

Internal Quality Assurance

ZEBS INTERNATIONAL BUSINESS SCHOOL



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Standard 1

Policy for Internal Quality Assurance

ZEBS International Business School Institutional Charter

The Charter is a sovereign act that specifies the purpose and core values through which **ZEBS International Business School Ltd** defines and presents itself to the world.

Once the IQA document is approved by MFHEA, it will be uploaded to our website, making it publicly available in its entirety.

ZEBS IBS Mission.

ZEBS International Business School, an international Management Boutique (A Business School, applying unique and innovative programmes and courses with an individualised approach) based in Malta, is committed to provide customized and innovative world-class business education for the following purposes:

- Quality Online Education: To help students achieve excellence in their academic and professional careers and companies to develop and strengthen their most valuable asset: people.
- Culture of Quality and Practical Application: To set high standards, use practical approaches that are aligned with industry expectations and demand excellence while nurturing a lifelong love of learning. Quality online courses and programs cater to the needs of lifelong learners by offering convenient, self-paced learning options
- Flexibility: ZEBS IBS prioritizes offering flexible learning options to accommodate students' diverse needs. Online learning allows students to learn at their own pace, schedule, and preferred location. This aligns with a vision of personalized learning experiences tailored to individual needs and lifestyles.
- All-Access Education, Global Reach and Impact: To focus on underrepresented students from many different backgrounds with financial difficulties or handicap and give them access to high-quality education regardless of their wealth, ethnic origin, race, and education status. ZEBS IBS is an institution that sees online learning as a means to extend its reach beyond physical boundaries. By offering online programs, we attract students from diverse social and cultural backgrounds and geographical locations, thereby fostering a multicultural learning environment and global perspectives.

Important Clarifications



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ZEBS International Business School in Malta [[MBA | ZEBS International Business School \(zebs.edu.mt\)](https://zebs.edu.mt)] is an independent institution, distinct from Zurich Elite Business School, and follows its own Quality Assurance (QA) procedures to maintain academic excellence and operational efficiency.

The Centrality of Quality in ZEBS IBS Mission

Quality, as derived from the statements, can be defined as the unwavering commitment to excellence, continuous improvement, and inclusivity in education.

This is further developed in the document “Institutional Quality Charter” which underpins all process that permeate the school.

Means for Achieving the ZEBS IBS Mission.

Provide students and corporate clients with highly individualized and innovative business programs.

This is further developed in document “Learning Outcomes”.

Provide students and corporate with a transformative educational environment, that is precise, caring.

ZEBS IBS Visionary Goals

ZEBS IBS seeks:

- To educate and foster a global online community whose core values facilitate not only outstanding performance in business but also in ethical business practices.
- To ensure that companies and learners achieve innovation, value enhancement, and acquire digital skills, thus achieving a sustainable competitive advantage through our customized programs and services, which enhance personalised learning experiences tailored to individual needs and lifestyles.
- To improve the economic and living conditions of diverse populations around the world by steering business and public policy leaders toward identifying and implementing innovative ideas for creating broad-based prosperity.

This finds relevance in the strategic documents of the school.

Values

ZEBS IBS culture is underpinned by the following core values:

Value 1: Endurance



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At ZEBS IBS, resilience and sustainability are deeply embedded in our academic philosophy and institutional identity. We recognize that navigating the ever-evolving world of business demands not only adaptability and innovation but also the fortitude to weather challenges and emerge stronger, while operating in an environmentally conscious and responsible manner.

Our commitment to resilience and sustainability manifests in every aspect of our organization, from our approach to education to our internal operations and research. Our faculty members embody the spirit of resilience and sustainability, actively seeking out opportunities to incorporate sustainable practices into their classrooms and research projects. We empower our students to become resilient and sustainable leaders, equipped with the knowledge, skills, and mindset to navigate the complexities of the business world and emerge stronger from every challenge, while operating in a manner that safeguards the planet for future generations.

Value 2: Welfare

ZEBS International Business School is deeply committed to fostering a supportive and inclusive environment where the well-being of students, faculty, and staff is paramount. Through comprehensive initiatives and programs that are run by dedicated committees to ensure that our community is a healthy, supportive, and inclusive environment where everyone can thrive., ZEBS IBS promotes physical, mental, social, and financial well-being across the entire community.

This is further developed under the document “Student Support Charter”.

Value 3: Excellence

Excellence in education is cultivated through a steadfast commitment to ethical values, ensuring a framework of fairness, respect, trust, modesty, and decency. This ethos permeates every aspect of the academic experience, fostering a harmonious environment where students and faculty engage in mutually respectful dialogue, fostering tolerance and building trust.

Faculty members uphold the highest standards of transparency and fairness in their teaching duties, embodying professionalism and efficiency in their practice. Their research endeavours are marked by modesty and decency, producing quality work aligned with ZEBS IBS's aspirations and values. ZEBS IBS's management fosters a safe, healthy, and inclusive environment, providing equal opportunities to all.

This is further developed under the “Code of Conduct”.

Value 4: Liberty

At ZEBS IBS, academic freedom is a cornerstone of our educational philosophy, fostering an environment where intellectual curiosity, critical thinking, and the pursuit of knowledge are paramount. We uphold the principles of liberty and academic freedom, recognizing their essential role in nurturing innovation, creativity, and responsible leadership.

4.1 Teaching



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Faculty members (Tutors) at ZEBS IBS enjoy the autonomy to determine the content, resources, methods, and conduct of their courses, ensuring that their expertise and passion for their respective fields are fully realized. This freedom of teaching allows our faculty to cultivate engaging and stimulating learning experiences that challenge students to think critically to develop independent thought. Tutors are empowered to tailor their courses to the evolving needs of the business world, ensuring that students are equipped with the current knowledge, skills, and perspectives they need to thrive in the ever-changing landscape of business.

