come to you for assistance if they 'represent' a group, because the problems are then seen as common to many students, not just the group's representative.

Tip 76 Hand out short questionnaires to get feedback

- Clarify reasons for students' confusion or boredom
- Get specific feedback and suggestions during the term

- This is a form of what professional evaluators call "formative evaluation" (as differentiated from a "summative" or end-of-course evaluation). It is designed solely to give you very specific, concrete information on where you can make improvements in course content or organization, assignments, or aspects of your own teaching effectiveness during the same term rather than next time you teach the course.

Tip 77 Respond visibly to student suggestions and criticisms

- Know if the class is understanding you or not

- Know if the students are bored or confused

- Conducting and responding to a mid-term evaluation by students. A critical aspect of conducting a mid-semester evaluation is to let students know that their comments have been thoughtfully considered. At the very next class meeting, thank the students for their comments and their suggestions and give a brief, non-defensive account of those suggestions you can use this term.

Section 6 Giving Task & Assignment

Tip 78 Give a brief early assignment

- Give interesting and stimulating assignments

- Help students improve their performance levels

- Help students to develop self-confidence

- Giving a brief early assignment that allows students to build on knowledge and skills acquired in previous courses.

Tip 79 Require frequent short assignments

- Motivate students to do their best work

- Develop students analytic and communication skills

- Frequent short assignments give students a chance to demonstrate what they know and to develop and show improvement in their writing and thinking.

Tip 80 Replicate assignments covering basic concepts

- Have students apply concepts to demonstrate understanding

- Emphasise conceptual understanding

Tip 81 Schedule individual appointments with students

- Improve students' writing

- Get to know students

- Schedule individual appointments with students to discuss their major assignments both before and after they are due. These appointments are valuable in several respects: the tutor gets an opportunity to know students personally; students get individual attention regarding their work; appointments at the beginning of the term seem to break the ice and students are more inclined to attend office hours on their own to discuss the work.

Tip 82 Use classroom debates

- Encourage class discussion

- One way to introduce discussion into the class is through an interesting assignment. An example is to ask students to prepare brief remarks or short talks taking a pro or con position on a particular issue.

Tip 83 Ask students to give oral presentations

- Help students develop oral communication skills

Tip 84 Use test questions similar to those used in homework

- Give exams permitting students to show understanding

- Prepare test questions which are similar to those used in quizzes, homework, or discussion. Questions on midterms and final exams should not take a form radically different from those which you use in quizzes, homework assignments, lecture or discussion.

Tip 85 Ask specific questions

- Be very specific in the questions you ask.

- Problem oriented exams can elicit more meaningful responses than broad, vaguely worded questions.

Tip 86 Hand out study and review questions before the exam

- Give exams requiring synthesis of parts of the course

- Motivate students to do their best work

- Help relieve student anxiety about tests
- This helps relieve test anxiety, especially in a lower division course where students are less sure what to expect. This greatly aids the students' review of the course. If they prepare to answer each question, they will have done a major review and there is no reason they should not do exceptionally well in the exam.

Tip 87 Hold review sessions before the exam

- Help relieve student anxiety about tests
- Help prepare students for your kind of examination

Tip 88 Give two or more midterms and have the first one early

- Identify students having difficulties in the course
- Give students with problems an opportunity to seek help or drop the class
- Give two or more midterms and schedule the first one at the end of the first three or four weeks of class. It is better to make the first midterm rather difficult, so that students get a realistic picture of the course and their performance.

Tip 89 Distribute sample answers to past exams

- Give exams permitting students to show understanding
- Make your own grading standards more explicit
- As a result of this process, student improvement of the second midterm is often quite remarkable.

Section 7 Invite Criticism of your Own Idea

Tip 90 Encourage students to take a different approach from yours

- Invite criticism of your own ideas
- Discuss points of view other than your own
- Encouraging students to take an approach different from the one you have adopted.

Section 8 Giving Personal Help

Tip 91 Schedule specific topics for office hours

- Give personal help to students having difficulty

- Get to know students better

- Offer extra review sessions

- This way, if a student misses a class or doesn't fully understand the topic, he or she has another chance at the material during office hours. As an added bonus, students and the tutor get to know one another in a small informal setting

Tip 92 Give a diagnostic test at the beginning of the semester

- Give personal help to students having difficulty

- Relate to students as individuals

- Know what knowledge and skills students bring into your course

- Its sole purpose is to help you identify those students who need extra help so you can begin working with them early in the course. The results are shared with the individual students. Students need to recognise their weaknesses and begin to correct them if they are to succeed in the course.

Tip 93 Provide self-instructional materials

- Help students early in the course

- Help develop "prerequisite" skills in students who do not have them

- Providing self-instructional materials or "modules" which include basic principles and skills needed to succeed in your course.

Tip 94 Require below PASS level students to see you

- Give personal help to students having difficulty

- Know if the class is understanding you or not

- Motivate students to do their best work

- Require all students who are doing below PASS level work on assignments or quizzes to see you. It's important to find out why students score low. If they are having difficulty understanding the material, you can offer to help them. Showing concern is also a powerful motivator for some students: they automatically begin to do better.

Tip 95 Meet regularly with each student who does poorly on exams

- Give personal help to students having difficulty

- Motivate students to do their best work

- Meet regularly with each student who does poorly on the midterm. In these meetings you can try to discover each individual student's problem.

Tip 96 Integrate weaker students into the class through group work

- Give personal help to students who are having difficulty
- Use peer teaching methods
- Make special efforts to integrate the weaker students into the class through small group work. You can ask a better student to help out if a weaker student is having difficulty in responding. Then you will have the second student repeat the question to the first student to give him another shot at it. Peer teaching can be extremely effective.

Tip 97 Keep some time free after class to talk with students

- Be accessible to students out of class
- Manifest a genuine interest in students
- Get to know your students
- Keeping the hour or two following a class open to talk with students. Make a habit of staying after class to talk with students. The biggest turn-off for students is for a faculty member to immediately to gather up his notes and his briefcase and virtually beat the students to the door after class.

Tip 98 Go to class before it begins

- Check out the room and equipment in advance
- Get to know your students

Tip 99 Give out your contact details

- Be accessible to students out of class
- Manifest a genuine interest in students

Section 9 Monitoring & Reporting Progress

Tip 100 Return tests and assignments at the next class meeting

- Keep students informed of their progress
- Emphasise the learning experience of exams and assignments

- This is important for two reasons. First, the quick turnaround time ensures that students are still thinking about the assignment. Thus any criticism or feedback is likely to have a stronger impact than if it were delayed a week or more. Second, prompt feedback indicates to the students the importance of what they are doing and your interest and concern for their learning the material.

Tip 101Discuss solutions or answers to tests and assignments

- Try to discuss the solutions or answers to exams, quizzes, or homework assignments at the next class meeting.

Tip 102Hand out or post solutions as soon as work is turned in

- Keep students informed of their progress by handing out or posting solutions to exams, quizzes, and assignments as soon as students turn in their work.

- Note that this method gives the students immediate feedback even though it may be a week or more before the assignments can be returned with comments or grades.

Tip 103 Make extensive constructive comments on student work

- Keep students informed of their progress

- Motivate students to do their best work

- It is very important to give students positive as well as negative feedback and to suggest ways in which they might have strengthened their responses. Students need to know what they are doing well, in addition to what they need to improve.

PART 3

ISB Quality policy and handbook

1. ISB Dubai Quality Policy
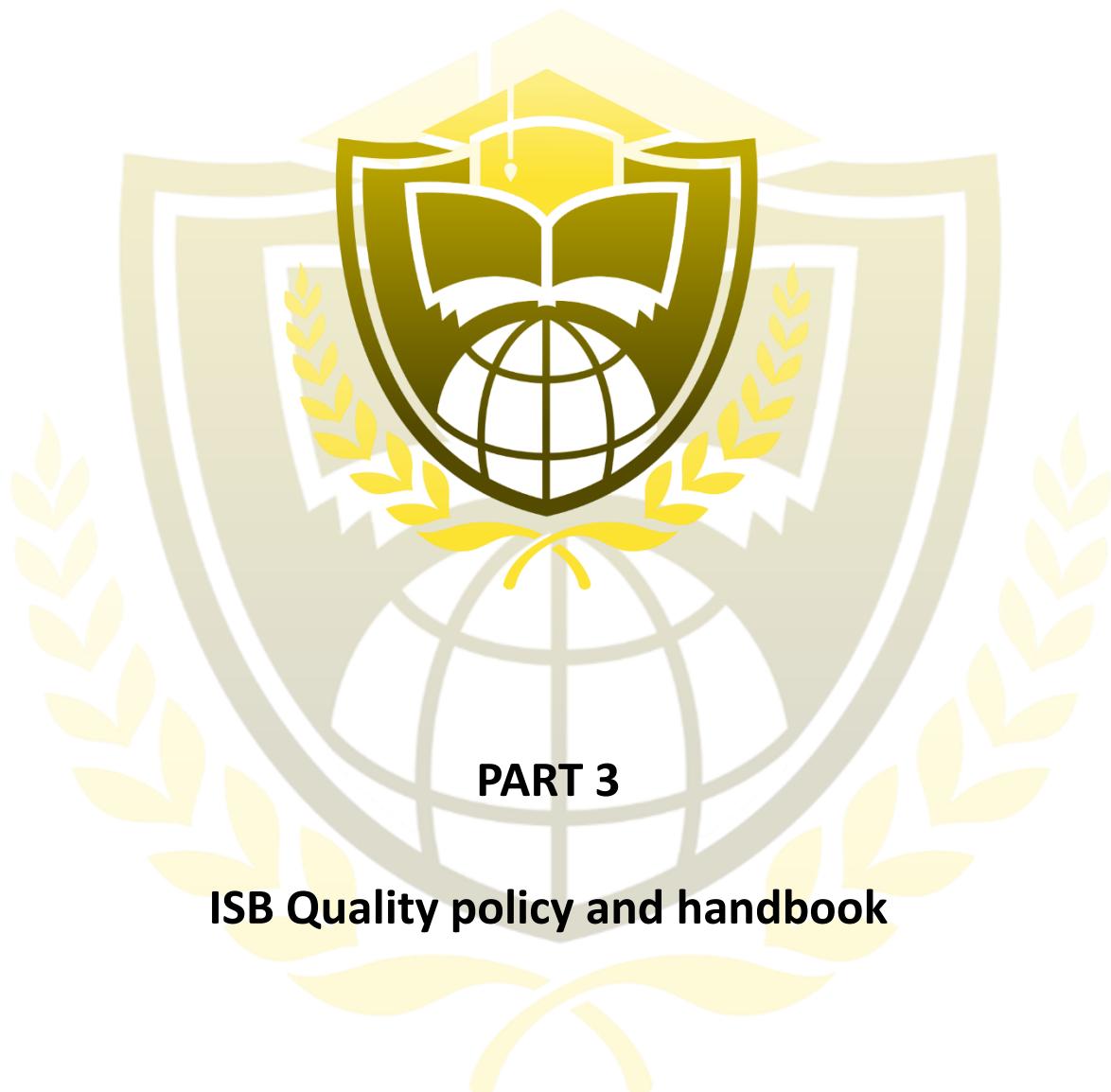
1. KEY DIFFERENTIATORS

- Our people are good at what they do

- We understand the goals and needs of the students

- We are flexible & innovative in our approach

- We stay the course and our solutions work

- We use technology & best practice to enhance competitiveness and value for our students, staff and others who are affected by our activities

1.1.   Quality Policy

The object of the Quality Policy is to continuously improve the quality of its educational activities and solutions to its students. ISB Dubai pursues this by:

1.2.   Providing Students Satisfaction

- Understanding what is needed

- Setting students' expectations

- Meeting commitments

- Being flexible, proactive and responsive

- Building trusted relationships

- Delivering students' expectations

1.3.   Efficiently & Economically

- Estimating and planning effectively

- Reducing wasted effort

- Solving problems quickly

- Operating effectively and efficiently

- Delivering to time and budget

1.4.   Through a Committed Workforce

- Open to learning

- Sharing knowledge

- Working as a team

- Developing people and ideas

- Engendering trust

- Building transparent relationships

1.5.　　With Manageable Risk

- Identifying risks and issues

- Plan in preventative and mitigation strategies

- Handling risks as they arise

- Dealing with issues logically in a timely fashion

- Innovating by process improvement

- Evaluating options carefully

- Picking the right answers to the problems

- Improving the value of employees

1.6.　　ISB Dubai Vision

- ISB Dubai aims to be the Students' first Choice

- ISB Dubai aims to deliver education to our students using expert knowledge

- ISB Dubai aims to be recognized as a institute that delivers innovative solutions to difficult problems

- ISB Dubai aims to grow sustainably, delivering value to shareholders, opportunity to staff and security to our students.

- ISB Dubai aims to excel

- ISB Dubai aims to recruit and develop the best people: a committed workforce expert in their fields

1.7.　　ISB Dubai Values

- Focus - be clear about what we are doing

- Inclusion - people are informed & involved

- Commitment - work hard & enjoy the work

- Belief - that we are the best at what we do

- Honesty - open and honest about our activities

2. QUALITY ASSURANCE

2.1 Purpose of the Quality Document

ISB Dubai requires all courses and activities in support of student learning to be subject to rigorous quality assurance procedures. This Quality Manual has been developed to ensure that the student learning experience is placed at the centre of all activities.

ISB Dubai ensures that quality is an integral part of the design, development, and offering of all services, therefore emphasizes the use of problem prevention and correction in order to supply quality services.

ISB Dubai's quality assurance system facilitates ownership and accountability at the point of activity with each step of the activity, which is seen as an opportunity for evaluation and review on a self-assessment basis. This review process results in action plans and the setting of targets to facilitate systematic improvement.

2.2 Quality Assurance

A popular definition sees quality simply as "fitness for purpose". Gold taps are therefore not a measure of quality when all the customers want reliable brass ones. In other words quality is the efficient use and effectiveness of resources to be measured against specified criteria. Quality assurance can mean the process of monitoring quality of product or service according to certain tolerances or standards.

Quality assurance can best therefore be described as "the complete process of ensuring that the nature and quality of services are sufficient to secure the Institution's aims and objectives".
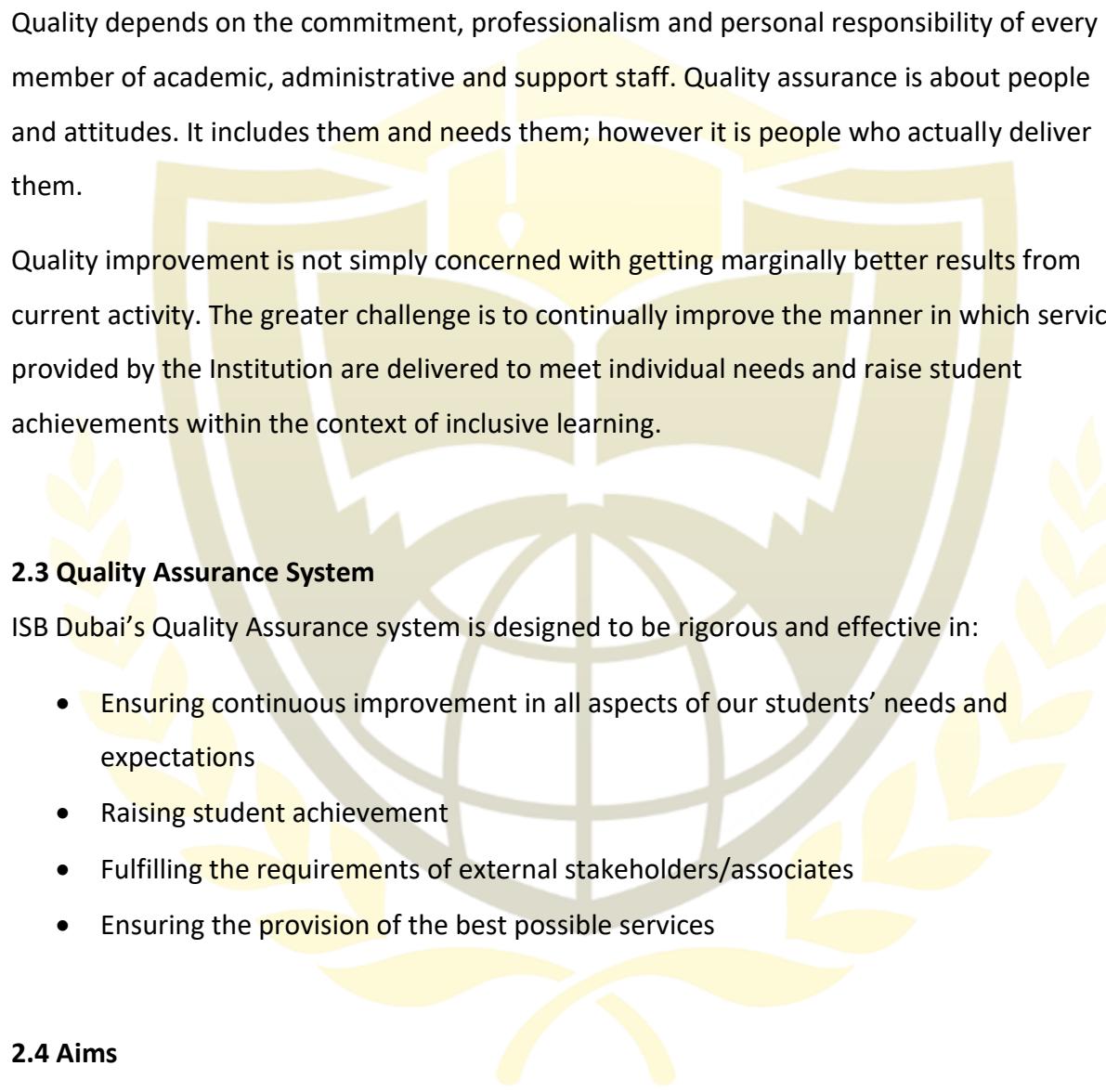
Quality depends on the commitment, professionalism and personal responsibility of every member of academic, administrative and support staff. Quality assurance is about people and attitudes. It includes them and needs them; however it is people who actually deliver them.

Quality improvement is not simply concerned with getting marginally better results from current activity. The greater challenge is to continually improve the manner in which services provided by the Institution are delivered to meet individual needs and raise student achievements within the context of inclusive learning.

2.3 Quality Assurance System

ISB Dubai's Quality Assurance system is designed to be rigorous and effective in:

- Ensuring continuous improvement in all aspects of our students' needs and expectations
- Raising student achievement
- Fulfilling the requirements of external stakeholders/associates
- Ensuring the provision of the best possible services

2.4 Aims

To strengthen ISB Dubai's reputation for providing high quality learning that:

- Is student-centred
- Enhances students' employability
- Is valued by students, employers, professional bodies and the community
- Contributes to the vision for a high quality HE sector

To support the achievement and delivery of the ISB Dubai's strategic goals

To further embed within ISB Dubai a culture of critical self-evaluation leading to continuous quality enhancement and management of risk.

To assure standards through rigorous self-regulation and review, the effective use of external reference points and appropriate peer and student involvement in review processes at all levels.

2.5 Commitments

ISB Dubai is committed to achieving the aims of the Quality Assurance Policy by focusing on three main quality perspectives

- An assurance perspective whereby academic standards are verified and commitment to students is honoured
- An enhancement perspective whereby ISB Dubai's vision is realised through critical self-evaluation and programmes and teaching which are imaginative and forward looking
- A customer care perspective, where the Institution listens and responds to the student voice; respects and embraces diversity; encourages student engagement with quality processes; and ensures that systems are in place to respond appropriately to issues raised.

2.6 Communication

ISB Dubai will continuously insist on:

- Valuing quality enhancement as an integral component of effective learning and teaching and recognising that the expertise and commitment of all staff is critical to realising the strategy
- Making use of relevant external and internal points of reference to inform and support our approach to quality enhancement
- Improving the flow of quality-related information into and within ISB Dubai ensuring the effective dissemination of good practice

- Identifying appropriate SMART targets, defined by outcome rather than process wherever possible and contributing to the drive for the better achievement of students

- Supporting ISB Dubai's capacity to respond to new challenges and promoting greater collaboration and co-operation across and between institutions

2.6 Compliance

- ISB Dubai will only accept those students who, to the best of our knowledge, meet the requirements of the immigration office

- ISB Dubai will not engage in any false, misleading or deceptive conduct or otherwise contravene any of ISB Dubai's obligations towards the government, the public and students as a whole.

- The Institution will require all its employees to adhere to the guidelines stated in the faculty Handbook

- The Institution will require all its employees to abide by the rules and regulations of Immigration departments and other regulatory bodies

- The Institution will create mechanisms by which employees and students can express genuine concerns and have them investigated, with every reasonable assurance of confidentiality as appropriate

- The Institution will appoint a person to be responsible for monitoring staff's adherence to the faculty Handbook guidelines, investigating alleged breaches and reporting to the CE. CE will decide on any action to be taken to ensure compliance with the guidelines

- The CE will be responsible for initiating and supervising investigations into alleged breaches of the guidelines by members of staff, and for ensuring that appropriate action is taken

- The person responsible for monitoring staff's adherence to the faculty Handbook guidelines may be asked to report on any practice that appears to be in breach of the guidelines

2.7 Staff's Contribution

Staff will contribute to the implementation of the Quality Assurance Policy by:

Designing and delivering high quality and relevant educational experiences that motivate students and engage them in their study.

Creating and delivering an excellent student experience by:

- Critically reflecting on the student experience and achievement and how it can be enhanced
- Gathering and responding to student feedback on learning, teaching and assessment activities specifically and the student experience generally
- Incorporating equity and fairness into the design, delivery and assessment of educational experiences and its support structures and activities
- Ensuring that students receive prompt and constructive feedback on performance
- Identifying, sharing and embedding good practices
- Demonstrating academic leadership as lecturers, module leaders, programme leaders etc.
- Participating actively in relevant staff development opportunities
- Ensuring continuous professional development in order to face the challenges as they arise and help the development of the Institution

2.8 Students' Contribution

Students will contribute to the implementation of the Quality Assurance Policy by:

Taking an increasingly proactive and responsible role for their own learning including:

- Providing feedback on their learning experience
- Using feedback to self-assess and improve their own future performance
- Engaging in activities that enhance their employability
- Raising issues related to their learning appropriately as they arise
- Attending lectures, tutorials and other relevant activities as appropriate

Participating in activities linked to quality assurance such as:

- Contributing to student/staff liaison tasks
- Ensuring that any work submitted by them adheres to guidelines prescribed on the Policy on Academic Misconduct and Plagiarism

2.9 Quality Improvement

- Quality improvement is a continuous process which should be integrated into the normal delivery of the learning programme and not as a response to internal inspection.
- ISB Dubai will run different training programmes and workshops to equip its employees with required knowledge and update them on current issues affecting the Education.
- ISB Dubai will consider the feedback given by students and visitors to improve the existing state of services.
- Development Consultant will constantly endeavour to identify tools and mechanisms to improve the quality of products and services.
- ISB Dubai will carry out regular checks on its products and services to evaluate current situation so as to bring improvement in the future.

3. EQUAL OPPORTUNITIES

3.1 Policy

- The Institution welcomes diversity amongst its students, administrative staff and visitors
- The Institution is committed to support students, academic and administrative staff irrespective of sex, sexual orientation, racial origin, religion and political affiliation
- Participants in the educational process should treat all other members of the Institution's community with tolerance and respect

- The CE of the Institution is responsible for over-seeing the implementation of the Equal Opportunities Policy

(Please refer to the 'Equal Opportunities Policy' of the Institution for more information)

3.2 Institution Environment: Access and Participation

- A clear statement of the Institution's commitment to equal opportunities will be given in appropriate Institution publications
- The Institution will create an environment in which all students feel comfortable, irrespective of personal circumstances
- Institution admissions systems will be free from any form of bias and all students will receive a positive welcome from the first point of contact
- Guidance given to students, or potential students, will be non-discriminatory in terms of gender, race, disability, etc.

3.3 Marketing, Publicity and Public Liaison

- The Institution will ensure professionalism and integrity to market its educational products.
- The Institution's publicity will reflect best equality practice. All publications will be screened to ensure that appropriate and sensitive language and images have been used
- The Institution will develop and promote a multicultural atmosphere by selecting students from different parts of the world where all the students would become mutually a singular body and brand of the ISB Dubai
- The Marketing Office of the Institution will ensure that all the communications and advertisements are clear, easy, fully explained and informative.
- All marketing materials published by ISB Dubai are subject to KHDA approval

(Please refer to the **'Marketing Strategy'** of the Institution for more information)

3.4 Curriculum

- The activities of teaching and learning will be conducted in accordance with equality of opportunity

- Learning resources used to deliver the curriculum will be conducive to learners of all styles and be free from racist, sexist and other discriminatory assumptions, images and language. Curriculum content should, where possible, reflect the multi-cultural and multi-ethnic nature of contemporary society

- The Institution will ensure that the staff and existing students are aware that no discrimination will be tolerated on the basis of the disability of a person and everyone will be treated equally.

3.5 Recruitment and Promotion

- Recruitment for all positions within the Institution will be carried out in a manner which accords with best equal opportunities practice

- Jobs will be advertised in the Institution's website and in other major platforms.

- Equal consideration will be given to the interest of full-time, part-time, permanent and temporary staff. Staff will be promoted to the upper level of the organisation based on their performance.

3.6 Staff Development

- The Staff Development & Performance Review scheme of ISB Dubai aims to link individual performance review with plans for organisational and staff development

- Every member of ISB Dubai's staff will be expected, encouraged and enabled to conduct a regular and systematic self-evaluation of his or her own practice, to promote professional self-development

- All staff will be aware of their responsibilities for implementing the Institution's equal opportunities policies.

- There will be training opportunities for all staff

- All members of staff should have opportunities for career progression and be treated as professional colleagues regardless of the positions held within the Institution
- The Chief Executive of the Institution has overarching responsibility for policy implementation relating to the development of all staff.

(Please refer to ISB Dubai's The Staff Development & Performance Review for complete guidance)

3.7 Harassment

- The Institution will not tolerate any harassment, and sees it as a form of discrimination
- Students, staff and visitors to the Institution can be accused of harassment, or can be the victim of harassment
- An appropriately senior member of staff will be designated to deal with these incidents in the first place, and subsequently investigate, and take appropriate action in accordance with Institution's disciplinary procedures
- All staff and students will be informed of these procedures
- In addition to dealing with the offender, the Institution will provide support for the victim

3.8 Quality Assurance

- Quality assurance procedures will require reflection on equality and diversity issues, and appropriate comment when completing quality assurance documentation. This will apply across all curriculum and service areas
- The Institution will comment on equality and diversity issues in its annual self-assessment report, summarising the observations and actions identified at curriculum and service area level

4. MANAGEMENT AND STAFF

4.1 Management

- In ISB Dubai, the Chief Executive is the head of the Institute who is responsible for the overall affairs. Under his/her leadership, the Institution will implement all of its policies and gradually move forward. Academic Head, Director of Administration and Development Consultant will be there to help and advise the CE

- Employees of ISB Dubai must abide by the guidelines stated in the Staff Handbook of the Institution

- Staff may face disciplinary actions if they act against the interest of the Institution

- ISB Dubai will ensure that all involved in the operation of the Institution enjoy their rights without any hindrance

4.2 Staff

- In selecting a lecturer and allocating teaching tasks, the Institution will ensure that the lecturer has the appropriate skills, experience and knowledge in the subject area being taught

- Lecturers will receive constructive and regular feedback on their performance (including strengths and weaknesses)

- Lecturers' performance will be monitored over the duration of the teaching and this should include classroom observation

- In selecting a staff, the applicant's relevant experience and qualifications will be the centre of focus. All applicants must prove and provide evidence to show that they are eligible to work.

4.3 Staff Development

- ISB Dubai is committed to supporting and promoting training and staff development, recognising that it represents an investment in the most important asset, its staff

- It is the policy of ISB Dubai to ensure that all personnel are trained and experienced to the extent necessary to undertake their assigned activities and responsibilities

effectively. ISB Dubai generally procures and recruits employees capable of meeting the skill, experience and educational requirements of the Institutions activities

- All staff and senior employees are responsible for recommending the training needs of others and for ensuring that all employees are suitably qualified and experienced to execute their entrusted responsibilities. Once training needs are identified these are provided under the supervision of the CE

- The Institution believes that training and staff development is likely to be most effective when individual member of staff take responsibility for their own development. It recognises and will give appropriate support (including time), encouragement and direction to enable this process to occur

- ISB Dubai will encourage and where possible, support academic staff intending to pursue relevant teaching qualifications

- ISB Dubai will encourage and support the involvement of individual members of staff in training and staff development activities

- Lecturers including academic head are expected to undertake appropriate training either themselves or supported by ISB Dubai

(Please refer to ISB Dubai's Staff Development and Performance Review for complete guidance)

5. RELIGIOUS OBSERVANCE

5.1 Religious Festivals

- In order to help students participate in their religious festivals the institution will endeavour to announce holidays on significant festivals.

6. INFORMATION DISCLOSURE

6.1 Privacy of Present and Former Students

- The Institution respects the right to privacy of its present, former and potential students, and will take all reasonable steps to protect personal information given to it by students

6.2 Confidential Information

- Any staff maintaining any lists or other databases of students in computer must comply with the requirements of the Data Protection Act
- The Institution recognizes the importance of protecting its information assets and, in particular, the information relating to its staff, students and other individuals in whatever form that information is held. All data, whether held electronically or manually are kept securely and not disclosed unlawfully.

6.3 Disclosure Required by Law

- This rule of confidentiality does not apply if disclosure is required by law or with the consent of the individual concerned
- Information about the qualifications which have been awarded to individual students (i.e. name and subject of award, class of degree if appropriate, and date of award) is not confidential, and may be released
- It is permissible to indicate to enquirers whether or not the individual who is the subject of the enquiry is or has been a student, although oral requests from agencies such as government offices should be dealt with by asking for the request to be put in writing
- In exceptional or urgent cases, the caller should be put through to the CE

6.4 Authenticity of Enquiry

- Even where disclosure of information is permitted, reasonable steps must be taken to determine the authenticity of the enquiry before any information is disclosed

6.5 Communication with Law Enforcement Agency

- The Institution's policy is to offer reasonable assistance to police in their enquiries. However, steps should be taken to establish the authenticity of a police request by, for example, asking the caller to leave name, rank, and station telephone number, and then phoning back and asking for the officer concerned.
- In case of any doubt about how to deal with a particular enquiry, it should be passed on to the CE for further assistance.

7. INFORMATION ON PROGRAMMES OF STUDY

7.1 Course Information

- Full details of the course structure and philosophy i.e. how the courses progress, the aims and objectives, learning outcomes etc.
- Specific skills that may be required during the course e.g. essay writing, giving presentations, basic computing skills etc., and when they will be required
- Policy on possible module choices particularly optional modules

7.2 Assessment Information

- The purpose, methods and schedule of assessment tasks during, and at the end of a module or programme of study
- The criteria for assessment including, where appropriate, descriptors of expected standards of student attainment; what is expected in order to pass or to gain a particular grade or classification
- The marking and grading conventions that will be used

- Consequences of assessment, such as decisions about progression to the next level, final awards and the right of appeal

- A briefing about academic misconduct

- How and when assessment judgments are published

- Any opportunities for re-assessment

- Policy on late submission of work where applicable

- Consequences of academic misconduct

- ISB Dubai will follow the guidelines given by the awarding bodies in relation to assessment for the purpose of informing students

7.3 Academic Progress

- ISB Dubai's policy on students' progress is very rigid and it monitors students' progress throughout the programme

- The Personal Tutors are required to report their students' progress to the Academic Committee through the Course Coordinator at the end of each semester. The outcome of the report is considered at the Academic Committee meeting at the end of each semester.

- Students are required make overall significant progress in order to achieve their goal; enhance career prospect and comply with the regulations of Immigration Departments Students are permitted to proceed with their approved courses of study only if they maintain satisfactory progress as evidenced by attendance at classes, satisfactory performance in examinations and the proper completion of such other work/task as may be allotted to them.

- If any student's progress is unsatisfactory, he/she will be given extra care and support and other relevant remedial measures to help him/her make progress. At the same time, he/she will be warned about the consequences he/she might face due to his/her unsatisfactory progress.

- If a student persistently makes unsatisfactory progress even after pursuing the ISB Dubai's remedial measures under a given period of time, he/she may eventually be

excluded from the Institution and Immigration Departments will be notified about it duly.

- ISB Dubai monitors students' progress in three stages namely Early Monitoring, Mid-Term Monitoring and Term Final Progress. In both Early & Mid-Term Monitoring, students will be given assignment/task/mock test etc. as appropriate and be given feedback on their works. Term Final Progress includes the examinations/assignments as conducted by the awarding body of each programme. Based on the students' performance in examinations/assignments marked and graded by the concerned awarding body, the Course Coordinator of each academic department of ISB Dubai will make a report that will be presented to the Academic Committee.

(Please refer to ISB Dubai's Policy and Procedures on Monitoring and Reporting Students Academic Progress for detailed information)

7.4 Other

- Channels of communication i.e. how students make their views known, how they receive feedback on their views
- Role of lecturers, giving definitions of module/personal tutor as appropriate, and what sort of queries each deals with
- Course/subject review committee meetings and minutes
- Purchase of books; recommended texts, price, when they will be required during the course
- Comparison of examinations with earlier results
- Student feedback and the evidence of actions taken
- Information about administrative office hours

8. CAREER INFORMATION & GUIDANCE

8.1 Career Potential Support

Academic programmes, extra-curricular programmes and activities, part-time employment and work experience, voluntary work in the community-all contribute to the development of students' career potential whilst studying at ISB Dubai

ISB Dubai will ensure:

- To give greater clarity about the diverse ways in which the ISB Dubai supports the career development of its students and about the respective roles of academic staff, and of the support provided for career development. Details of any aspects of such which students can expect to be provided by the Institution staff.
- to make clear to students their entitlement to this support, what they can expect, and from whom.
- ISB Dubai is not an employment agency and therefore it will not be engaged in finding jobs for students.

8.2 Learning Placements

Where Placement Learning is an intended part of a programme of study, ISB Dubai will ensure that:

- The responsibilities for Placement Learning are clearly defined.
- The intended learning outcomes contribute to the overall aims of the programme
- Any assessment of Placement Learning is part of a coherent assessment strategy.
- Clear policies and procedures are in place to ensure that responsibilities for Placement Learning are met and that learning opportunities during a placement are appropriate.
- Placement providers know what their responsibilities are during the period of Placement Learning.

- Students are made aware of their responsibilities and rights.