4.2 Research

ZEBS IBS also upholds the fundamental right to freedom of research, ensuring that faculty members have the autonomy to pursue their research interests without undue constraints. We recognize that academic research is a driving force of innovation and progress, and we encourage our faculty to explore new frontiers of knowledge and contribute to their respective fields, collaborate with colleagues, industry partners, and international scholars, advancing the boundaries of knowledge and addressing real-world challenges. As researchers embark on their intellectual journeys, they are provided with the library resources and administrative support to pursue groundbreaking research, generating knowledge that has a tangible impact on our students, society at large to shape the future of business.

4.3 Learning

ZEBS IBS ensures that students have the opportunity to pursue knowledge without discrimination or restriction, as access to education is guaranteed by the UN Pacts to empower our students become informed, engaged, and responsible citizens. Our commitment to freedom of learning fosters a vibrant intellectual community of students and alumni where diverse perspectives are valued. We provide students with a supportive and stimulating environment to pursue their academic passions nurtured by a faculty that encourages intellectual exploration, fostering a lifelong love of learning and preparing them to become leaders in their chosen fields.

This is further developed under our “Faculty Management Policies”. You can find it in “General Discrimination & Intolerance Policy: Other Staff & Students”, Section i: “Faculty Management Policy”. These policies apply and/or have provisions for students, tutors and other internal staff/stakeholders at ZEBS IBS.

Value 5: Creativity

Creativity permeates our approach to education and fostering excellence for transforming new ideas into impactful actions. We foster a vibrant learning environment that encourages experimentation, collaboration, and the exchange of ideas, empowering students to become innovators, leaders, and changemakers. We embrace creativity and critical thinking, empowering students to develop innovative solutions to real-world business and management challenges with programs that encourage students to continuously learn, adapt, and thrive in the ever-changing world of business. Faculty, who are actively engaged in research and industry collaborations, bring cutting-edge knowledge and practices into the classroom.

This is further expounded under “Innovation Policy.”

Institutional Quality Charter



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A / ZEBS IBS Institutional Quality Culture

The present ZEBS IBS Institutional Quality Charter serves the purpose to ground quality in all the school's processes to facilitate the achievement of ZEBS IBS mission. It consists in the following components:

- The ZEBS IBS Quality Management System (QMS) is a formalized system that documents processes, measurable procedures and responsibilities designed to attain overarching mission-related goals or immediate strategic objectives and foster the cultivation of a quality-focused institutional culture.
- The ZEBS IBS Quality Assurance Strategy (QAS) outlines the principles that guide quality assurance efforts, and the mechanisms for planning, implementing a specific set of solutions and practices, in addition to their evaluation, that ensure the mission is attained.
- The ZEBS IBS Internal Quality Assurance Policy (IQA) is the process whereby learning and ZEBS IBS qualifications meet quality standards grounded by the QMS while ensuring that assessment practices are consistent, fair, and reliable.
- External Quality Assurance (EQA) carried out by awarding and accrediting organisations seeks to ensure IQA-related activities have been conducted in a consistent, safe, and fair manner while giving ZEBS IBS the opportunity to improve practices in a agile yet valid and reliable manner.

Policy for Quality Assurance of edX Courses

ZEBS IBS is committed to maintaining the highest standards of quality in its educational offerings, including outsourced courses. This section includes the procedures and criteria for selecting and integrating courses from the edX platform to ensure they meet the academic and pedagogical standards of ZEBS IBS.

This policy applies to all edX courses considered for inclusion in ZEBS IBS's programmes, specifically focusing on their alignment with the outcomes of ZEBS MBA Programme and the credibility of the institutions providing these courses.

1. *Criteria for Selection of edX Courses*

- The Academic Board ensures that the outcomes of the selected edX courses align with the intended learning outcomes (including knowledge, skills, and competences; refer to **Standard 3, Learning Outcomes**, pages 46-50) of the ZEBS MBA Programmes.
- Evaluate the course content to verify that it complements the existing curriculum and enhances the overall educational experience of the students.

2. *Credibility of Course Providers - Quality, Reputation and Credibility of Course Providers*

- Prioritize courses designed and delivered by top-tier institutions.
- Assess the reputation, accreditation status and international ranking to ensure they meet ZEBS IBS's standards.

3. *Staff Evaluation and Completion*

- Require that selected staff members complete the edX courses prior to their integration into the ZEBS IBS curriculum to evaluate their quality .
- Gather feedback from staff members on the course content, learning outcomes, teaching and assessment methods.



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4. **Adaptation to ZEBS IBS's MBA Schedule**

- Modify schedules as necessary to align with ZEBS IBS's programme requirements, academic calendar and deadlines.

Leadership Commitment

Culture of quality is fostered from top leadership down to every level of the organization promoting a culture of continuous improvement.

B/ ZEBS IBS QUALITY MANAGEMENT SYSTEM (QMS)

B1/ Definition of Quality

Quality is the measure of how well performance aligns with expectations, reflecting excellence in both goods and services. This excellence is particularly evident in how products adhere to requirements and meet customer satisfaction. Moreover, quality encapsulates the trust fostered and upheld within relationships.

B2/ Stakeholders

ZEBS IBS's stakeholders are:

- External: students, student sponsors (organisations - i.e. companies, investors - that provide financial support to students to help them achieve their professional goals; they come from our business network), the regional community (Maltese authorities and industries/companies), and service providers.
- Internal: faculty, administrative staff, management.