- Students are provided with appropriate guidance and support in preparation for, during, and after their placements.

- Staff who are involved in Placement Learning are competent to fulfill their role.

- There are procedures in place for dealing with complaints and that students are aware of, and can make use of, them.

9. COMPLAINTS PROCEDURE

9.1 Purpose of the Complaints Procedure

- The purpose of the complaints Procedure is to establish an effective monitoring system in the organization. The Institution can learn and check the ongoing irregularities or ineffectiveness of systems, when there is a complaint about the matter from an interested party. The complaints procedures are also used as indicators of standards of customer services that have been successfully established and tested.

- When a complainant approaches the Institution with a genuine complaint, it is believed that the complainant has given the Institution a chance to rectify the errors or ineffectiveness or unfairness in the system. It also helps the Institution to take appropriate policy decisions after careful consideration and investigation of the alleged complainant. The most important purpose of the complaints Procedure is to ensure that no client leaves the organization with bad experience, dissatisfactions or grievance.

Please refer to the ISB Dubai Complaints Procedure for more information.

10. FEEDBACK TO STUDENTS

10.1 Appropriate Feedback

- ISB Dubai will ensure where appropriate, feedback is provided to students on their works in order to facilitate improvement and promote learning.

- ISB Dubai should ensure that feedback is provided at times which are appropriate to enable the students to benefit from such feedback.

- Formal feedback must be given to students on their works collected for Early and Mid-Term Monitoring purposes. Students will be given feedback on their performance at the end of the term (Term Final Progress) as well.

- Lecturers and course coordinators should ensure that their feedback on students' works is constructive.

11. MARKETING AND RECRUITMENT

11.1 Students Recruitment

- ISB Dubai will promote all educational programmes accurately and honestly in terms of quality, standing and availability.

- Differences between ISB Dubai and competitors should be portrayed in a comprehensible and accurate way so as to project a cooperative marketing image to the target audience. No false or misleading comparisons should be drawn with any other provider.

- ISB Dubai should promote themselves in a professional and ethical manner and ensure that all marketing activities reflect best practice.

- In all advertising and public communications, the Institution will avoid untruth, concealment and overstatement about its programmes, achievements and services.

- The Institution will avoid recruitment practices that involve the offer of improper financial or other inducements to students.

- The Institution will make all reasonable attempts to deliver learning programmes and support services to meet the individual needs of students, efficiently and effectively

to accepted quality standards, and will take reasonable steps to rectify any shortcomings in the service delivered.

- Learning support, information, advice and guidance offered to students will be impartial and guided by the best interests of the student.

11.2 Appointment of Agents

ISB Dubai insist on appointing consultants who:

- Demonstrate qualities and abilities to expertly fulfill genuine needs of international students while respecting ISB Dubai policies
- Do not support or encourage illegal actions
- Maintain proper and high standards of professional conduct of business as an international education agent
- Accurately represent ISB Dubai, its courses, facilities and procedures
- Maintain the honour and confidentiality of the student and information supplied by them
- Do not allow unjustified criticism of other educational representatives or Institutions
- Will resolve any conflict directly with the students in a professional manner
- Keep themselves constantly updated in areas of advice and new developments in all sectors be it new courses, immigration regulations and or new procedures
- Provide ISB Dubai and students with information they need disclosing all relevant information
- Swiftly respond to communications
- Support and promote ISB Dubai and its educational programmes
- Do not discriminate on the basis of ethnic origins, religion or sexual orientation, disability or age
- abide by the Marketing ethics of ISB Dubai
- notify any applicable charges to the student and ISB Dubai in advance
- will be accountable to both ISB Dubai and students

11.2 External Relationships

- The Institution will be responsive to its community and within the framework of its own Mission Statement will seek to provide programmes and services relevant to the needs of individuals and employers.

- The Institution will provide timely and accurate information to the best of its abilities on individual student to employers or others, within the confines of the Data Protection Act and any other relevant legal requirements.

- The Institution will ensure that its contracts with organisations comply with acceptable ethical standards and legal frameworks

12. HEALTH AND SAFETY

12.1 Introduction

As an employer and premises occupier, ISB Dubai will ensure as far as reasonably practicable, the health, safety and welfare of members of staff, students, and other people who may be affected by its activities. All members of staff have a role to play in health, safety and welfare matters. Such roles include observing approved Institution's policy, and carrying out specific procedures in the event of particular incidents.

12.2. General Statement of Policy & Principle

The ISB Dubai is committed to best practice in ensuring health & safety in the campus. It aspires to continual improvement beyond basic legal compliance in respect of members of staff, students, visitors, contractors who may be carrying out work on the Institution's sites, and any other persons who could be affected by its activities.

The Chief Executive has overall responsibility for health and safety matters in the Institution, although staff and students of the Institution share some responsibility for their own health and safety and that of others whilst engaged upon the Institution business.

a) The Health & Safety Policy will be implemented through a commitment to the following objectives:

      i)   Provision must be made and maintenance must be for safe and healthy working conditions,

      ii)   Equipment and systems of work;

b) The implementation of a health and safety management system involving a process of regular audits, inspections and resultant actions must be ensured;

c) The effective consultation must be held with members of staff and health and safety representatives;

d) There will be sufficient resource and activities for the promotion of best practice in health and safety within the Institution;

e) The Institution must ensure the competence of members of staff and students with designated responsibilities;

f) The Institution must show consideration of health and safety issues at all stages of project management;

g) The Institution must allocate adequate resources and enlist specialist advice;

h) The Institution must encourage a fit and healthy workforce;

i) The Quality Assurance Committee of the Institution will ensure that this Policy is carried out through the approval of strategy, policy and action plans, and by regular monitoring.

12.3 Environment Policy

ISB Dubai is committed to complying with all relevant environmental legislation at local, regional and national level as a minimum requirement and to continually improve environmental performance through appropriate initiatives, controls, provision of resources and training of employees.

The aim is to minimise significant impacts of ISB Dubai's activities, products and services. These are based on a commitment to following environmental principles:

- Prevention of pollution
- Effective and responsible waste management and disposal.

- Promoting reuse and recycling of products.

- Maintaining a high level of awareness of environmental issues in the workforce.

- Involving suppliers, contractors and customers in environmental initiatives.

(Please refer to Health & Safety: Principle & Policy for more information)

13. QUALITY ASSURANCE AUDIT

13.1 Introduction

The ISB Dubai is keen and committed to maintaining the quality assurance in each of the academic and administrative departments. So, the primary objective of ISB Dubai is to establish a proper system of quality audit which can effectively and efficiently manage the quality assurance within the Institution.

The ISB Dubai Quality Assurance Committee will be vigilant and make sure that quality assurance matters are discussed and audits are conducted every year without any failure. The ISB Dubai will conduct academic audit on a regular basis.

13.2 Internal Audit Objectives

The purpose of audit can be identified as the following:

- to ensure that the quality assurance systems and procedures adopted throughout the Institution are efficient, effective, and sufficient to deliver the intended outcomes

- to fulfill an enhancement function through the dissemination of information on good practice throughout the academic department and, where weaknesses are identified, to require and/or recommend appropriate action for improvement

- to ask to disclose any relevant information relating to the academic matters

- to hold meeting individually with any of academic personnel for example a lecturer

- to hold meeting with the students of different academic departments

13.3 Quality Assurance Auditor

The ISB Dubai will ensure that suitably experienced personnel are appointed to take charge the obligation of conducting the quality assurance audit for each of the academic and administrative departments. Quality Assurance Auditor will be appointed by the Quality Assurance Committee in consultation with the Chief Executive or Director of Administration.

ISB Dubai will ensure that the Quality Assurance Auditor possesses a strong analytical background and is much organised. Excellent interpersonal skills, data analysis, computer skills and a very good level of understanding of private and Higher Education and rules & regulations of authorities are essential for a Quality Assurance Audit and therefore these attributes will be highly focused on before an Auditor is appointed.

13.4 Personnel who must be present during Academic Audit

The following personnel must be present during the academic quality assurance audit:

- Academic Head
- Deputy Head of the Academic Department, if any
- Lecturers
- Course Co-coordinators

13.5 Areas of Audit
- Lectures
- Lectures
- Handouts
- Revision Lectures
- Mock Examinations
- Mock Examinations Feedbacks
- Student Satisfactions
- Student Success Rate

- Department Meetings

13.6 Lecturers

The QAA will assess the following issues in terms of lecturer's quality of the relevant Academic Department.

Areas of Assessment	
Appearances	Dress Code
Attitude	Eye contact
Subject Knowledge	Analytical quality
Motivation ability	Trainings attended
Feedbacks standards	Punctuality
Organizational orientation	Student orientation
Body language	Hierarchy observance

13.7 Lectures

The QAA will assess the following areas while auditing the lectures of the Academic Department:

Areas of Assessment	
Preparation	Subject knowledge
Cross reference ability	Update version of lectures
Referring to the authoritative texts	Reference to the additional readings
References to the leading websites	Lectures as per syllabi

Explanatory notes and ability	Easy to understand
Lectures delivery & flow	Pronunciations
Voice projections	Pace & pause
Clarity of expression	

13.8 Hand-outs

The QAA will also assess the following areas of the hand-outs provided by the lecturers.

Areas of Assessment	
Updated version	Reference of the authoritative texts
Reference of the additional readings	Headings, sub-headings, paragraphs
Numbering style	Syllabuses orientation
Informative & suggestive	Analytical approach
Cross references	Easy to understand
Sentence style	Grammatical perfections
Appropriateness of Length	Topics explanations

13.9 Revision Lectures

The QAA will assess the following areas of the revision lectures.

Areas of Assessment	
Exam orientation	Informative & suggestive
Ready reference	Easy to follow

Effectiveness of the lectures	Oriented to examiners' view
References to essential readings	Quick to finish

13.10 Assessing Department's Activities

The QAA will assess the department's activities of the Institution in details. The QAA will consider the provisions of the Academic Best Practice Guide (ABPG) of the ISB Dubai and will check whether the Department, which is under audit, is observing the provisions of the ABPG properly. The following areas will meticulously assessed by the QAA and these are:

- Lesson plan
- Regular lectures
- Attendance chasing
- Updated lectures handouts
- Revision lectures
- Mock Examinations
- Mock Examinations Feedbacks
- Student Counseling
- Student special advice sessions
- Departmental regular meetings with lecturers
- Department follow up activities

13.11 Assessing Department's Documents and Evidence

The QAA will also meticulously assess the supporting documents or evidence of the academic activities. The QAA will not make any comment unless he or she has assessed the relevant documents or evidence relating to the academic activities. The documents or evidence actually substantiate what the Head of the Department is suggesting. If the suggested activities do not have any documents or evidence to show, it will be assumed that the Department, which is under audit, has failed to perform accordingly. The QAA will assess the following documents or evidence while auditing the Academic Department.

13.12 Student Affairs

- Records of Student application form

- Records of Student's registration with awarding body

- Students' attendance records

- Records of chasing letters for attendance

- Records of Examinations results

- Other records of student progress

- Records of Student's credentials

- Records of academic feedbacks

- Records of examinations feedbacks

- Records of written assignments

- Records of assignments feedbacks, if any

- Records of disabled student's facilities, if any

- Records of Immigration Department correspondence

- Records of student supporting letters

13.13 General Academic Administration

- Records of Minutes of academic staff meetings

- Records of complaints formal or informal

- Records of any corrective actions

- Records of extenuating circumstances

- Records of external body's report e.g. academic performance appraisals

- Records of disciplinary actions, if any

- Records of staff appraisals

- Records of staff trainings & developments

- Records of staff disciplinary actions and reports

- Records of feedbacks from students

- Records of appropriate time table

13.14 Administrative Audit

The QAA will assess the following areas while auditing different administrative departments and issues:

- Enquires & Application

Areas of Assessment	
Fast, reliable and professional service	Sending welcome letter & Prospectus
Reply within two working days	Data securely held
Caller/communicator verification	Follow-up
Enquiries recorded in CMS	Applicant's decision (acceptance or decline) updated in CMS

- Admission

Areas of Assessment	
Students' age verification	Relevant regulations explained to students
Certified educational certificates	Warm welcoming of students at the campus
Prompt communication	Giving Student Handbook to each student
Advice given on fees payment	Fee arrangements before the Induction Day

- Record Keeping

Areas of Assessment	
Computerised and manual records	Keeping required documents in students' file
Keeping data securely	Keeping copies of issued letters in students' files
Not disclosing data unlawfully	Entering attendance record into CMS on a daily basis
Checking each file by the Manager Administration	Up to date and accurate records

- Marketing

Areas of Assessment	
Honest & ethical approach in marketing	Ensuring the availability of promotional materials & prospectuses in abundance
Appropriate research	Advertising and publicity activities
Agents training	Ensuring the availability of briefing documents for agents
Checks on deposits and tuition fees paid by students	Copies of all agents' agreements & certificates

- Health & Safety

Areas of Assessment	
Clear and accurate fire exit & emergency signs	Fire notices & records of fire drills

Safe & clean environment for staff and students	List of first-aiders and registration with HSE
Food and drink meet statutory hygiene requirements	Health and safety law poster
Relevant staff given health & safety, first aid & fire precautions training	Accident report book and first-aid box available at the reception

- Complaints Handling

Areas of Assessment	
Availability of Complaints Form at the reception	Written confirmation of decision
Proper dealing with informal complaints	Report of findings by the Complaint's Officer
Acknowledgement of formal complaints	Handing over the report to the Principal
Rapid investigation of formal complaints	Revision process
Decisions notified to complainants	Notification of final decision to the complainant

- Student Service

Areas of Assessment	
Effective meet and greet service	Giving advice, information & assistance to students

Availability of request form at the reception	Serving students with a smiling face
Fast student service	Giving Health & Safety Manual & Student Handbook to students
Availability of ongoing pastoral support to students	Arranging counselling Service

14. Recognition of Prior Learning (RPL) Policy

14.1. Purpose

This policy establishes a formal framework for the Recognition of Prior Learning (RPL) at ISB Management Training Institute – Dubai (ISB Dubai), ensuring that learners' existing competencies, knowledge, and skills acquired through prior learning and experience are appropriately recognised.

The policy supports:

- Fair access to education and training

- Reduction of duplication of learning

- Efficient progression through qualifications and awards

- Alignment with national and international quality assurance requirements

14.2. Definitions

Recognition of Prior Learning (RPL): A structured assessment process that evaluates a learner's prior formal, non-formal, and informal learning to determine equivalence against current qualification units, modules, or learning outcomes.

ATP: Approved Training Provider authorised to deliver nationally recognised qualifications and/or accredited international awards.

Assessor: A qualified and authorised individual responsible for evaluating RPL evidence and making assessment decisions.

14.3. Scope of Application

This policy applies to:

- All prospective learners at enrolment

- Currently enrolled learners requesting RPL

- All qualifications, awards, and training programs within ISB Dubai's approved scope

- Academic, admissions, assessment, and quality assurance staff

14.4. Policy Statement

ISB Dubai ensures that:

- RPL is offered to all applicants upon enrolment

- The RPL process is transparent, consistent, and documented

- Decisions are evidence-based and quality-assured

- Learners receive clear guidance, support, and written outcomes

- RPL outcomes do not compromise academic or occupational standards

14.5. Principles Governing RPL

The RPL system is guided by the following principles:

- **Equity:** Equal opportunity for all learners

- **Validity:** Evidence must demonstrate required learning outcomes

- **Reliability:** Consistent assessment decisions

- **Flexibility:** Recognition of diverse learning pathways

- **Integrity:** Protection of qualification credibility

- **Confidentiality:** Secure handling of learner data

14.6. RPL Process Framework

A. Access and Notification

- RPL information is provided:

  o During enrolment

  o On institutional platforms

  o Through admissions and academic advisors

- Learners are informed of:

  o Eligibility

  o Evidence requirements

  o Possible outcomes

  o Fees (if applicable)

B. Minimisation of Time and Cost

The RPL process is designed to:

- Avoid unnecessary duplication of learning

- Limit documentation requests to **essential evidence only**

- Use digital platforms for submission and review

- Apply proportional assessment methods

Where applicable, RPL fees are:

- Clearly disclosed in advance

- Reasonable and cost-reflective

- Not a barrier to access

C. Learner Support and Engagement

ISB Dubai ensures that learners receive:

- Written RPL guidelines and checklists

- Access to trained RPL advisors

- Clarification sessions (online or in person)

- Opportunities to respond to assessor feedback

14.7. Documentation and Record Requirements

All RPL documentation must include the following:

a. National Codes and Titles

- Qualification code (where applicable)

- Unit or module code

- Qualification or award title

- Level and credit value (if applicable)

b. Learner Identification Details

- Full legal name

- Learner ID / enrolment number

- Passport or Emirates ID number

- Program of enrolment

c. Units, Standards, and Prior Attainment

Documentation must clearly specify:

- Units, competencies, or learning outcomes claimed

- Prior qualifications, awards, or certifications attained

- Issuing institutions or awarding bodies

- Dates of completion

- Relevance to current program requirements

Where necessary, mapping matrices are used to demonstrate equivalence.

d. ATP National Provider Number

All RPL records, reports, and decisions must clearly display:

- ISB Dubai ATP National Provider Number

- Institutional name and approval status

- Scope of delivery reference

14.8. Evidence Assessment Standards

Acceptable evidence must be:

- **Authentic** – verified and genuine

- **Current** – reflects recent competency where required

- **Relevant** – aligned to the unit or learning outcome

- **Sufficient** – adequate to demonstrate competence

Evidence may include:

- Academic certificates and transcripts

- Professional licenses

- Employer attestations

- Work portfolios and project documentation

- CPD and training records

- Interviews, assessments, or demonstrations

14.9. Assessment and Decision-Making

- RPL assessments are conducted only by authorised assessors

- Assessment decisions are documented and justified

- Possible outcomes:

  - Full recognition

  - Partial recognition (with gap training identified)

  - Non-recognition (with explanation)

- Learners receive written notification of outcomes

14.10. Appeals and Complaints

- Learners may appeal RPL decisions under the Appeals and Complaints Policy

- Appeals are reviewed independently

- Outcomes are communicated formally

- All appeals are logged for quality monitoring

14.11. Quality Assurance and Monitoring

ISB Dubai ensures RPL integrity through:

- Internal moderation and sampling

- Periodic policy review

- Staff training and competency checks

- Audit-ready documentation

- Continuous improvement actions

14.12. Risk Management

Potential RPL risks and controls include:

Risk	Control Measure
Inconsistent decisions	Standardised assessment criteria
Fraudulent evidence	Verification procedures
Over-recognition	Assessor training and moderation
Regulatory non-compliance	QA audits and reviews

14.14. Records Retention

RPL records are:

- Stored securely (physical or digital)

- Retained in line with regulatory requirements

- Accessible for audits and inspections

14.14. Roles and Responsibilities

Academic Director: Overall oversight of RPL implementation

Quality Assurance Unit: Monitoring compliance and consistency

Assessors: Evidence evaluation and decision-making

Admissions Team: Initial learner guidance and referral

14.15. Continuous Improvement

Feedback from learners, assessors, audits, and regulators is used to:

- Improve RPL processes

- Update documentation

- Enhance transparency and efficiency

14.16. Policy Review

This policy is reviewed:

- Annually, or

- Following regulatory updates or audit findings

2. Quality Assurance Guidelines

1. An introduction to Internal Quality Assurance Audit

ISB Dubai is keen and committed to maintain the quality assurance in each of the academic/administrative departments. So, the primary objective of ISB Dubai is to establish a proper system of audit which can effectively and efficiently manage the quality assurance within its partner Institution. The ISB Dubai's Quality Assurance Committee will be vigilant and will make sure that quality assurance matters are discussed and audits are conducted regularly and efficiently. ISB Dubai will conduct academic/ administrative audit as minimum as one time in an academic year.