B3/ The link between the QMS and ZEBS IBS's mission

Quality serves achieving ZEBS IBS mission in the following ways:

B3.1/ Quality Education:

- Mission strand 1: Quality Online education: To help students achieve excellence in their academic and professional careers and companies to develop and strengthen their most valuable asset: people.
- Quality Connection: The link between quality and online education lies in the commitment to excellence. Quality online education ensures that students receive the knowledge, skills, and values necessary for success in their careers, contributing to the overall development of individuals and the organizations they become a part of.

B3.2/ Culture of Quality and Practical Application

- Mission strand 2: Culture of Quality and Practical Application: To set high standards, use practical approaches that are aligned with industry expectations and demand excellence while nurturing a lifelong love of learning. Quality online courses and programs cater to the needs of lifelong learners by offering convenient, self-paced learning options
- Quality Connection: A quality culture is a comprehensive approach that goes beyond mere adherence to standards. It involves the deliberate establishment of elevated and rigorous standards, creating a



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framework where excellence is not just expected but actively demanded. In this environment, individuals are encouraged to surpass the ordinary and consistently strive for the highest levels of achievement.

B3.3/ Flexibility & All-Access Education, global reach and impact:

- Mission strand 3 & 4: Flexibility & All-Access Education, global reach and impact:

ZEBS IBS prioritizes offering flexible learning options to accommodate students' diverse needs. Online learning allows students to learn at their own pace, schedule, and preferred location. This aligns with a vision of personalized learning experiences tailored to individual needs and lifestyles

All-access education, global reach and impact: To focus on underrepresented students from many different backgrounds with financial difficulties (we cater for them by offering scholarships; this is also mentioned on our website) or disabilities and give them access to high-quality education regardless of their wealth, ethnic origin, race, and education status by providing scholarships. ZEBS IBS is an institution that sees online learning as a means to extend its reach beyond physical boundaries. By offering online programs, we attract students from diverse social and cultural backgrounds and geographical locations, thereby fostering a multicultural learning environment and global perspectives.

We provide digital accessibility, flexible deadlines, recordings of live sessions, and clear instructions for assignments.

- Quality Connection: Quality is intertwined with accessibility and inclusivity. Ensuring high-quality education for underrepresented students (we identify underrepresented students through our application process, for instance when lack of funds is mentioned) reflects a commitment to equity and excellence. Quality is not compromised but extended to ensure that flexible, online education is accessible to all, breaking down barriers and promoting diversity.

B4/ The link between the QMS and the ZEBS IBS vision

Quality serves the purpose of achieving the ZEBS IBS vision in the following ways:

B4.1/ Global Community with Core Values

- Vision strand 1: To educate and foster a global community whose core values facilitate not only outstanding performance in business but also in ethical business practices.
- Quality Connection: Quality, in this context, is the foundation for instilling values that drive outstanding performance and ethical conduct. It ensures that education transcends mere technical skills to cultivate a mindset rooted in excellence and ethical considerations.

B4.2/ Sustainable Competitive Advantage for Companies

- Vision strand 2: To ensure that companies and learners achieve innovation, value enhancement, and acquire digital skills, thus achieving a sustainable competitive advantage through our customized programs and services, which enhance personalised learning experiences tailored to individual needs and lifestyles.



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- Quality Connection: Achieving sustainable competitive advantage requires a commitment to quality at every level. Quality education and programs contribute to innovation and value enhancement, which, in turn, foster a sustainable competitive edge for learners and companies.

B4.3/ Improving Economic and Living Conditions Globally

- Visions strand 3: To improve the economic and living conditions of diverse populations around the world by steering business and public policy leaders toward identifying and implementing innovative ideas for creating broad-based prosperity.
- Quality Connection: The pursuit of quality in education and business practices is directly aligned with the mission to improve global conditions. Quality-driven innovation and leadership contribute to the creation of prosperity that benefits diverse populations around the world.

Quality as part of an incremental strategy ensures that the pursuit of excellence is not only a goal in itself but a means to positively impact businesses, communities, and populations globally. The testimonies and analyses of the brilliant careers of ZEBS IBS graduates and alumni will demonstrate this constant endeavor.

B5/ The Link between the QMS and the ZEBS IBS Values

B5.1/ Endurance

Quality at ZEBS IBS is intricately woven into the fabric of resilience and sustainability, creating a harmonious synergy where educational excellence, adaptability, innovation, fortitude, and environmental responsibility coalesce. This integration reinforces the institution's commitment to providing a quality education that prepares individuals to navigate the complexities of the business world while upholding the principles of sustainability for the benefit of future generations.

B5.2/ Welfare

Quality at ZEBS IBS is intricately connected to our commitment to fostering a supportive and inclusive environment prioritizing the well-being of students, faculty, and staff. Through dedicated initiatives, we ensure a healthy, inclusive community where everyone can thrive in terms of physical, mental, social, and financial well-being.

For instance, if a student experiences burnout due to a heavy workload, we offer flexibility by allowing extensions on individual assignment deadlines for these specific cases. This approach ensures that students can maintain their mental health and well-being while still achieving their academic goals. Through these supportive measures, we create a nurturing space where every individual has the opportunity to succeed.

B5.3/ Excellence

Quality at ZEBS IBS is intricately linked to the institution's commitment to excellence in education and fundamental ethical values. It extends beyond academic achievements, encompassing a harmonious and inclusive environment. Faculty members embody transparency, fairness, professionalism, and efficiency in their teaching practices. Research endeavours reflect a commitment to modesty and decency, aligning with ZEBS's overarching aspirations. The business school's management ensures a safe, healthy, and inclusive environment, exemplifying a holistic understanding of quality that prioritizes equal opportunities and overall well-being for all.



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B5.4/ Liberty

At ZEBS IBS, quality is deeply interwoven with our steadfast commitment to academic freedom. We acknowledge the pivotal role of academic freedom in nurturing innovation, fostering creativity, and instilling a sense of responsible leadership. In teaching, faculty members exercise autonomy in shaping courses, leveraging their expertise to create dynamic learning experiences that encourage critical thinking. This academic freedom enables faculty to adapt courses to the ever-changing business landscape, ensuring students acquire contemporary knowledge and skills. In research, ZEBS IBS upholds the fundamental right to freedom of research, allowing faculty to explore uncharted territories and tackle real-world challenges. Our commitment to freedom of learning guarantees equal access to education, creating a vibrant intellectual community that values diverse perspectives and prepares students to emerge as informed, engaged, and responsible leaders.

B5.5/ Creativity

Quality at ZEBS IBS is intimately tied to our commitment to infusing creativity into education. Our approach centers on translating new ideas into impactful actions within a dynamic learning environment that promotes experimentation, collaboration, and idea exchange. This commitment empowers students to evolve into innovators, leaders, and changemakers, equipped with the skills to address real-world business challenges. We champion creativity and critical thinking, fostering an atmosphere where students continually learn, adapt, and excel in the ever-evolving business landscape. The active involvement of faculty in research and industry collaborations ensures that cutting-edge knowledge and practices are seamlessly integrated into the classroom, enriching the overall quality of education at ZEBS IBS.

B6/ The Primacy of the ZEBS IBS QMS

The ZEBS IBS quality management system is ubiquitous.

- Governs the relationship between ZEBS IBS and legal provisions.
- Serves as the basis for the educational and operational objectives and outcomes.
- Influences strategy setting.
- Ensures the continuity of studies.
- Enables best practices.
- Stimulates improvement, innovation, and sustainable development.

B7/ Elements

The ZEBS IBS QMS consists of the following elements:

- A set of objectives and outcomes established for training and education, as well as operations setting all together the desired level of compliance.
- A set of precise processes to achieve the desired level of compliance.
- A set of tools for data collection according to the type of objectives and outcomes, as well as processes.
- A process for the appraisal of obtained results and data.

B8/ Objectives of the ZEBS IBS QMS

B8.1/ General objectives



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The ZEBS IBS QMS

- Develops a quality culture along with a vision for the betterment of society.
- Integrates ZEBS IBS stakeholders.
- Integrates governance, teaching, research, services, infrastructure, and internal and external communication.
- Governs the evaluation of teaching and research activities and service delivery.

B8.2/ Compliance

Legal requirements pertaining to contracts, data protection, copyright, disability, high education in the country ZEBS IBS operates.

ZEBS IBS respects and conforms to Regulatory Requirements and standards established by awarding, validating, and accrediting bodies.

International norms that comprise the UN Global Compact, 17 objectives of sustainable development (ODD).

B8.3/ Data and information management

B8.3.1/ Management of the data collection process

The ZEBS IBS data collection process consists of

- Managing the process of evaluating teaching and operations by students in a systematic way.
- Administering the processing of data, both quantitative and qualitative, to produce institutional statistics.

B8.3.2/ Use of data

The data collected allows ZEBS IBS to

- Make day-to-day and strategic decisions for improvement.
- Control the achievement of the mission.
- Control the degree of realisation of the established vision.
- Ensure precise administrative management.
- Compare students' performance with that of other universities and business schools.
- Organize teaching programs freely, to continuously perfect them through the integration of research, as well as to allow its innovation.
- Establish the relevance of its QMS and to initiate the necessary improvements.

B8.3.3/ Disclosure of information

The data (numbers, information, insights) is accessible to stakeholders through electronic communication or/and public disclosure on the ZEBS IBS website.

B8.4/ Teaching Support



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B8.4.1/ In general

The ZEBS IBS quality management system allows:

- Implementation of the principles and objectives of the European Higher Education Area (ESG).
- Compliance with the admission requirements to study ZEBS IBS programs.
- Compliance with the graduating requirements for issuing Bachelor, Master's and Doctoral degrees.

B8.4.2/ In particular

The ZEBS IBS QMS provides support to faculty in the following ways:

- Academic and resources, in terms of teaching methods, assessment methods, class management, online interaction.
- Technical, in terms of the LMS components.
- Development both internally and externally.

B9/ Management

The management of the ZEBS IBS QMS is the responsibility of the Management Board and Academic Board.

C/ ZEBS International Business School's Quality Assurance Strategy (QAS)

C1/ Goals

ZEBS IBS QAS seeks to

- Continuously improve the quality of ZEBS IBS's educational programs and services.
- Ensure that ZEBS IBS's programs and services are aligned with its mission and core values.
- Meet the needs of ZEBS IBS's students, corporate clients, and the broader community.
- Enhance ZEBS IBS's reputation as a leading provider of business education.

C2 / Key elements of the QAS:

C2.1.1/ Mission and vision for quality assurance

- Quality Assurance Mission Statement: To safeguard the transformative power of education by ensuring the highest standards of quality, accessibility, and inclusivity, empowering individuals to achieve excellence and make meaningful contributions to society.
- Quality Assurance Vision Statement: To be a recognized vanguard of quality assurance, relentlessly pursuing excellence in education through a commitment to equity, innovation, and continuous improvement, ensuring that every individual has the opportunity to thrive.

C2.1.2/ Quality assurance is embedded in all the aspects of institutional operations

- Institutional Policies and Procedures: Institutional Charters outlining policies and procedures (all policies/charters/procedures have been included in the present document) that cover all areas of ZEBS IBS's



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procedures, academic and operational and which are communicated effectively to all stakeholders, including tutors, staff, students, and relevant external partners.