2. Internal Audit Objectives

The purpose of audit at a ISB Dubai partner institution can be identified as follows:

- To ensure that the quality assurance systems and procedures adopted throughout the Institution are efficient, effective, and sufficient to deliver intended outcomes.
- To fulfil an enhancement function through the dissemination of information on good practice throughout the academic department and, where weaknesses are identified, to require and/or recommend appropriate action for improvement
- To maintain the ISB Dubai's Brand as a Quality provider of Global Education.
- To maintain consistency of provision across all its partners

3. Chief Quality Assurance Officer (CQAO)

ISB Dubai will ensure that a senior academic has been appointed to take charge of the obligation of conducting the quality assurance audit for each of the academic/ administrative departments of the Institution

The Principal/Director of Studies of the institution will be the ex-officio CQAO. The CQAO will be in charge of all aspects of academic quality assurance matters. The Audit Final Report (AFR) will be submitted by the CQAA for further action in relation to the academic quality assurance matters of the audited department.

The CQAA will nominate the auditor for each of the academic departments and will notify the relevant department the name of the nominated academic auditor. The CQAA will then hold a meeting with the nominated Academic Quality Assurance Auditor and will decide how to commence the academic audit and any other urgent and relevant matters relating to quality assurance audit for the academic departments.

4. Academic Quality Assurance Auditor (AQAA)

The Academic Quality Assurance Auditor (AQAA) will be a senior member of staff who will conduct the academic audit. The AQAA will follow the appropriate procedure and any other relevant directions of the **CQAO** while conducting the academic audit. The AQAA will have the following powers.

- To ask to disclose any relevant information relating to the academic/ administrative matters.
- To check all academic documents including, sample questions papers, answer scripts, students' attendance, and academic performance records.
- To hold meetings individually with any of the academic personnel.
- To hold focus meetings with students of the academic department.

The AQAA will be subjected to confidentiality i.e. will not disclose his or her findings except to the authorised personnel of ISB Dubai

5. Personnel Who must be Present During Audit

The following personnel must be present during the academic quality assurance audit:

- Head of Department/Dean/Director of studies
- Course Coordinators of the Academic Department
- Lecturers
- Academic Administrator,
- Selection of students

If there is any course committee of the Academic Department, the student member of the academic committee must be present.

6. Audit Final Report (AFR):

The AQAA will prepare a report after the completion of the audit based on his or her findings. The Audit Final Report of the AQAA will contain the issues stated in Appendix Form:

The final audit report is an important document as it contains records of academic/ administrative performance. All findings will be objective in nature and all recommendations must be acted upon.

7. Academic Audit

7. 1 Areas of Audit

- Lecturers
- Lectures
- Handouts
- Revision Lectures
- Mock Examinations
- Mock Examinations Feedback
- Course Committee
- Student Satisfaction
- Student Success Rate
- Department Meetings
- Special Performance

7.2 Administrative Audit

The QAA will assess the following areas while auditing different administrative departments and issues:

- Enquires & Application

- Admission

- Record Keeping

- Marketing

- Appointment and monitoring of agents

- Health & Safety

- Complaints Handling

- Student Service

- Immigration Compliance

8. Audit Procedure

8.1. Assessing the department's activities

The AQAA will assess the department's activities of the Institution in detail. The AQAA will consider the provisions of the Academic Best Practice Guide (ABPG) of ISB Dubai and will check whether the Department, which is under audit, is observing the provisions of the ABPG properly.

The AQAA may have more specific areas of assessment apart from the areas, which are listed above. The Head of the department must comply with the requirements of the AQAA and will provide necessary support to the AQAA.

8.2. Assessing the Department's Documents and Evidence

The AQAA will also meticulously assess the supporting documents or evidence of the academic activities. The AQAA will not make any comment unless he or she has assessed the relevant documents or evidence relating to the academic/administrative activities. The documents or evidence actually substantiate what the Head of the Department is suggesting. If the suggested activities do not have any documents or evidence to show, it will be assumed that the Department, which is under audit, has failed to perform accordingly. The AQAA will assess the documents or evidence by using the prescribed Form while auditing the Academic Department.

8.3. Recording of Discrepancies (NON-Conformities)

The AQAA will record any discrepancies that he or she may experience and will try to immediately identify the correctional actions which may be required to remedy the discrepancies.

8.4. Discussing the Discrepancies with the Head of Department

The AQAA will then sit with the Head of the Academic/administrative Department, which is under audit, and will discuss the areas of discrepancies indentified by him or her.

After the discussions the AQAA will obtain signature in DI Form to make sure that the matters have been discussed.

8.5. Discussing Recommendations of Immediate Correctional Actions, if any

The AQAA will then discuss the recommended immediate correctional actions for eliminating the elements of discrepancy.

8.6. Reaching an Agreement on Points of Discussions

The AQAA must reach an agreement with the Head of the Academic Department on point of discussions. The agreement must be signed by both the AQAA and the Head of the Department, which is under audit. This agreement is very important as it will carry evidence of basic points of discussions and the obligations as agreed by the Head of the Department arising out of the audit discussions.

8.7. Completing the Audit

The AQAA will officially conclude the audit after all the necessary checks, assessments and visits. While concluding the audit the AQAA will reaffirm the points of discussions and agreed actions to be taken by the Head of the Department. The AQAA will also indicate the date of the audit report to the Head of the Department. The AQAA must ensure before finally conclude the audit that the Head of the Academic really understands the points that have been raised during the audit.

8.8. Preparing the Report on the Basis of Audit

- The AQAA will then prepare an audit report based on his or her findings. The report is a compulsory requirement for the quality assurance.

8.9. Audit Report Submission

The Audit Final Report (AFR) must be communicated to the following personnel and they are:

- Chief Quality Assurance Officer
- Head of Academic Department (which was audited)

The audit report must be prepared and submitted no later than 14 days from the date of the academic audit.

8.10. Discussing with the CQAA about the Quality Audit Report (AFR)

The CQAA will hold a meeting in order to update the CQAO in relation to the academic/ administrative audit's findings and steps which will be taken for the correction or remedy. The CQAA will receive instructions, if there are any, and will take the necessary action. The CQAA will also pass the instructions of the CQAO to the relevant Academic Department.

The CQAA will keep records of the discussions and will write a letter to the Head of the Department advising required actions.

9. Monitoring the Quality Assurance as per QAR

The CQAO and the CQAA will be jointly responsible to make sure that the Head of the Academic Department, which was audited, is complying with the recommendations as mentioned in the Audit Final Report. The progress of the academic department as per the AFR will be constantly monitored by the CQAO and the CQAA.

10. Conclusion

The processes and procedures have been made in order to ensure that the quality assurance checks are progressing smoothly and without any apparent confusion. If there is any disagreement with the AQAA the matter will be resolved by the Chief Quality Assurance Officer and the decisions of the CQAA will be final in such a situation.

3. QUALITY ASSURANCE POLICY

1. PURPOSES

1.1   The policy commits ISB Dubai to maintain and improve the quality of its teaching and learning provision through the processes of continuous improvement and quality assurance.

1.2   The policy applies to all staff and Students.

1.3   The policy supports following strategic aims of the Institution

- To improve levels of student achievement at ISB Dubai
- To improve levels of student retention at ISB Dubai
- To improve levels of attendance amongst full time students at ISB Dubai.
- To add value to the educational lives of students in a variety of ways

1.4   The policy supports the Institution by

- Ensuring the quality of teaching and learning
- Meeting learners' needs
- Meeting Immigration Department guidelines
- Meeting Awarding Body requirements
- Identifying strategies for improvement
- Ensuring quality assurance
- Making best use of the talents & energies of the Institution staff

1.5   This policy also supports the following promises made in ISB Dubai's Student agreement by

- Providing the opportunity for learners to give feedback to the Institution
- Dealing promptly with any complaints that learners may have

2. DEFINITIONS

- Awarding Bodies - those bodies responsible for publicly accrediting courses
- Academic Board- Head of Academics together with Head of Departments

3. POLICY

3.1   ISB Dubai is committed to improving the quality of its provision as articulated in the strategic plan by

- Enduring high standards of professional performance
- Implementing rigorous self-assessment process
- Embedding effective policies and procedures
- Measuring and analysing performance against benchmarks
- Ensuring all staff employed by the Institution are aware of their joint responsibility in improving the quality of provision

3.2   The quality process involves a cycle of activities of which Self-Assessment and Course Review are major parts. The major elements are:

- Identifying priorities at different levels of the Institution, informed by the Strategic Plan
- Establishing performance indicators/targets against which provision is judged
- Collecting data in order to measure performance
- Analysing performance against benchmarks and performance indicators
- Implementing and monitoring improvement plans
- Issuing reports on quality issues for the senior management team.

3.3   This cyclical process occurs at the Institution, departmental and course/team level throughout the Institution.

4. IMPLEMENTATION

4.1   The cyclical self-assessment process is supported by a series of activities, procedures and practices.

It is the responsibility of:

4.1.1   Head of Departments to identify the Strategic Priorities for the Institution in response to internal and external demands and initiatives;

4.1.2 Head of Departments and other staff to develop and review Institution Policies and associated procedures, guidelines and strategies;

4.1.3 Heads of Department to:

- Self-assess their area of provision and contribute to the Institution Self-Assessment Report

- Conduct professional performance reviews of all their departmental staff

- Establish mentoring arrangements for all new staff or for staff with new responsibilities

- [teaching heads] Ensure that course teams and teachers keep records of meetings, maintain course and subject files, and complete the annual course review cycle for each course, including the administration of the induction and on-course student perception surveys

- [teaching heads] Carry out a programme of teaching observations

- [support department heads] Maintain and review standard quality service agreements

4.1.4 The Head of Academics to

- Manage the annual quality cycle

- Review improvement plans

- Monitor Awarding Body reports/requirements

- Monitor and report on the complaints procedure

- Manage and report on the staff & student perception survey processes

- Manage and report on the teacher observation scheme

- Draw up the annual staff development plan, and manage and report on staff development

- Manage and report on the team of advanced practitioners to improve teaching & learning

- Manage and maintain the quality intranet site

- Ensure, through audit, that all staff comply with quality policies and procedures

4.1.5   Teachers to complete Course Reviews by

- Reviewing of student retention, achievement and target-setting
- Reviewing Induction
- Reviewing teaching, learning, resourcing & assessment in mid-course
- Providing a Summary Course Review at the end of each course
- OR, for short courses, providing a summary course review at the end of each course

And to:

- Provide effective & appropriate teaching, training and support for learning
- Maintain current course [co-ordinating] and subject [teaching] files, including minutes of meetings
- Undertake appropriate development and training

4.1.6   Head of Departments to

- Validate all decisions on quality issues.

4.1.7   All staff to take part in Monthly Staff Meetings and Quarterly Performance Review.

4.2   All staff is responsible for the quality of their work and for ensuring the quality of the Institution's provision.

5. MONITORING, REVIEW AND EVALUATION

5.1   The Academic Board will be responsible for reviewing and approving the Quality Policy

5.2   The Academic board will review the policy annually.

5.3   Monitoring of the Quality Policy is undertaken by the Academic Board.

4. THE ACADEMIC – A DEFINITION

THE ACADEMIC – A DEFINITION

1. Introduction

The concept that academic staff should contribute to teaching development has been developed and refined over a number of years. It is firmly embedded in the academic as well as the personnel strategies which support ISB Dubai's vision and mission.

This document attempts to articulate what is meant in the ISB Dubai strategies where they use the terms 'ISB Dubai academic' and ISB Dubai professional'.

2. The ISB Dubai professional – a model for all staff

The personnel strategy emphasises flexibility, a willingness to embrace changes in roles and boundaries between roles, an expectation of commitment to high quality service and acceptance of a shared (employer-individual) responsibility for staff development. This is to be the model for all staff, including academic and support staff. It implies that staff have a responsibility to act professionally and a right to be treated with respect. Likewise staff are expected to be accountable for their contribution and performance but are entitled to appropriate support from their managers in achieving their objectives.

3. The ISB Dubai academic – a definition

Both the probation and appraisal processes identify academic staff as having responsibility for setting and maintaining high standards in respect of:

- knowledge of their academic subject area;
- contribution to teaching and learning;
- contribution, as appropriate, to consultancy and professional practice,

- Maintaining a high standard of professional conduct (this includes taking an appropriate share of academic management and leadership responsibilities).

Expectations in these areas are fully explained in the notes that accompany the ISB Dubai probation and appraisal processes.

The personnel strategy indicates that academic staff will be expected to engage in teaching and that all academic staff are expected to take a share of the academic management responsibilities.

Excellence in teaching is an aspiration for all ISB Dubai staff. Development of professional practice could be through a range of different activities including: active participation on different workshops and trainings related to the profession; or consultancy work. The exact nature of the contribution will vary widely between departments and individuals. A precise definition of the full range of possible forms of contribution is therefore neither possible nor desirable.

The way forward

The ISB Dubai would expect the definition of the ISB Dubai academic to continue to evolve and there will continue to be heterogeneity in the characteristic profiles of staff between and within the different departments. The Academic Head will be expected to ensure that all members of staff fully understand the expectations in relation to this definition. Many staff already matches the model of the ISB Dubai academic and they will continue to receive support for their further development.

The personnel strategy gives a commitment to working with, and providing support for, other members of academic staff who do not at present fully meet the requirements implicit in the definition of the ISB Dubai academic but who have the ability and desire to make the necessary transition.

The plans and agreed timescales for transition will need to be sensitive to the background and history of each member of staff and will need to be realistic.

5. System for Effective Delivery and Assessment of Qualifications

System for Effective Delivery and Assessment of Qualifications

Introduction: At ISB Dubai, we are dedicated to providing exceptional education and ensuring the effective delivery and assessment of our Programs. Our comprehensive system encompasses a Delivery Plan, an Assessment Plan, and an Internal Verification (IV) Plan, all meticulously designed to uphold educational standards and promote learner success.

I. Delivery Plan:

Qualification Overview: Our Programs offer learners a comprehensive understanding in the sectors of the individual program. These qualifications are designed for completion with the regulation of ISBM AG and the responsible authorities and are delivered in different methods, this includes Online, Virtual, Blended or on-campus and in a combination of practical training, ensuring learners gain real-world experience.

Aims and Objectives: The primary aim of these qualifications is to equip learners with the knowledge and skills required to excel in the industries and market. Secondary objectives include fostering leadership skills, enhancing problem-solving abilities.

Delivery Approach: To ensure effective delivery, we employ a diverse range of teaching methods, including lectures, workshops, visits, and practical training. Our delivery approach aligns seamlessly with the qualifications' aims and objectives, fostering a dynamic and engaging learning environment.

Resource Allocation: ISB Dubai is committed to providing the necessary resources for effective delivery. This includes a team of highly qualified trainers, state-of-the-art classrooms, access to standard facilities, and an extensive library of learning materials.

Learner Support Services: We understand the importance of learner support. Our learners benefit from academic mentoring, career counseling, and access to a dedicated support team to address their individual needs and challenges.