- Strategic Planning: Quality assurance goals and objectives are embedded into ZEBS IBS's strategic plan to align strategic initiatives with quality assurance principles where quality is a priority in decision-making processes.
- Administrative Processes: Administrative processes, such as admissions, registration, and financial aid, are reviewed by the Management Board and Academic Board with the collaboration of other teams of ZEBS IBS to identify inefficiencies and areas for improvement. The frequency depends on the importance and urgency, typically quarterly and, in case of inefficiencies monthly.
- Budgeting and Resource Allocation: Budgeting processes align with institutional priorities and quality enhancement goals monitored regularly to optimize investments in areas that contribute to educational quality.
- Staff Training and Development: Training and professional development opportunities for staff enhances understanding of quality assurance principles.
- Transparent Communication: Transparent communication channels keep all stakeholders informed about quality initiatives and outcomes.

C2. 1.3/ Quality assurance is embedded in teaching and learning.

- Curriculum Development: The academic board regularly (after the completion of each course) assesses the relevance and effectiveness of courses. Feedback from students, alumni, and industry experts is integrated into the curriculum development process.
- Faculty Recruitment and Development: Rigorous tutor recruitment process that includes assessments of teaching abilities, research contributions, and commitment to quality education. Ongoing professional development opportunities for tutors enhance quality awareness and teaching methods and stay updated on industry trends.
- Student Assessment and Evaluation: Standardized assessment ensures consistency and fairness in grading. Periodic reviews of assessment methods to identify areas for improvement and alignment with learning objectives. Typically annually, and for the purposes of the assessment methods process, the Academic Board takes into account the progress and performance of students as well as their comments that may have reached us within the formal feedback processes or besides them.
- Learning & Digital Resources/Technology Integration: Effectiveness is established via regular (3-6 months) inspections and maintenance checks on learning resources through the Academic Board in collaboration with the IT Helpdesk Team as well as via feedback from students and faculty regarding their adequacy.

C2.1.4/ Quality assurance is embedded in all the aspects of quality management

- Monitoring and Evaluation: Monitoring and evaluating all aspects of the institution's operations by conducting regular monthly reviews and assessments to identify areas for improvement and ensure compliance with quality standards.
- Feedback Mechanisms: Mechanisms for collecting feedback from stakeholders, including students, faculty, staff, and external partners (e.g. feedback forms, questionnaires etc.) are used to identify areas of strength and improvement and make data-driven decisions with the help of technology.



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- Continuous Improvement: Formal process for regularly reviewing and updating quality assurance measures based on changing needs and circumstances for innovation and the pursuit of excellence.
- External Benchmarking: External benchmarking by quality assurance bodies to allow comparisons of ZEBS performance against academic and industry standards and best practices for improvement and innovation.
- Risk-based approach to quality assurance : ZEBS IBS identifies and prioritizes potential risks to quality and implement targeted QA measures to address these risks.
- Stakeholder involvement: ZEBS IBS involve students, faculty, staff, and other stakeholders in the development, implementation, and evaluation of QA processes through surveys, feedback forms, meetings, and emails.
- Inclusion initiatives: Integrated inclusion principles into all aspects of the institution, including hiring practices, curriculum development, and student support services.

D/ Internal Quality Assurance Policy (IQA)

D1/ Purpose

The purpose of ZEBS IBS IQA is to assure that all academic aspects related to learning meet the quality standards grounded by the QMS, ensure that student assessment practices are fair, reliable, and Consistent across the institution while monitoring the training and assessment activities, the quality of work learners produce, in terms of meeting the correct grading criteria.

This policy applies to all academic programs and services offered by ZEBS IBS.

D2/ Scope

This policy covers the following areas of assessment practices.

- Assessment planning and development
- Assessment materials review and evaluation
- Assessment feedback guidelines
- tutors training and development
- Assessment complaints procedures

D3/ Principles

ZEBS IBS's assessment practices are guided by the following core values

- Fairness: All assessments are designed and administered in a fair and equitable manner.
- Reliability: Assessments are consistent and reliable, measuring what they are intended to measure.
- Transparency: Assessment procedures are clear and transparent to students.
- Effectiveness: Assessments are effective in measuring student learning.

D4/ IQA Policy



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- Assessment plans and methods align with course learning objectives: Assessment plans clearly refer to course learning objectives that the assessment is designed to measure by means of performance indicators.
- Assessment materials are fair, reliable, and effective: Assessment materials are clear, concise, and unbiased and are designed to measure what they are intended to measure.
- Assessments are administered in a fair and consistent manner: Assessments are administered by faculty, being experienced educators, and staff in a fair and consistent manner to all students.
- Marking is fair, reliable, and consistent: Tutors ensure that marking standards are applied consistently.
- Feedback is timely, constructive, and actionable: Feedback helps students improve their learning.
- There is a clear and fair exam re-taking procedure in place: Students who do not manage to pass can follow the dedicated procedure for second assessment or/and send their complaints to the academic board.
- Staff are trained on assessment practises: Staff help Faculty to apply assessment practices and grading in a consistent manner.
- The effectiveness of the IQA policy is monitored and evaluated on a regular basis: The assessment system regularly audited to ensure it is up to date and in progress with institutional goals, programs and technology.

D5/ Responsibilities

The following stakeholders have responsibility for ensuring the quality of ZEBS IBS assessment practices

- Faculty members: Tutors are responsible for designing, developing, and administering assessments for their courses.
- Programme directors: Programme directors are responsible for overseeing the quality of assessment practices in their programs.

The Programme director of the specific MBA programme is Prof.-Ing. A.E. Fragkakis.

The required qualifications for one to become a programme director are the following:

- MQF Level 7 in International Relations or Business
 - Experience in a management position of an educational or research institution
 - Minimum number of years of experience: 5
- Academic Board: The Academic Board is responsible for coordinating QA activities related to assessment practices.
 - Academic Board and Management: ZEBS IBS's Academic Board and Management are responsible for overseeing IQA practices and the implementation of the policy.

D6/ Procedures

The following procedures are in place to ensure the quality of ZEBS IBS's assessment practices

- Degree awarding requirements and processes.
- Course and module descriptors with credit data indications.
- Student assessment processes across the programs.
- Program and course design and approval that outlines the standards to be met via assessment.
- The learning objectives and outcomes assessment process is used to ensure mission adherence.



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D7 / Monitoring and Evaluation

ZEBS IBS's Academic Board monitors and evaluates the implementation of this policy regularly. This includes reviewing assessment plans, assessment materials, and student feedback.

D8 / Continuous Improvement

ZEBS IBS is committed to continuous improvement of its assessment practices. This includes identifying and addressing potential quality problems and implementing new and innovative assessment strategies.

D9 / Policy for Ensuring Academic Integrity

To ensure fairness and academic integrity, we have established the following approach for handling incidents of plagiarism:

When plagiarism is detected a detailed report is generated by the responsible tutor. His/Her report is reviewed by the Academic Board, who verifies the findings and determines the severity of the case. The involved student is notified of the potential plagiarism. The student is given an opportunity to explain or contest the findings.

A decision is made regarding the appropriate sanction, considering the nature and extent of the plagiarism.

Major and Minor/Accidental Plagiarism & Sanctions

Here is the ZEBS IBS's framework that applies for distinguishing between different levels of plagiarism.

- **Major Plagiarism:** Involves deliberate and substantial copying of work without proper attribution. This includes submitting entire essays or significant portions of text copied from other sources.
- **Minor/Accidental Plagiarism:** This type of plagiarism involves unintentional or minor instances of copying, such as incorrect citations or paraphrasing errors. It may occur due to a lack of understanding of citation practices.

Possible Sanctions for Plagiarism

- **Warnings:** Issuing formal warnings for minor plagiarism in first-time cases, with subsequent offenses leading to harsher penalties.
- **Reducing Marks:** Deducting marks for specific sections where plagiarism in minor cases is identified.
- **Redoing Assignments:** Requiring students to redo the plagiarized assignments with proper citations and understanding in major cases of plagiarism or in repeated incidents of plagiarism. Also, deduction of marks will take.

The sanctions should also aim to educate students about the importance of academic integrity and provide them with the opportunity to learn from their mistakes.

The Academic Board evaluates the evidence, taking into account the student's explanation and the severity of the plagiarism

This Institutional Quality Charter is reviewed and updated on an annual basis.



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Boards & Student Support Teams Policy

Document links

The present document is linked to

- Institutional Charter.
- Institutional Quality Charter.

This document describes the Boards and Student Support Teams' policies in terms of their constitution, purpose, role and responsibilities, tasks at ZEBS IBS, and procedural details to support the development of a positive student experience in online learning.

A/ Purpose

The purpose of the Boards and Student Support Teams at ZEBS IBS is to enhance the overall academic experience, foster innovation, and support the personal and professional development of students in their online learning journey. Objectives:

- Provide effective leadership and successful sustainable strategies
- Oversee effective financial management
- Provide, implement and oversee school's QMS
- Provide strategic guidance on academic programs and initiatives.
- Create an exciting student learning journey to encourage perseverance.
- Support students in achieving their academic and career goals.
- Enhance the quality and relevance of academic curricula.
- Foster a culture of research and innovation.
- Ensure effective communication between students, faculty, and administration.
- Enhance the school's Admissions processes
- Provide insights into digital/technology trends, developments and innovations.

The purpose of this Charter is to outline the details.

B/ Board Types, Roles and Responsibilities

B1/ Roles, Responsibilities, Tasks

B1.1/ Management Board

- Defines, implements and oversees school's vision, mission, values, code of conduct, strategic and operational processes and KPIs, the QMS and its continuous improvement.
- Is responsible for the communication and accreditation matters with MFHEA.
- Provides insights into industry trends and demands.



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- Supports collaboration and networking with external stakeholders towards ZEBS IBS's quality culture.
- Contributes to the enhancement of the school's global reputation.
- Provides strategic guidance on international collaborations and partnerships.
- Advises on the selection of international partners and project opportunities.
- Assists in the development and implementation of international programs.
- Provides insights on navigating cultural and regulatory matters.
- Develop annual budget.

B1.2/ Academic Board

- Leads the development, evaluation, and review of academic programs.
- Supports the institution in maintaining high academic and research standards.
- Supports tutors in academic and administrative issues
- Reviews programs' data such as questionnaires, (self) evaluation forms and other reports and analytics from the digital platforms and initiates improvements and changes
- Reviews and evaluates the quality and impact of ongoing academic programs and research.
- Coordinates QA activities.
- Oversees IQA practices and, together with the Management Board, the implementation of the QMS
- Receives students' appeals and also receives and examines the opinions of Faculty in the context of a request for appeal filed by a student.
- Discusses and decides confidentially and definitively on the request for appeal filed by a student.
- Analyses and decides on the written and motivated request for interruption of studies.
- Decides on whether students have met the requirements for graduation.
- Takes disciplinary decisions.
- Offers guidance to students on research and innovation initiatives.
- Advises on academic and research directions, projects, and strategies.
- Contributes to decision-making processes related to scientific initiatives.
- Responsible for dealing with the Accreditation matters.