Quality Assurance Measures: We implement a robust quality assurance framework that includes regular monitoring, assessments, and feedback loops. This ensures that the delivery plan remains effective and aligned with our commitment to excellence. We continuously seek opportunities for improvement and refinement.

Timeline: Our detailed delivery timeline provides a structured overview of the qualification journey. It includes key milestones, assessment dates, and review points, allowing us to track progress and make necessary adjustments to meet our goals.

Risk Management: Identifying potential risks is crucial to maintaining the quality of our delivery plan. We have implemented a risk management strategy that identifies, assesses, and mitigates risks that could impact the effective delivery of our Diplomas.

II. Assessment Plan:

Assessment Methods: Our assessment methods are carefully selected to align with the learning outcomes of the Diplomas. These methods include written exams, practical assessments, case studies, and group projects, ensuring a comprehensive evaluation of learner knowledge and skills, however due to the new technology of AI ISB Dubai will be moving soon to verbal exams, this is a must after officially announcing in 2023 passing the ChatGPT different exams such as full MBA degree and US Medical Licensing Exam.

Assessment Criteria: Clear and transparent assessment criteria are established for each assessment method. These criteria encompass specific indicators and grading procedures that guide assessors in evaluating learner performance consistently and fairly.

Assessment Schedule: Our assessment schedule provides a detailed timeline that specifies when assessments will take place, the location where assessments will be conducted, and the personnel responsible for overseeing and conducting

assessments. This schedule ensures that assessments are well-organized and executed as per plan.

Standardization: To maintain consistency in assessment practices, we have implemented a standardization process. This process includes regular meetings and training sessions for assessors to ensure that assessment practices align with our standards and guidelines.

Feedback and Reporting: We emphasize the importance of timely feedback to learners. Learners receive constructive feedback on their assessments, enabling them to understand their strengths and areas for improvement. Additionally, we maintain comprehensive records of assessment outcomes and reporting mechanisms.

Appeals and Grievance Process: In line with our commitment to fairness, we have established a clear process for learners to appeal assessment decisions or address grievances related to assessment practices. This process is communicated to all learners to ensure transparency and fairness.

Assessment Review and Improvement: Regular reviews of our assessment practices are conducted to identify areas for improvement. We use learner feedback and assessment outcomes to enhance our assessment methods continually.

III. Internal Verification (IV) Plan:

Internal Verification Process: Internal verification is a crucial component of our assessment quality assurance. Our IV process involves regular checks and verification of assessment practices at key stages. This process is conducted by trained internal verifiers who have a deep understanding of our qualifications and assessment requirements.
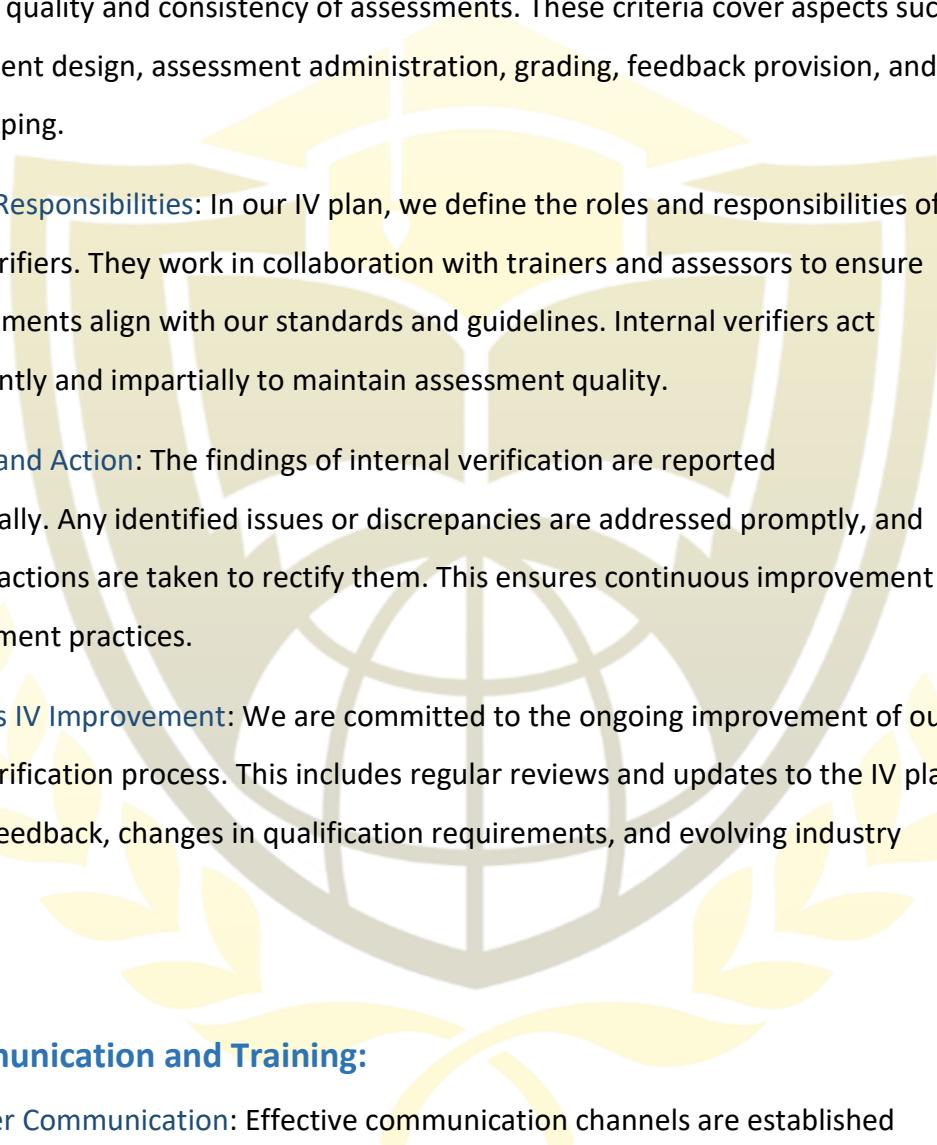
Verification Criteria: We have established clear criteria for internal verification to ensure the quality and consistency of assessments. These criteria cover aspects such as assessment design, assessment administration, grading, feedback provision, and record-keeping.

Roles and Responsibilities: In our IV plan, we define the roles and responsibilities of internal verifiers. They work in collaboration with trainers and assessors to ensure that assessments align with our standards and guidelines. Internal verifiers act independently and impartially to maintain assessment quality.

Reporting and Action: The findings of internal verification are reported systematically. Any identified issues or discrepancies are addressed promptly, and corrective actions are taken to rectify them. This ensures continuous improvement in our assessment practices.

Continuous IV Improvement: We are committed to the ongoing improvement of our internal verification process. This includes regular reviews and updates to the IV plan based on feedback, changes in qualification requirements, and evolving industry standards.

IV. Communication and Training:

Stakeholder Communication: Effective communication channels are established between trainers, assessors, internal verifiers, learners, and management. This ensures that information flows smoothly, and all stakeholders are aware of their roles and responsibilities.

Professional Development: We provide continuous professional development opportunities for our trainers, assessors, and internal verifiers. This ensures that they remain updated with industry best practices and maintain high levels of competence.

V. Evaluation and Review:

Regular Evaluation: We conduct periodic evaluations of the entire system, including delivery, assessment, and internal verification, to assess its effectiveness and identify areas for improvement.

Policy Review: We review and update these plans and processes annually to adapt to changing educational needs and industry requirements, ensuring that we consistently deliver high-quality Diplomas.

VI. Compliance and Accountability:

Adherence to Policies and Procedures: We maintain strict adherence to all policies and procedures related to the delivery and assessment of qualifications, holding all relevant stakeholders accountable for their roles and responsibilities.

This system is designed to create a structured and supportive environment that promotes the effective delivery and assessment of Diplomas, aligning with our commitment to excellence in education. We are ready to submit this system to KHDA Dubai for review and approval.

6. STAFF APPRAISAL AND DEVELOPMENT SCHEME

Role Definition

Elements of role		Examples of activities that could provide evidence (these are not in order of priority and they may refer to more than one element)
1. Knowledge of professional area or expertise		
a) Up to date knowledge of relevant professional domain in appropriate depth and breadth		Undertakes appropriate and relevant trainings Membership and participation in relevant professional body
b) Appropriate and relevant knowledge of professional framework		Is aware of local and external FE dimension Builds and maintains relevant professional contacts
c) Seeks to develop relevant professional expertise and knowledge		Contributes appropriately to subject/professional debate Quality and currency of advice given
d) Is able to actively apply knowledge and expertise appropriately in the context of his/her role and the Institution		Is proactive in the management of change Contributes to the development of policy and other documentation as necessary and to required standard /contributes to the

		development of policy papers
		Introduces appropriate innovations
2. People Management/Relationship Management		
2.1 Well developed people management skills and application of these skills across a range of areas;		Positive feedback from peers, team members and senior managers
a) Recruitment and Selection - up to date knowledge and skills in relation to current good practice and relevant legislation		Attendance at internal and/or external training events Fully contributes to the decision making process in relation to recruitment and selection
b) Performance Management - understands and applies the concepts of effective management of individual and team performance		Appropriate management of performance issues/concerns as necessary
c) Team leadership -Builds and maintains effective working relationships on a team and individual basis		Sets up appropriate mechanisms to ensure effective communication to and among team members Implementation of appraisal process and

-Successfully leads a team to achieve individual and group objectives, providing direction, vision and securing commitment	action of subsequent development and other outcomes
d) Development -Takes responsibility for and is proactive in the development of team members	Is proactive in the career progression and development of team members
e) Manages Diversity Recognises the diversity of the working environment and seeks to foster and maintain dignity at work in relation to all staff	Actively encourages participation and involvement of colleagues in team discussions and activities
2.2 Is skilled in dealing with a range of colleagues at junior and senior levels as well as external bodies	Actively promotes working within an equal opportunities framework
2.3 Is able to stimulate and motivate team members and work purposefully with colleagues	Sets and maintains high standards of ethical/professional behaviour
2.4 Is able to work effectively in own role, team, in cross Institution and external settings and in relevant external	Demonstrates respect for and values the contribution of others

groups or networks		
3. Operations Management		
a)Applies appropriate processes and systems to maintain effective work management and achieve objectives		Achieves personal and leads team objectives
b) Has appropriate understanding of quality management practices, implements appropriate practices and is concerned to maintain and improve standards		Develops and implements new procedures in response to changing demands Positive feedback from staff, peers and senior managers Positive feedback from faculties, services, units or other bodies with which the person interacts
c) Contributes appropriately to the strategic planning and development of the Faculty/Service		Engages in and contributes fully to faculty/service discussion
d) Understands and applies the concepts of effective project and deadline management		Production of appropriate written and numerical material which contributes to planning process
e) Recognises and accepts responsibility		Successful implementation of projects to

for the health and safety of team members		meet deadlines Contributes to the development and implementation of health and safety standards Manages and monitors health and safety performance
4. Financial and Resource Management		
a) Possesses appropriate financial and resource management skills to manage budgets and resources effectively		Authorises and monitors expenditure and resource utilisation appropriately and within overall budget/agreements
b) Understands relevant financial regulations and good practice as they apply to area of work and the Institution as a whole		Feedback from senior managers and peers Self updating and attendance at appropriate training sessions Is familiar with appropriate regulatory information
c) Uses relevant financial/resource information to make appropriate decisions		Provides relevant financial/reserve information in order to contribute effectively to the planning process

d) Analysing and evaluating information to contribute to the planning process		Contributes an analysis of processes and outcomes towards the planning process
5. Professional/Personal Skills and Conduct		
a) Has and applies appropriate knowledge of relevant Service and Institution health, safety, security and welfare arrangements, codes of practice and regulations		Personal/self updating and attendance at appropriate training events Contribution to discussion in Institution
b) Ability to present points persuasively both orally and in a written format		Implementation of appropriate response to issues as they arise
c) Able to handle complex, sensitive, and confidential information and to tailor its communication in accordance with the needs of different audiences		Possesses knowledge of relevant information including literature, web, individuals etc
d) Positively engages with differing/conflicting views on principles and practice within and between departments to promote best practice and positive change without compromising sound principles and/or individual standing		Positive feedback from staff, peers, managers

e) Negotiates appropriately with colleagues or others external to the Institution		Represents ISB Dubai in external forums
f) Organises time to meet deadlines and prioritises appropriately		Is able to achieve objectives with the co-operation of others
g) Works flexibly to accommodate changing demands		Achieves deadlines
h) Realistically evaluates own skills, driving own learning and personal development		Positive involvement in change issues to achieve desired outcomes
i) Demonstrates initiative and is capable of independent judgement and resolution of complex issues		Is able to reflect on personal skills, actions and development needs, fully contributes to appraisal process and is proactive in meeting identified development needs
j) Has a high level of personal integrity and honesty		Is aware of behaviour on others
k) Is able to manage ambiguity		Shows evidence of collaborative effort within activities

l) Exercises judgement appropriately in standing one's professional ground, demonstrating both resilience and a capacity for flexibility		Appropriate response to issues as they arise
m) Adopts appropriate task and process balance		Positive feedback from colleagues across all levels in the Institution Positive feedback from internal or external auditors, feedback from students

7. Personal Development Record

Personal Development Record

Confidential

Personal Development Record

Section 1: Personal Details

Name

Course

Department

Date Record Completed		Date of Discussion with Supervisor (if appropriate)

Period of Time Covered

Section 2: Review of Last Year – Goals and / or Key Tasks

Please detail **last year's goals and / or key tasks**. These may be copied from last year's record. Comment on your **overall performance and success** in meeting the goals listed. You should mention any **specific factors** that may have either helped or inhibited your progress.

Goal and/ or Task:
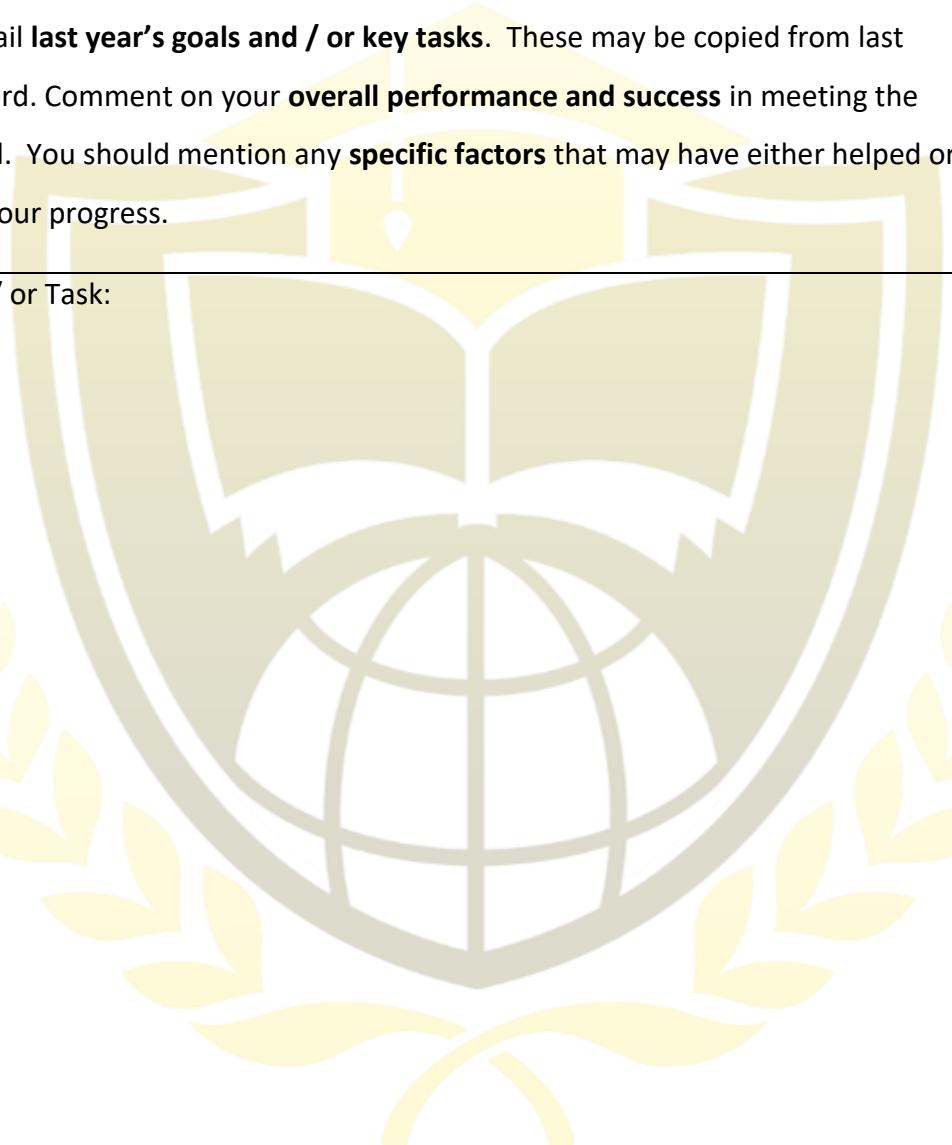
Section 3: Review of Last Year – Development Activities

This page should include details of activities undertaken both inside and outside your department, on campus and off it.

Comment on the development activities that were undertaken as a result of last year's self-appraisal.

Development Activity				
	Little or No Use	Some use	Useful	Very Useful
1.	☐	☐	☐	☐
2.	☐	☐	☐	☐
3.	☐	☐	☐	☐
3.	☐	☐	☐	☐
5.	☐	☐	☐	☐
6.	☐	☐	☐	☐
Comments:				

Section 4: The Year Ahead – Future Goals and / or Key Tasks

| 4a | Supervisor's comments on Section 2 (if appropriate) |

| 4b | Goals and / or key tasks for the coming year |

4c

Longer term objectives, aspirations and development activities (2 – 5 years)

It is not necessary to complete this section if you are uncertain at this time.

8. Equal Opportunities Policy

Policy Overview

ISB Dubai operates under a strict Equal Opportunities Policy. Below is a copy of this policy for the organisation.

Statement of Equality Opportunity

ISB Dubai is fully committed to the principle of equal opportunities in recruitment and employment and opposes all forms of unlawful or unfair discrimination including those on the grounds of:

- Age
- Disability
- Ethnic or national origin
- HIV status
- Marital status
- Nationality (including citizenship)
- Race
- Religion
- Sex
- Sexual orientation

Aim

ISB Dubai aims to treat all employees and students with dignity and respect and provide a working/learning environment free from all discrimination. It will conduct its affairs at all times in a manner that is consistent with this aim.

ISB Dubai believes that it is in the organisations best interests, and of those that work/study in it, to ensure that the human resources, talents and skills available throughout the country are considered when employment opportunities arise.

Commitment

To this end, within the framework of the law, ISB Dubai is committed to achieving and maintaining, whenever practicable, a workforce which broadly reflects the entire country.

Every possible step will be taken to ensure that employees and job applicants are treated equally and fairly and that decisions on recruitment, selection, training, promotion, pay and career management are based solely on objective and job related criteria.

Compliance

ISB Dubai will comply both with the spirit as well as the letter of legislation. The existence of law cannot of itself ensure that any policy of non-discrimination will work effectively - it is up to the Management, employees and students themselves to promote equality of opportunity for everyone.

Criteria for dismissal

Criteria for dismissal, including redundancy and expulsion will be solely those consistent with the provisions of ISB Dubai Disciplinary (Misconduct) Policy.

Responsibilities

<u>Individual employees</u>

Individual employees, therefore, at all levels are responsible for ensuring that their own conduct, in the exercise of ISB Dubai's affairs, is consistent with this equal opportunities policy. In particular, they must not:

- Discriminate against colleagues, other employees, job applicants or students or harass them;
- Induce, or attempt to induce, other employees/students to practice unlawful discrimination;
- Victimise individuals who have made allegations or complaints of discrimination, or provided information about such discrimination.

<u>Management and supervisors</u>

Management and supervisors at all levels are expected to set an example in non-discriminatory behaviour and to ensure, as far as reasonably practicable, that employees/students act in accordance with this policy.

Monitoring of the Policy

ISB Dubai supports the principle and use of monitoring to ensure the effective operation of the policy. This will be undertaken by the Equal Opportunities Development Officer who will report their findings annually to the Management. All monitoring will respect the confidentiality of the individuals concerned.

Breaches of the Policy

ISB Dubai will treat seriously any breaches of this policy and all instances of actual, or alleged inappropriate behaviour, will be fully investigated and may be subject to ISB Dubai's disciplinary procedures.

Grievances

Grievances concerning discrimination will be investigated in accordance with ISB Dubai's normal Grievance Procedure.

Training

ISB Dubai will identify any scope for the provision of training and encouragement to assist in overcoming barriers to progression and appointment.

In order to achieve effective implementation of the policy, ISB Dubai will ensure that this Policy Statement is bought to the attention of all employees/students.

9. Data Protection Policy

Policy Overview

ISB Dubai holds and processes information about employees, students, and other data subjects for academic, administrative and commercial purposes. When handling such information, ISB Dubai and all staff or others who process or use any personal information, must comply with the Data Protection Principles which are set out in the Data Protection Act.

In summary these state that personal data shall:

- Be processed fairly and lawfully,

- Be obtained for a specified and lawful purpose and shall not be processed in any manner incompatible with the purpose,

- Be adequate, relevant and not excessive for the purpose

- Be accurate and up-to-date,

- Not be kept for longer than necessary for the purpose,

- Be processed in accordance with the data subject's rights,

- Be kept safe from unauthorised processing, and accidental loss, damage or destruction,

- Not be transferred to a country outside the European Economic Area, unless that country has equivalent levels of protection for personal data, except in specified circumstances.

Definitions

"Data controller" further information about ISB Dubai data controller is available from the Principal, who is the Data Controller

"Staff", "students" and "other data subjects" may include past, present and potential members of those groups.

"Other data subjects" and "third parties" may include contractors, suppliers, contacts, referees, friends or family members.

"Processing" refers to any action involving personal information, including obtaining, viewing, copying, amending, adding, deleting, extracting, storing, disclosing or destroying information.

Notification of Data Held

ISB Dubai shall notify all staff and students and other relevant data subjects of the types of data held and processed by ISB Dubai concerning them, and the reasons for which it is processed. The information which is currently held by ISB Dubai and the purposes for which it is processed are set out in the Data Protection Register entry. When processing for a new or different purpose is introduced the individuals affected by that change will be informed and the Data Protection Register entry will be amended.

Staff Responsibilities

Information provided by staff to ISB Dubai

All staff shall:

- Ensure that all personal information which they provide to ISB Dubai in connection with their employment is accurate and up-to-date;
- Inform ISB Dubai of any changes to information, for example, changes of address;
- Check the information which ISB Dubai shall make available from time to time, in written or automated form, and inform ISB Dubai of any errors or, where appropriate, follow procedures for up-dating entries on computer forms.

ISB Dubai shall not be held responsible for errors of which it has not been informed.

Information held or processed by staff

When staff hold or process information about students, colleagues or other data subjects (for example, students' course work, pastoral files, references to other academic institutions, or details of personal circumstances), they should comply with the Data Protection Guidelines for Academic Staff.

Staff shall ensure that:

- All personal information is kept securely;
- Personal information is not disclosed either orally or in writing, accidentally or otherwise to any unauthorised third party. Unauthorised disclosure may be a disciplinary matter, and may be considered gross misconduct in some cases.

Staff supervising students

When staff supervise students doing work which involves the processing of personal information, they must ensure that the students are aware of:

- The Data Protection Principles;
- The requirement to obtain the data subject's consent where appropriate.

Student Responsibilities

Information provided by students to ISB Dubai

All students shall:

- Ensure that all personal information which they provide to ISB Dubai is accurate and up-to-date;
- Inform ISB Dubai of any changes to that information, for example, changes of address;

- Check the information which ISB Dubai shall make available from time to time, in written or automated form, and inform ISB Dubai of any errors or, where appropriate, follow procedures for up-dating entries on computer forms.

ISB Dubai shall not be held responsible for errors of which it has not been informed.

Information held or processed by students

Students who use ISB Dubai computer facilities may, from time to time, process personal information (for example, in course work). In those circumstances, they must notify the Data Controller, who will provide further information about this requirement.

Rights to Access Information

Staff, students and other data subjects in ISB Dubai have the right to access any personal data that is being kept about them either on computer or in structured and accessible manual files. Any person may exercise this right by submitting a request in writing to the appropriate designated data controller.

ISB Dubai aims to comply with requests for access to personal information as quickly as possible, but will ensure that it is provided within 40 working days unless there is good reason for delay. In such cases, the reason for the delay will be explained in writing by the designated data controller to the data subject making the request.

Subject Consent

In some cases, such as the handling of sensitive information or the processing of research data, ISB Dubai is entitled to process personal data only with the consent of the individual.

Agreement to ISB Dubai processing some specified classes of personal data is a condition of acceptance of a student on to any course, and a condition of employment for staff.

ISB Dubai may process sensitive information about a person's health, disabilities, criminal convictions, race or ethnic origin in pursuit of the legitimate interests of ISB Dubai. ISB Dubai may also require such information for the administration of the sick pay policy, the absence policy or the equal opportunities policy, or for academic assessment.

ISB Dubai also asks for information about particular health needs, such as allergies to particular forms of medication, or conditions such as asthma or diabetes ISB Dubai will only use such information to protect the health and safety of the individual, for example, in the event of a medical emergency. The consent of the data subject will always be sought prior to the collection of any sensitive data as defined by the Act.

The Data Controller and the Designated Data Controllers

The ISB Dubai Board of Directors and Management is the data controller under the Act, and the Principal is ultimately responsible for implementation. Responsibility for day-to-day matters will be delegated to the Heads of Department (i.e. academic and administrative) as designated data controllers. Information and advice about the holding and processing of personal information is available from the Principal.

Assessment Marks

Students shall be entitled to information about their marks for assessments; however this may take longer than other information to provide. ISB Dubai may withhold enrolment, awards, certificates, accreditation or references in the event that monies are due to ISB Dubai.

Retention of Data

ISB Dubai will keep different types of information for differing lengths of time, depending on legal, academic and operational requirements. These requirements are described in ISB Dubai's Records Retention Policy.

Compliance

Compliance with the Act is the responsibility of all students and members of staff. Any deliberate or reckless breach of this Policy may lead to disciplinary, and where appropriate, legal proceedings. Any questions or concerns about the interpretation or operation of this policy should be taken up with the Principal.

Any individual, who considers that the policy has not been followed in respect of personal data about him or herself, should raise the matter with the designated data controller initially. If the matter is not resolved it should be referred to the staff grievance or student complaints procedure.

Awarding body

ISB Dubai will forward to the awarding body only the needed information, such as personal details, CV, copy of passport or ID, copies of earlier achievements, exams result and any other document or information required by the awarding body.

Status of the Policy

This policy was approved by ISB Dubai 's Senior Management Committee (SMC) on 1st October 2023. It will be reviewed by ISB Dubai SMC no later than three years.

10. Disciplinary (Misconduct) Policy and Procedures

Policy Overview

It is the ISB Dubai's intention to provide a fair and consistent method of resolving disciplinary situations and to follow best possible practice. The guidelines in the Code of Practice on Disciplinary practice and procedures in employment have been taken into account in drawing up these procedures which apply to all members of the ISB Dubai staff other than the Head of Academics.

In most instances, it is hoped that problems of a disciplinary nature can be discussed by the individual concerned and his/her Head of Subject Administrator, resulting in an immediate solution and avoiding the use of the formal disciplinary procedures. An informal warning is probably the most important step in the whole disciplinary process because this is where the best chances exist to help the employee to conform to the required standards.

However, if such initial attempts fail to resolve the situation, the matter should be discussed, in the first instance, with the Head of Department or Administrator who will offer advice and assistance in these matters prior to any formal action being taken under these procedures.

- Depending on the nature of the misconduct, the ISB Dubai reserves the right to suspend a member of staff on full pay pending the outcome of investigations.
- Anyone who is suspended from duty will be entitled to written notification of the suspension, setting out the grounds on which the decision to suspend has been taken.
- Any person who has been under suspension for three weeks or more may appeal in writing to the Head of Academics.

Preliminary Investigation

Prior to any action being taken under this procedure, a prompt and thorough investigation should be conducted to assess whether the disciplinary procedure should be embarked upon. The procedure is designed to help and encourage all staff to achieve and maintain standards of

conduct and to provide a fair method of dealing with alleged failures to observe them. These ISB Dubai procedures apply to all staff and the aim is to ensure consistent and fair treatment for all. At all times the aim is for specific cases to be conducted as expeditiously as possible.

Procedures

In appropriate cases, the individual concerned will be informally advised of the time allowed for improvement by his/her immediate Head of Subject/ Administrator prior to any formal action being taken. Where the matter is more serious, the following procedure will be implemented:

Stage 1 - Verbal Warning

If the individual's conduct does not meet acceptable standards he/she will normally be given a formal VERBAL WARNING.

He/she will be advised of the reason for the warning under the first stage of the procedure, the action necessary to rectify the situation and of his/her right to appeal. A detailed note of the warning will be kept on his/her personal file for a period of six months and will be expunged in the event that further disciplinary action has not been taken.

Stage 2 - Written Warning

If the offence is a serious one, or the individual has failed to heed the verbal warning, he/she will be required to attend a disciplinary hearing, and if considered appropriate, a formal WRITTEN WARNING may be issued.

This will be given to him / her within two working days of the hearing and will include details of the complaint and the improvement(s) required. It will also warn that action under Stage 3 will be considered if there is no satisfactory improvement and will advise of the right of appeal.

A copy of this written warning will be retained on the individual's personal file for a period of twelve months and will be expunged in the event that further disciplinary action has not been taken.

Stage 3 - Final Written Warning

If the severity of this offence is such, or the individual has failed to heed a written warning, he/she will be required to attend a disciplinary hearing and, if considered appropriate, a formal FINAL WRITTEN WARNING may be issued.

This will give details of the complaint, will warn of the consequences if there is no satisfactory improvement and will advise of the right of appeal.

The final written warning will be given within two working days and a copy will be retained on the individual's personal file for a period of twelve months and will be expunged in the event that further disciplinary action has not been taken.

Unsatisfactory Conduct

There may be circumstances in which unsatisfactory conduct will justify the issue of a first written warning without there having been an informal warning.

Serious misconduct

In instances of serious misconduct there could be justification for the issue of a final warning in the absence of any prior formal or informal warnings.

Gross misconduct

The ISB Dubai reserves the right to dismiss, without Notice and without previous warnings, in cases of gross misconduct.

Disciplinary Hearing

The individual will be informed that he/she is to attend a disciplinary hearing at a given time and place. The purpose of a disciplinary hearing is to consider whether disciplinary action should be taken. The nature of the complaint will be outlined to the individual and reasonable time will be given for him/her to consider the position. At every stage, the individual will be notified of the right to Appeal following any disciplinary penalty involved.

At the hearing, the Head of Subject / Administrator will have witnesses present and the individual will have the right to consult and be represented by a trade union representative or colleague of his/her choice at any stage of the formal procedure. The results of the investigation will be fully discussed with the individual who will have the opportunity to state his/her case and to explain any mitigating circumstances.

Normally, there will be an adjournment of the hearing to allow proper consideration of all the matters raised. The hearing will then be reconvened and the individual will be informed orally of the disciplinary decision. This decision will be put in writing to the individual, specifying the nature of the misconduct, the penalty and duration imposed, and the arrangements for appeal.

If, on completion of the investigation and disciplinary hearing, the ISB Dubai is satisfied that gross misconduct has occurred, the result will normally be summary dismissal without notice or payment in lieu of notice.

If, on completion of the investigation and disciplinary hearing, the ISB Dubai is satisfied that misconduct has not occurred, the records of such a hearing will not be linked with the individual's personal file and will be expunged.

Dismissal

A. Dismissal with Notice

In the event that the member of staff has failed to heed a final written warning, he/she will be called to another disciplinary hearing, the result of which may be dismissal. A decision to dismiss will only be taken after full consideration with the Head of Department/ Administrator. If the dismissal is confirmed, the individual will be issued with a letter detailing the reasons for his/her dismissal.

B. Summary Dismissal

If a member of staff commits an act of gross misconduct, he / she will be asked to attend a disciplinary hearing and, if the investigation supports the allegation, he/she will be summarily dismissed without notice and with immediate effect.

Definition of Gross Misconduct

Gross misconduct is defined as misconduct serious enough to destroy the employment contract between the employer and the employee and make any further working relationship and trust impossible. It is normally restricted to very serious offences but may be determined by the nature of the business of the ISB Dubai and other associated circumstances.

The following list provides examples of offences which are normally regarded as gross misconduct and is not exclusive or exhaustive:

- Theft from ISB Dubai or individual
- Gross or offensive racial or sexual harassment,
- Fighting, assault or any other act of violence in the course of employment
- Acts of fraud or deliberate falsification of documents with intent to defraud the ISB Dubai, including giving or taking a bribe or offering to do so

- Damage to ISB Dubai property, that of another employee or visitors to the ISB Dubai's premises arising from wilful or negligent acts

- Gross or repeated negligence or disregard of the ISB Dubai's Health and Safety Rules and Procedures and associated policies in the course of employment which could endanger others

- Breach of confidentiality or disclosure of information which would be detrimental to the ISB Dubai

- Serious incapability through alcohol or being under the influence of illegal drugs

- Prolonged unexplained absence (normally of more than 10 working days)

- Misuse of other employees' passwords to access computer records.

Unacceptable Behaviour

The following list provides examples of unacceptable behaviour: it is neither exclusive nor exhaustive.

- Refusal to carry out reasonable instructions in accordance with one's duties

- insulting behaviour

- Reduced capacity to carry out duties due to the influence of alcohol or non-prescribed drugs

- Abuse of Absence and Self-Certification Rules and Procedures

- Irregular attendance and persistent bad time keeping

- Abuse of day release/training facilities

- Abuse of working hours regulations in accordance with one's contractual obligations

- Frequent and persistent absence from proper place of work and absence or lateness which prevents fulfilment of one's contractual obligations

- Failure to observe Health and Safety Precautions and the ISB Dubai 's Fire Regulations

- Unauthorised use of the ISB Dubai 's time, material or equipment

- Persistent use of foul language which is offensive to others.

The Right of Appeal

During the disciplinary process you will be informed whether you have a right to of appeal or not. In most cases you will be given a right of appeal. Summary of the appeal procedure is as follows:

- The grounds for the appeal should be set out clearly along with details of any written material considered relevant and the names of witness in support of the appeal.
- The Head of Academics shall ensure that a copy of the grounds of appeal is made available to the Designated Officer.
- An appeal process will not necessarily require a detailed rehearing or re-examination of all matters previously addressed and the focus should be on the matters raised in the grounds for appeal.