B1.3/ Student & Career Helpdesk Team

- Supports students in administrative and technical issues and advocates for student administrative needs and concerns.
- Assists in the development of student support programs.
- Promotes a positive and inclusive learning environment.
- Collaborates with tutors and administration to address student challenges.
- Communicates with the edX Support and Engineering Team for student issues.
- Supports students in effectively and efficiently utilising the Moodle and edX platforms and enhances the student's study journey.
- Facilitates communication between students and support services.
- Receives feedback from students, analyzes them, and loops feedback to establish recommendations' impact.
- Supports students with special needs. We provide digital accessibility with a user-friendly approach, recordings of live sessions, and clear instructions for assignments. Most importantly, students with special needs receive extra support from the team, i.e video, audio, calls and text communication.
- Intends to establish the Career Counseling Programmes. The Career Counseling Programme includes personalised sessions so as to help students make informed decisions about their professional future, and



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effectively bring their new skills to their preferred workplace. For these reasons, we bridge the gap between students and big corporations and companies by bringing them into contact.

- Manages the ZEBS IBS Career Services, which are the services offered through the Career Counselling Programmes.
- Establishes contacts with employment agencies for professional purposes.
- Is currently developing plans to organise Digital Career Fairs.
- Supports tutors in administrative issues.
- Collects and reviews programs' questionnaires and (self) evaluation forms from relevant stakeholders and initiates improvements and changes.
- Collects other relevant program and student data from the digital platforms and initiates improvements and changes.
- Reports to the Academic Board because the Academic Board is in charge of monitoring all actions and all work done by the Student & Career Helpdesk Team, to ensure compliance with quality standards.

B1.4/ IT Helpdesk Team

- Trains tutors for an effective and efficient utilization of the Moodle platform and Zoom application.
- Trains students for an effective and efficient utilization of the Moodle platform.
- Assist students, tutors, student & career helpdesk team, academic and management board in any technical challenges that occur.
- Is responsible for technical and media support and will step in in cases of troubleshooting or system failure.
- Is responsible for the technical processes of the Moodle platform.
- Is responsible for the technical processes of the edX platform.
- Responsible for all GDPR-related issues.
- Responsible for data collection and data analysis.
- Trains students for an effective and efficient utilization of the edX platform and enhances the students study journey.
- Is responsible for the customization of the digital platforms and integration processes.
- Communicates with the edX Engineering Team and *Student & Career Helpdesk Team* for all technical issues
- Provide insights into digital/technology trends, developments and innovations and integrates new platform features.
- Reports to both, the Academic and Management Board

B1.5/ Admissions Team

- Processes applications for admission.
- Collects documents necessary to decide on an admission.
- Collects documents necessary to decide on a transfer of credits/modules.
- Communicates decision-making to the interested parties.
- Plans and implements the school's Digital and Social Media Marketing.
- Reports recommendations for improvement.
- Loops feedback to establish the impact of recommendations.
- Reports to the Management Board.

B2 / Membership and Composition



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B2.1 / Management Board

- The Management Board consists of 2 people (please see <https://www.zeps.edu.mt/realworldskillsmba/vision-mission-values/>), currently the Founders
- Individuals with expertise (minimum of 10 years of experience in the field) in international relations, cross-cultural communication, and global business.
- May involve representatives from partner institutions, organizations and governmental authorities, based on the development of the school.

B2.2 / Academic Board

- The Academic Board currently consists of 2 people (please see <https://www.zeps.edu.mt/realworldskillsmba/vision-mission-values/>)
- Members of the management board.
- Faculty representatives (tutors) with academic and industry expertise.
- Selected Program Directors

B.2.3 / Student & Career Helpdesk Team

- Staff members with experience in student and career counselling services and Student & Career Helpdesk Team Leader.
- Structure & Composition: Student & Career Helpdesk Team is composed of as many professionals as needed, so as to be ready to timely and adequately address all student-related issues.
- Qualifications & Skills: The professionals in this team are required to have a proficient level of English (B2 and above, CEFR). They must possess strong communication skills in English, both written and oral, and be tech-savy, knowing how to work with several Office Applications (Word, Excel, Internet, Outlook etc); they should be resourceful and attentive to detail. Team members must be BA Graduates (the field of their studies is not critical as long as they possess all the previous skills, but Economics and English Graduates typically fit well due to their skill sets).

The Management Board, due to their experience, lead the Student and Career Helpdesk Team. In case of a future replacement, the Team Leader of the Student Success and Career Helpdesk Team should possess -in addition to the above qualifications- the following qualifications:

Experience:

Several years of experience in student success, academic advising, or career services, preferably in a leadership role.

Experience working in an online or higher education environment is a plus.

Leadership and Management Skills:

Proven ability to lead and manage a team effectively.



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Experience in mentoring, coaching, and developing staff.

Project Management Skills:

Strong skills in planning, organizing, and executing programs and initiatives.

Ability to manage multiple projects simultaneously and meet deadlines.

Communication and Interpersonal Skills:

Excellent verbal and written communication skills.

Strong interpersonal skills to interact effectively with students, staff, faculty, and external partners.

Problem-Solving and Decision-Making Abilities:

Strong analytical skills to assess student needs and develop effective support strategies.

Adaptability and Change Management:

Ability to lead and manage change effectively in a dynamic environment.

Experience with implementing new initiatives or adapting existing programs to meet evolving needs.

B.2.4 / IT Helpdesk Team

- IT experts with experience in digital learning and new technologies.
- IT Experts selected from within the institution or from outside of it.
- IT Helpdesk Team Members Qualifications:

Education & Knowledge

Degree: A bachelor's degree in Information Technology, Computer Science, or a related field.

Cybersecurity: Basic understanding of cybersecurity principles to ensure the protection of sensitive data and systems.

Knowledge of Educational Technologies

Familiarity with online learning platforms, video conferencing tools (e.g., Zoom, Microsoft Teams), and digital collaboration tools (e.g., Google Workspace, Microsoft 365) commonly used in online education.