In reaching a decision on the nature or scope of the procedure to be followed, the Head of Academics may seek such advice as he/she considers appropriate in the circumstances.

Meeting

In all cases the Head of Academics will invite the employee to attend a meeting (normally within 10 working days of receipt of the written notification of appeal) to put forward the case, for his/her decision to refer to documents and/or call witnesses.

The Designated Officer will attend the meeting referred above and be given the opportunity to put forward the case, for his/her decision, refer to documents and/or call witnesses.

Questions may be put directly to either party or witnesses by the Head of Academics Questions may be put to either party or witnesses through the Head of Academics. There will be no right of direct cross examination.

Outcome

The Head of Academics will give this decision in writing within 5 working days.

The options available to the Head of Academics by way of decision are:

- That disciplinary action is not appropriate
- That the decision of the Designated Officer be upheld
- That a different disciplinary measure, which may be of a higher or lower severity, be imposed.
- In exceptional circumstances he/she may direct that the matter be further investigated before he/she reaches any decision.

11.   Preparation and Secure Storage of Examination/Test Papers Policy

Procedures for the production of examination/test papers

The examination papers are set by the awarding body, printed and sealed through an audited vendor in the presence of a reliable ISB Dubai officer who personally destroys all additional proofs and samples.

For verbal examination this is not applicable

Arrangements for secure storage of examination papers/scripts

The students' scripts and any additional materials to be considered by the examiners collected after the examination are sealed in cloth bags according to the sequence of examination hall number. The subject wise bundles are again packed in huge bags which are locked in cupboards and the keys are in the custody of the ISB Dubai Head of Academic Administration. The students scripts and additional materials are then double blind marked dispatched to the examinations department of the ISB Dubai as per the procedure sent to awarding body examination board by secure shipment of confidential material.

For verbal examination this is not applicable

12. Certification and Transcript Management

ISB Dubai has implemented the following policy to ensure the proper management and distribution of certificates and transcripts:

a) All certificates will be submitted for KHDA (Knowledge and Human Development Authority) attestation before distributing them to learners. This ensures the authenticity and credibility of the certificates, unless it is ISB Dubai own certificate which has prior approval by KHDA.

b) Academic record detailing the achievements of the learners will be issued at regular intervals based on students need. These transcripts provide a comprehensive overview of the learners' academic progress and achievements.

c) Certificates will be distributed without delay to all learners who have successfully completed the vocational qualification requirements. This ensures that learners receive their certificates promptly upon meeting the necessary criteria.

d) Copies of learners' certificates will be kept for an indefinite period of time. This ensures that a record of the awarded certificates is maintained for reference purposes.

e) Replacement certificates can be issued to learners who have valid reasons, such as loss or damage. This allows learners to obtain new copies of their certificates if needed.

f) the final certificates will not be issued to learners unless they fulfill the requirements prescribed for awarding these certificates. This ensures that the certification process maintains its integrity and that the certificates are only awarded to deserving individuals.

g) Certificates that have not been approved by KHDA will not be issued or distributed to learners. This ensures that only certified and authorized certificates are provided to learners.

h) Copies of certificates issued to the learners are forwarded to KHDA if needed (upon KHDA request).

i) The content or details of the certificates issued by the awarding/certification organization will not be changed or tampered with. This ensures the authenticity and accuracy of the certificates and prevents any unauthorized modifications.

By implementing this policy, the institution aims to ensure the proper management, distribution, and authenticity of certificates and transcripts, while also complying with KHDA regulations and maintaining transparency in the certification process.

Part 4

Annexes (other policies)

Annex A: CODE OF CONDUCT

You are expected to conduct yourself in a responsible manner responsibly on the Institution premises. Misconduct may result in you being suspended from the Institution. Your studies may be suspended due to any misconduct. In such cases no refund of fees will be given and any outstanding fees must be paid.

A.1. Disciplinary Procedures

When you enroll on a program of learning at the Institution, you agree and commit to a Code of Conduct. If your behavior, attendance record or academic standards are persistently below the standards required of the Code and are not resolved by informal discussion and negotiation, then disciplinary proceedings may be started against you.

The disciplinary procedure is a formal process which applies to all learners enrolled at the Institution. There are two types of activity in which disciplinary action may be required.

A.1.A General Misconduct

This covers student's attitude and behavior such as refusal to show the Institution ID Card, breach of health and safety regulations, being under the influence of drink or drugs, bullying and harassment of others, being unethical or disrespectful, attacking individual or institutions in illegal ways or carrying weapons. It also includes misuse of Institution computers, online library, ISB Materials including teaching materials and publications, online classrooms, Forums, Media including Social Media and other equipment on campus or online or any other action or incident considered to be of a similar nature to the above examples.

In Addition, forwarding of information to 3rd party like password or teaching methods for any use without getting permission from head of ISB quality team will be taken into account as misconduct.

Furthermore, any harming, trial of harm or supporting of harm to or its members ISB is considered as misconduct.

All spamming and/or hacking activity as well pretending as representative of ISB without official approval will be counted as high level of misconduct and may lead to legal persecution.

A.1.B Academic Misconduct

This covers students' behavior in relation to their program of learning such as copying, plagiarism, collusion, cheating etc or any other action or incident considered to be of a similar nature to the above examples.

In addition, each has three levels of seriousness: Level 1 Minor; Level 2 Serious and Level 3 Major.

Reasons for immediate suspension – some examples are below:

- Assault, fighting or other acts of violence, vandalism, bullying and harassment, theft, being in possession of illegal drugs, firearms or other weapons, committing or attempting to commit any act of arson, behaving in a way that brings the Institution into disrepute.
- Computer hacking, cheating in exams, extensive and/or persistent plagiarism or use of model answers, buying, selling or stealing of work.
- All information (books, materials, lectures, notice...etc.) belongs to ISB and the students have right only to use them for their study during their study time at ISB. They have no right to forward them, publish them, sell them or do anything else for any reason without

permission of ISB quality committee. The permission should be signed from the head of the Committee.

If any students breach this rule, he/she puts himself/herself under legal responsibility.

A.2. Complaints Procedure

ISB Dubai endeavours to create a positive learning environment for students, one in which each student has the opportunity to achieve their personal best. Part of the maintenance of that positive environment is a fair and open complaints procedure made available to all students.

A.3. Informal Complaint

This is a less formal procedure where a complainant may raise his or her concern about the way the services were provided. The complainant simply may see the Complaint Officer and orally inform the matter which will be dealt with immediate basis. However, if the matter is serious and the complainant is utterly dissatisfied, the compliant officer will rather accept the complaint as a formal one.

A.4. Formal Complaint

If a student or a visitor wants to bring a serious complaint about any matter in relation to the way the services are provided, the complainant may bring a formal complaint. It requires the complainant to take a complaint form from ISB. The complainant may also additionally write his or her allegations in addition to filling the complaint form.

For more information about our complaint's procedure, please check the document with the name Complaints Procedure or contact either to the student affair office or to the quality office

Annex B: Complaints Procedure

B. 1. Policy Overview

ISB Dubai is keen to minimize all kinds of non-conformities and to encounter those non-conformities through an established system of receiving and dealing with complaints. Appropriate systems of receiving and dealing the complaints provide the gateway to learn the views of those who experienced the institution's services. This gives ISB Dubai an opportunity to rectify the non-conformities and thus brighten the image of the institution when correctional actions to remedy the non-conformities are taken, some complaints must pay a deposit in order to open a case, if it needs external lawyer to be involved, than 300-700 CHF must be paid for each hour our lawyer needs (the rates are made by our lawyer). This will be added automatically to the complainant file without a prior notice.

The complainant has to pay the fee even if he/she decided to stop his/her claim in later time point.

B. 2. Who can complain?

The following people may bring complaints:

- those who are not satisfied with any services received from ISB Dubai
- students (or those acting on student's behalf)
- visitors
- service users
- staff members

B. 3. Where to complain?

You can contact the complaint department per email to the quality team. Contact the secretary or student affair to get the updated quality team contact method.

B. 4. Reasons for Complaints

Complainants may bring complaints for any of the reasons set out below:

- That the advice provided was not appropriate or wrong;

- That the personnel did not provide appropriate guidance;

- That the matter has been dealt with negligently;

- Appeal against examination / thesis results;

- That the institution did not update the complainant properly and in time, thus complainant failed to take appropriate action and suffered loss and damage;

- That the complainant received substandard services;

- That the complainant had been misled about the matter;

- That the institution did not deal with complainant's problem expeditiously and thus had caused him/her problems of a substantial nature;

- That the institution has charged in excess of the fee scheme;

- That the institution had never provided the complainant with the services for which he/she had already paid;

You may also add any other reasons that suit you most in your complaint. Please give details of the reasons as much as possible. State your reasons clearly and without any apparent ambiguity.

B. 5. Purpose of the Complaints Procedure

The purpose of the Complaints Procedure is to establish an effective monitoring system in the organization. ISB Dubai can identify any on-going irregularities or ineffectiveness of systems, when there is a complaint about the matter from an interested party. The complaints procedures are also used as indicators of standards of customer service that have been successfully established and tested.

When a complainant approaches ISB Dubai with a genuine complaint, it is believed that the complainant has given ISB Dubai a chance to rectify the errors or ineffectiveness or unfairness in the system. It also helps ISB Dubai to take appropriate policy decisions after careful consideration and investigation of the complaint. The most important purpose of the complaints procedure is to ensure that no student leaves the organisation with bad experience, dissatisfactions or grievance.

B. 6. Informal Complaints Procedure

B. 6. 1. Introduction

This is a less formal procedure where a complainant may raise his or her concern about the way a particular service was provided. The complainant may meet with the complaints officer and discuss the matter that will be then immediately dealt with. However, if the matter is serious and complicated and the complainant is still dissatisfied, the complaints officer may accept the complaint as a formal one.

B. 6. 2. Report to the Complaints Officer

If a student, visitor, or other interested party is dissatisfied because of the way she or he was dealt with, the dissatisfied person may complain about the matter. The Complaints Officer will record the complaint in writing and will immediately look into the matter.

This should be addressed to the quality department.

B. 6. 3. Investigation

The Complaints Officer will then immediately investigate the matter. If necessary, the Complaints Officer will contact the department from which the complaint emanated. If the complaint is able to be immediately resolved, the Complaints Officer will take a decision as to the resolution of the complaint and inform the relevant parties. However, if it is not possible to investigate the matter fast, the Complaints Officer will provide a possible time frame to deal with the complaint, explaining to the complainant why it was not possible to give a decision immediately. If, upon investigation, the Complaints Officer feels that the situation is serious enough to warrant a formal complaint, the complainant will be advised of this, and encouraged to pursue this.

B. 6. 4. Decision

If the Complaints Officer is able to resolve the complaint and provide a decision, this will be done so orally, but should be followed by a written confirmation of the decision to the relevant parties. A copy of the written decision must be given to the senior management of the academic or the administrative head. If the Complaints Officer is unable to satisfactorily resolve the complaint, the advice of the Senior Management Team may be sought, or the complaint may be escalated to the status of a Formal Complaint.

B. 7. Formal Complaints Procedure

If a complainant wishes to bring a serious complaint about any matter in relation to the way services are provided, or the way thy have been dealt with, or if an informal complaint has not been deal with satisfactorily, the complainant may bring a formal complaint.

A complaint form should be completed, with documentary evidence attached as appropriate, and this should be submitted to the Complaint's Officer for consideration. At this stage, the documentary evidence submitted need not be the original copies.

B. 7. 1. Letter of acknowledgement

The When the Complaints Officer receives a formal complaint, a letter of acknowledgement will be sent. The letter must set out the next steps to be taken including the deposit which should be paid from your side, and indicate a time frame of the investigation.

B. 8. Complaint deposit

The complainant will be asked to pay deposit, which vary based on the estimation of the individual case, For example if it needs external lawyer or evaluators to be involved, than 300-700 CHF must be paid for each hour our lawyer needs, so a deposit in such case can exceed 6000 AED (depend on the case, this will be evaluated by the complaint officer). In the end of the case, If the decision is in favor of the complainant, ISB will refund the deposit in full and will cover all the committee expenses, otherwise the committee full fees must be covered by the complainant. The complainant has to pay the fee even if he/she decided to stop his/her claim in later time point.

B. 9. Investigation

After receiving the formal complaint, the Complaints Officer must contact the department or the member of the staff against whom the complaint has been brought.   Details of the complaint will be provided for their prompt response.   The Complaints Officer will consider the evidence brought by both parties, and may interview witnesses if appropriate in order to accumulate further evidence.

B. 10. Report of Findings

The Complaints Officer will report their findings in writing to the academic or administrative head and will inform both parties in writing of his/her decision in the matter, along with

recommendations as to steps to be taken in order that the matter may be fully resolved. The written decision must indicate the following:

- Background of complaint
- Summary of investigation
- Summary of evidence or documents and witness statements
- Summary of findings
- Decision
- Reasons for such decisions
- Conclusion

The letter must clearly explain the steps already taken in relation to the complaint such as suspension or reprimand.

B. 11. Appeal of Decision

If the complainant is not satisfied with the decision given by the Complaints Officer, he/she may submit an appeal. The appeal will be heard by the academic or administrative head.

Appeals should be submitted in writing to the academic or administrative head within 14 days of the Complaints Officer's original decision. Additional evidence which the complainant wishes to submit should be attached. The head will consider all evidence available, both new evidence and that from the Complaints Officer's investigation, and shall provide the staff member or department against whom the complaint has been lodged the opportunity to respond to the accusations in writing.

The head will then complete a report, in line with the guidance above, and make a decision as to the outcome of the appeal. He/she may decide to support to the original decision of the Complaints Officer, or may make alternative recommendations as to the resolution of the complaint. The decision of the academic or administrative head will be final and no further right of appeal will be offered.

Annex C: Disciplinary Procedures

C.1. Introduction:

The basic purpose of the disciplinary procedure is to keep our students in line with the academic standards so that students can experience the excellence of academic and professional studies. A student has the right to make an appeal against any decision but must pay a deposit to open a case.

C.2. Disciplinary Procedure Step-By-Step:

Stage: 1   **Initial Proceedings**

Step: 1   Write a letter explaining the gross breach of duty or misconduct.

Step: 2   Request an explanation from the accused student about the breach or misconduct.

Step: 3   Make a meticulous assessment of her /his previous academic performances and conducts.

Stage: 2   **Hold an investigation**

Step: 1   Talk to the department's personnel i.e. where the misconduct or breach took place.

Step: 2   Talk to witnesses, if there are any.

Step: 3   Collect and collate the evidence regarding the misconduct from both parties

Stage: 3   **Assessments**

Step: 1   Assess the alleged breaches or misconducts.

Step: 2   Assess the answer made by the accused student.

Step: 3   Assess the investigation findings.

Step: 4   Make a comparative study of alleged breach or misconduct, alleged student's explanation and investigation findings.

Step: 5   Assess the prima facie of the allegation.

Stage: 4   **Post Assessment Activities**

Step: 1   Confirm in writing to the student the date of the hearing, time, place, and the person who will conduct hearing.

Step: 2   Inform the student of the papers or documents that she or he is required to bring.

Stage: 5   **Final Hearing**

Step: 1   Listen to the accused student and take full notes of what she or he says.

Step: 2   Take a good look and assess meticulously the reasons and explanations about the alleged breach or misconduct.

Step: 3   Report the result or findings of your investigations.

Step: 4   Report the final decision of the hearing i.e. whether she or he is in breach of duty or liable for gross misconduct.

Step: 5   confirm the decision of the final hearing in writing to the student.

Step: 6   If the decision in favor of the complainant, ISB will refund the deposit and will cover the committee expenses, otherwise the committee full fees must be covered by the complainant. The complainant has to pay the fee even if he/she decided to stop his/her claim in later time point.

C. 3. Disciplinary Committee (DC):

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                    ┌─────────────────────────────┐
                    │        Chairperson          │
                    │ Selected member of the legal affairs │
                    └─────────────────────────────┘
                    ┌───────────────┴───────────────┐
        ┌───────────────────────┐    ┌───────────────────────┐
        │        Member         │    │        Member         │
        │ Selected member of    │    │ Selected member of AQT│
        │    Students affairs   │    │                       │
        └───────────────────────┘    └───────────────────────┘
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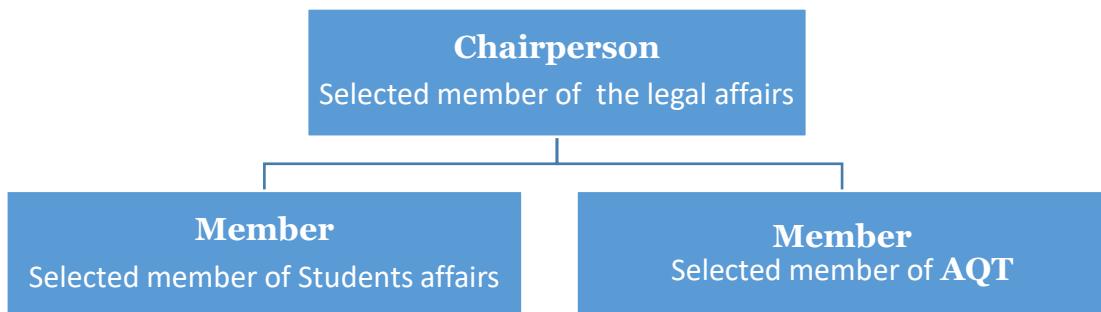
C. 4. Explanatory Note:

- The Disciplinary Committee will be in charge of all the disciplinary issues of ISB Dubai
- The Chairperson of the disciplinary committee will be able to delegate his power to any one of the two members or other to decide on behalf of the Committee Chair.
- In case of any disciplinary issue the DC will form a sub-committee to make investigation on the matter and to make decisions about the student in question.
- An appeal can be made against the decisions of the sub-committee and the appeal must be made to the full disciplinary committee.
- The full disciplinary committee will then make final decisions by following full disciplinary hearing procedure and will make the final decisions.

- There will be no further appeal against the decisions of the full disciplinary committee i.e. the decision of the full disciplinary committee will be full and final at this level.

Annex D: Appeal against Disciplinary Committee Decisions

D.1. Appeal Procedure against Disciplinary Committee Decisions:

Rule: 1,   An aggrieved student has the right to make an appeal against the decisions of the disciplinary committee but must pay a deposit in order to open a case. The fee is applicable even if the complainant in any time point decided to cancel his/her complain.

Rule: 2,   The aggrieved student must make an appeal in writing and it must be addressed to the Chairperson.

Rule: 3,   The aggrieved student must give details of the grounds, provide evidence, if any, relating to the grounds for appeal with the application.

Rule: 4,   The disciplinary committee must provide particular date, time, venue to hold hearing of the appeal, and must send a letter to the effect as soon as possible.

Rule: 5,   On that date the full disciplinary committee must be present and must listen to the aggrieved student. The Committee must also make a closer examination of the evidence, if any, that may be presented by the aggrieved student.

Rule: 6,   The Disciplinary appeal Committee must listen to the witness, if any, of the aggrieved student and take full note of what the witness says.

Rule: 7,   The Committee must then make meticulous assessment of the following issues for better decisions:

- Grounds raised by the aggrieved student;
- Evidence presented by the aggrieved student,
- Witness statements of the aggrieved student;
- Any other documents or evidence relating to his or her claim;

Rule: 8,   The appeal Committee must listen to the legal representative or other type of representative and take notes of all the statements.

Rule: 9,   The appeal Committee must assess the issues relating to the client as presented by the representative.

Rule: 10,   The appeal Committee will then make a comparative study and assessment of all types of submissions, documents, evidence, and take its final decisions.

Rule: 11,   The appeal Committee will read out its final decisions to the aggrieved student in his/ her presence or in the presence of his/ her representative.

Rule: 12,   The appeal Committee will send a copy of its decisions in writing and it must be signed and sealed.

Rule: 13,   After the decisions of the appeal Committee there will be no further appeal within ISB.

Rule: 13,   If the decision is in favor of the complainant, ISB will refund the deposit and will cover the committee expenses, otherwise the committee full fees must be covered by the complainant. The complainant has to pay the fee even if he/she decided to stop his/her claim in later time point.

D. 2. The ISB Dubai DC Hierarchy:

Disciplinary Appeal Committee

Disciplinary Committee

D. 3. Explanatory Notes:

- The ISB Dubai will have a two-tier disciplinary committee, and they will be as follows:
  - ♦ Disciplinary Committee
  - ♦ Disciplinary Appeal Committee
- The disciplinary appeal committee will be apex in the hierarchy and will hear the appeal only.
- The disciplinary committee will conduct the first hearing after the necessary assessment.
- The disciplinary committee will be responsible towards the disciplinary appeal committee.
- The committee may be established of minimum one member.
- If the committee is constituted of more than one member, one of the members will be the chairperson of the subcommittee.
- The chairperson must be a senior member in the hierarchy of the ISB Dubai.
- The head of the disciplinary appeal committee is usually the head of the Legal affairs.

Annex E: Deposit Policy

E. 1 Introduction

It is important that students pay their fees and any required deposits at the right time to avoid any problems with starting or continuing the program. Students are encouraged to read the following carefully and of course, get in touch with the Institution if there is anything they need to clarify. If the payment is done via third parties which is not in partnership with ISB, additional 10% can be added to the fee.

E. 2. Deposits

E. 2.1. Deposits (for oversees students)

All successful overseas applicants to any of ISB Dubai programs are required to pay a minimum deposit of 4000 AED plus 400 AED non-refundable registration to accept their place.

A. Upon receiving the deposit and/or the required documents, the Institution will send a Confirmation of Acceptance Letter and other relevant documents which are necessary for the visa application of the overseas students.

Students should pay the deposit by bank transfer. If bank transfer is not possible, you should contact ISB to find a solution.

If a student pays directly to ISB Dubai bank account, the first name and surname of the student and the student number if available should be mentioned as reference which will appear in the bank statement.

Deposits paid in person: If the students are already in UAE or if someone else pays the deposit on student's behalf, the deposits should also be paid by bank transfer. When we receive deposits, the details of amount paid will be confirmed on the visa letter.

Deposits to third parties: The tuition fees should not be paid to anyone else but the Institution unless it is joint or dual program, can be paid to the partner institute.

E. 2.2. Deposits (for student living in UAE or Online students)

All successful overseas applicants to any of ISB Dubai programs are required to pay a minimum deposit of 1000 AED plus 400 AED non-refundable registration to accept their place.

A. Upon receiving the deposit and/or the required documents, the Institution will send a Confirmation of Acceptance Letter and other relevant documents.

Students should pay the deposit by bank transfer. If bank transfer is not possible, you should contact ISB to find a solution.

If a student pays directly to ISB Dubai bank account, the first name and surname of the student and the student number if available should be mentioned as reference which will appear in the bank statement.

Deposits to third parties: The tuition fees should not be paid to anyone else but the Institution unless it is joint or dual program, can be paid to the partner institute.

Annex F: General terms and conditions

F1. Introduction

1. I S B Management Training Institute (Br of ISBM AG) (Dubai Branch) or ISB Dubai is based in United Arabs emirte and its officially registration and establishment were done under the law of the Emirate of Dubai

2. ISB is entitled to operate as a private institute in Dubai in compliance with federal and state law.

3. ISB offers a range of online and on Campus study programs starting from 1 day program, up to 6 years program

4. These General Terms and Conditions (GTC) and all other policies (CTG part 0, GTC part 1and GTC part 3) are integral parts of the individual contract between ISB and its students.

F2. Conclusion of the Contract

1. The registration form sent directly from the Webpage or by electronic mailing or in printed way is a binding registration of the student.

2. After receipt of the Application and Registration Fee, ISB will send a Letter of Acceptance to the student.

3. The Contract with the student becomes valid:

    ▪ with the reception of the Letter of Acceptance, if the student has his/her residence in UAE or any GCC countries.

    ▪ after ISB received a down payment of 10% of the Tuition Fee, if the student does not live in the above-mentioned countries.

4.   ISB has the right to make academic changes in the programs if it is required without prior notice.

5.   Student will be awarded only KHDA approved certificate. TOP UP possibilities is not ISB responsibility.

F3. Study Fees

<u>General remarks</u>

1.   All fees and other charges are published on the website of ISB.

2.   If for any reason the study fees published in ISB' printed brochure are different from the study fees published on the ISB official website, then the study fees on ISB' official website shall prevail.

3.   All prices are quoted in AED, but can be quoted in USD, EUR or CHF at student's request.

4.   All quoted prices may change without prior notice.

5.   In addition to these rules, regarding the handling of deposits, fee payments and refunds ISB refers to Deposit Policy in its most recent version.

F4. Application and Registration Fee

1.   ISB will charge an Application and Registration Fee to be payed to ISB' bank account within 15 days after filing the registration form.

2.   If the student wishes to start with his/her studies within these 15 days, the payment of the Application and Registration Fee must be made upon instructions of ISB.

3.   The Application and Registration Fee is not refundable.

F5. Tuition Fee

1.   Tuition Fee must be paid 15 days before the course start at the latest.

2.   The Tuition Fee includes the costs for E-study materials, but not the costs for the shipping of the study materials or any other printed materials by post or any other delivery ways.

3.   In case a study program is canceled by ISB, the Tuition Fee will be returned to student and a short online course will be offered free of charge as compensation.

4.   If a student fails to meet his financial obligations despite appropriate notices, ISB reserves its right to cancel his/her study status and take legal steps toward this if needed.

5.   The Tuition Fee will not be refunded if the student resigns before the study program is completed.

6.   If the payment is done via third parties which is not in partnership with ISB, additional up to 10% would be added to the payment.

F6. Scholarships

1.   ISB grants some limited scholarships to students under the prerequisites described on the webpage.

2.   Scholarships can only be granted to students who paid at least the Application and Registration Fee.

*   Kindly note that scholarships are very limited and it depends on the student's situation and status.

F7. Data Protection and Data security

1. ISB Shall strictly comply with European data protection laws and agrees not to disclose the personal data or information to which it had access during the execution of the Contract, to protect such data and information and to use it only to the extent necessary for the fulfilment of the Contract.

2. ISB Shall not disclose or give access to such data to third parties if not necessary for the execution of the Contract.

3. ISB Shall take all technical, organizational, and contractual data security measures to avoid disclosure in any form.

4. The student agrees that:

    ▪ ISB keeps the personal data of the student for 10 years after the end of the Contract;

    ▪ ISB may exchange personal data of students for payment purposes (payments by credit cards, etc.);

    ▪ ISB may transfer data to official authorities, for example in case of official requests or legal issue.

F8. Termination and Withdrawal of the Contract

F8.1. Termination

1. The Contract will be terminated without written notice after the expiration of the agreed contract period. The parties can agree upon an extension of the Contract.

2. The Contract can be terminated on written notice 30 days before the start of the next semester.

3. ISB can terminate the Contract if the student does not comply with its disciplinary duties as set out in the most recent Student Handbook according to the procedural rules established in Policies of the most recent version.

F8.2. Withdrawal

1. In case of withdrawal earlier than 30 days before the course starting date as set, ISB will refund two third of the Tuition Fee.

2. In case of withdrawal later than 30 days before the course starting date as set, ISB will refund one third of the Tuition Fee.

3. In case of withdrawal after the course starting date, no fees are refunded anymore.

F9. Performance of the courses

1. ISB Study programs are held only with a sufficient number of students.

2. ISB reserves the right to cancel any study program in case of insufficient number of students, or due to circumstances beyond its control.

3. On student's request and under exceptional circumstances, ISB can postpone the starting date of a study program to the next semester. This decision has to be taken by the Quality Department of ISB.

F10. Disciplinary measures

1. Students are expected to comply with ISB' Code of Conduct and Exam Code of Conduct as set out in the policies as well as to the laws on Switzerland.

2. ISB reserves the right to expel students for disciplinary reasons. Regarding the disciplinary procedures, of the most recent Policies are applicable.

F11. Miscellaneous

1. In addition to this ISB GTC the most recent version of the Student Handbook and its Annexes & Policies form part of ISB' regulatory framework.

2. ISB has the right to change the Contract (including starting dates and Tuition Fee) anytime needed.

3. All ISB documents including all annexes and the handbooks and policies are subject to change without prior notice.

4. Students and Alumni accept and will accept the Quality Assurance (incl. accreditations, validations, certifications, memberships, etc.) which ISB offers from the day of their application until the day of their graduation. Students and Alumni do not have the right to object or ask for any other Quality Assurance.

F12. Jurisdiction and applicable law

1. This contract including all annexes, programs and handbooks shall be governed by substantive Swiss Law, excluding the Swiss conflict of law rules.

2. For any controversy arising between ISB and a student or an agent, the place of jurisdiction shall be in Zurich/Switzerland.

Annex G: ISB Dubai Students' Regulation (General)

Introduction:

ISB Dubai is keen to maintain the excellence in academic performances and quality education. This can be achieved only by disciplining the staff and the students of the Institution. In view of this ISB Dubai is happy to make regulations for the students, which must be observed by all the students, while they are studying courses with us.

Regulation 1: The students must attend at least 80% lectures.

Regulation 2: The students must take the required Coursework and examination without adopting any unfair means.

Regulation 3: The students must maintain at all the time good appearance and behavior with the fellow students and to all the members of ISB Dubai staff.

Regulation 4: The students must not behave intimidatingly under any circumstances.

Regulation 5: The student has a duty to provide accurate details relating to personal and previous academic issues.

Regulation 6: The students must not be involved in any act, business, or job, or must not enter in to a contract in contravention with the laws of Switzerland and / or may leads to harming of ISB.

Regulation 7: The students must not be involved in any form of behavior that results with bribery or they must not perform any act attempted to be a bribe.

Regulation 8:   The student must not remove without permission any materials, or deliberately cause loss and damage in any form or manner to any from the Institution facilities.

Regulation 9:   The Students must not solicit any thought or philosophy or campaign to enhance racial hatred, or increase sense of discrimination based on race, religion, and color.

Regulation 10:   The students must follow the health and safety rules and procedures during the stay in ISB Dubai campus.

Regulation 11: The students must not use any ISB Dubai property, or ISB Dubai equipment without prior permission.

Regulation 12: The students must not act in a bad manner that will have consequences on the course or the academic integrity.

Regulation 13:   The students must NOT act unlawfully or against the interests of the Institution.

Regulation 14:   The students must avoid plagiarism and any proof of it may result in removal from the course. Kindly note that faculty members and the institution is keen to understand the plagiarism easily.

Any deliberate and serious breach of any of the regulations will be accepted as gross misconduct for the students.

Annex H: Learner Protection Commitment Protocol (LPCP)

1. Introduction and Purpose

1.1. This **Learner Protection Commitment Protocol (LPCP)** is in line with the requirements of the Knowledge and Human Development Authority (KHDA) to ensure that the learners enrolled in vocational education institution are protected against any risks that may impair their completion of their vocational qualification. This LPCP incorporates:

a) an assessment of the range of risks to the continuation of study for the learners.

b) the risk mitigation measures that the Institution has in place.

c) the arrangements for supporting learners in the event that the institution is no longer able to preserve continuation of study.

1.2. This LPCP highlights the institution's potential risks, mitigations and procedures for managing risks, and the institution's commitments to its learners.

2. Risks and Mitigations to the Delivery of Qualification

2.1. Learning and Teaching Risks

	Risk	Mitigation
a)	closure or suspension of an individual qualification	1 issuing a student record or partial certificate confirmation for the part has been done. 2 finding transfer into alternative qualification within the institute or at partner institute
b)	lack of applications and enrolments in the qualifications	1 increase marketing, 2 work with agents and centres, 3 find alternative or replacement course at ISB partners, by failing all previous 3,

		remains refund the money for those who paid.
c)	major changes to the qualification content, delivery mode, or regulations and policies	1 Regular programs and policies update, 2 regular faculty training, 3 increase networking and partners to get their support if needed, 4 consult external expertise.
1	loss of expertise to teach a qualification	1 Request expertise from partners institutes 2 invest in education of our faculty members and train them externally, 3 advertise for new faculty members.
2	the Institution is unable to effectively resource the qualification in terms of staffing or availability of specialist equipment.	1 Seek Alternative Solutions, 2 Research External Resources, 3 Seek Guidance from Educational Advisors, 4 Engage quality assurance Bodies, Consult Professional Organizations.
3	health and safety issues with the learners and staff	1 request temporary staff replacement from partner institutes, 2 recruiting staff replacement 3, offer learner study break 3, offer individual teaching hours.

2.2. Regulatory Risks

	Risk	Mitigation
a)	loss of approval by the awarding body	1 work with another awarding body, 2 become awarding body, 3 transferring the participants to another partner institute.
b)	restrictions or loss of accreditation/ approval by the regulatory/ accreditation organisation	1 obtaining another accreditation, 2 offer non accredited diploma in form of dual award with accredited institute, 3 offer only award from partner institute

2.3. Infrastructure and Facility Risks

	Risk	Mitigation
a)	institutional closure du to market exit	1, online education 2, transfer to mother institution, 3 transfer to partner institution
b)	institutional closure due to financial reasons	1, support from mother institution 2, external loan
c)	premises closure due to external events (beyond the institution control ('Force Majeure')	1 online education 2, transfer to mother institution in Switzerland
d)	change in institution premises/location	1, online education 2, centres, 3 transfer to partner institution, 4 refund

e) closure of a teaching facility	1, online education 2, finding new facility, 3 centres, 4 partner institution

2.4. Specific Risks

The following risks are specific to the institution in relation to each vocational qualification delivered by the institution:

Qualification	Specific Risks	Mitigation

3. Learner Protection Measures

Should the institution be un unable to continue the delivery of the vocational qualification, the following actions will be taken for each vocational qualification:

Qualification	Action	Action Details
All Qualifications	Teach-out	1 Confirmation of finished part, 2 transfer to Mother institute, 3 transfer to partner institutes
	Internal transfer to another qualification	1, RPL for similar modules toward the new qualification, 2. Confirmation of finished part.
	External transfer to another educational provider	Confirmation of finished part, offering 100% transfer to the

		mother institute and some partners institute
	Exit awards and certification	Confirmation of finished part, offering 100% transfer to the mother institute and some partners institute
	Refund and Compensation	Based on Refund policy

4. Communication of the LPCP to the Learners

The institution will communicate the LPCP to its learners as follows:

Website	Policy section
Learner Contract	The policy is an integral part of the learner contract and should be accepted by registration

5. Learner's Complaints

The institution will deal with learners' complaints as follows:

See Policy: code of conduct & disciplinary procedures

6. Learner's Appeal

The institution will deal with learners' appeal as follows:

See Policy: code of conduct & disciplinary procedures

Key Contact Person	
Signature:	
Date::	