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Understanding of student information systems (SIS) and other administrative software that supports online learning environments.

Compliance and Best Practices

Knowledge of data privacy laws (such as GDPR or FERPA) that apply to educational institutions.

Awareness of best practices in IT service management and user support.

- IT Helpdesk Team Leader.
- Qualifications of the IT Helpdesk Team Leader:

Leadership and Management Skills

Team Management and Leadership Skills: Experience leading a team, managing schedules, delegating tasks, and conducting performance evaluations.

Training & Development: Ability to train new team members and conduct ongoing development sessions to keep the team updated on new technologies and best practices.

Project Management Skills

Ability to manage small IT projects, such as system upgrades, deployment of new technologies, or implementation of security measures.

Experience with project management methodologies or tools (e.g., Agile, Scrum, Trello, Asana, PMI) is advantageous.

Experience

Previous Helpdesk Experience: Several years of experience in IT helpdesk support, preferably in a supervisory or leadership role.

Experience in Educational Institutions: Experience working in the educational sector is a plus, as it provides insight into the specific IT needs and challenges of an online business school.

Customer Service Orientation: Experience in customer service and in providing high-quality support.

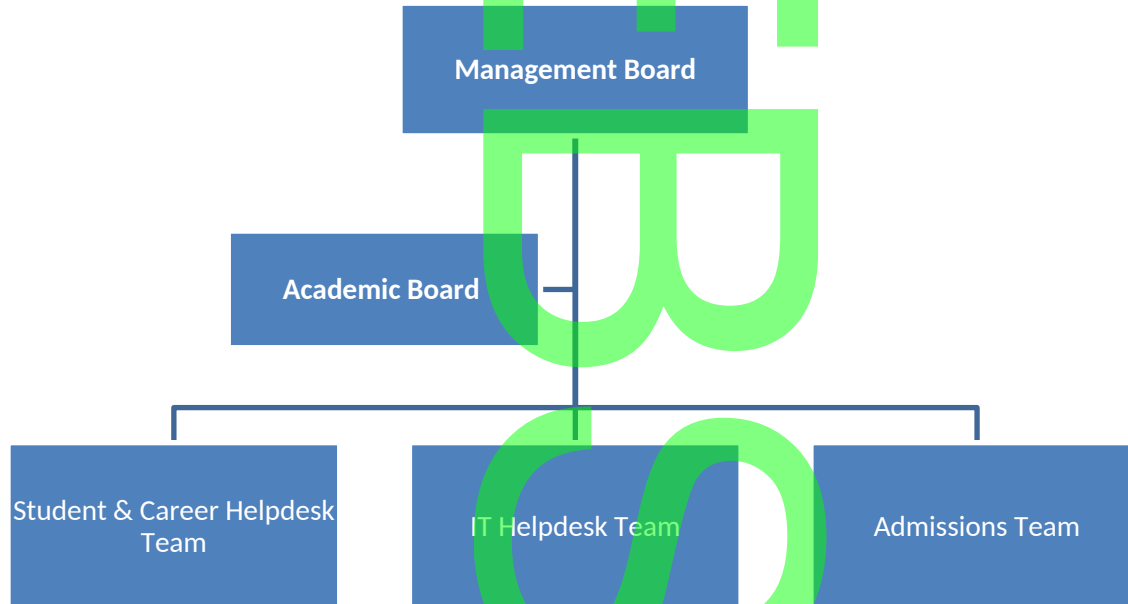
B.2.5 / Admissions Team



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- The Admissions Team consists of staff members of other boards and teams with experience among others in digital recruitment and social media marketing.

Organogram of ZEBS IBS structure



Code of Conduct

A / ZEBS IBS

ZEBS IBS is dedicated to:

- Cultivating an environment grounded in honesty and mutual respect.
- Ensuring fair treatment by providing equal opportunities for everyone.
- Keeping all entitled individuals well-informed.
- Proactively prevent and, if necessary, sanction any behavior deviating from the principles outlined in the student and faculty guides and those mandated by law.

B/ Faculty

B1/ Principle

Tutors, the linchpin of ZEBS IBS, embody enthusiasm, courtesy, sympathy, patience, and availability to students. They lead their courses, motivate, and support students while actively participating in ZEBS IBS life and staying informed about the academic calendar, events, and business meetings. Their positive contribution aligns with the ZEBS IBS philosophy, fully engaging in the administration and evolution of courses through continuous professional development.



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B2/ Exemplary behaviours

Tutors are expected to exhibit exemplary behaviour in terms of:

- Adherence to the dress code.
- Effective management and leadership in the classroom.
- Professional and respectful relations with students.
- Punctuality and civility.
- Appropriate handling of absences.

B3/ Attention

Tutors are expected to pay particular attention to:

- Teaching methods grounded in practical application and research.
- Evaluating student work with diligence.
- Utilizing technical means and teaching aids effectively.
- Providing comprehensive follow-up for students (individual work, corrections, marking of assignments, feedback).
- Administrative follow-up (revision of course descriptions, timely delivery of grades).
- Sharing professional or research experiences.

C/ Students

C1/ Principle

Students are expected to exhibit tolerance and honesty towards their peers while respecting ZEBS IBS faculty and administration.

C2/ Exemplary behaviours

Students are encouraged to:

- Demonstrate discipline and respect for others.
- Wear attire befitting the professional environments for which they are preparing.
- Submit work that reflects personal and meticulous effort.
- Respect the premises, equipment, LMS digital platform made available to them.
- Actively engage in all aspects of the course, including discussions, assignments and group activities.
- Do not engage in cheating.
- Meet all deadlines for assignments, quizzes and other course requirements.
- Ensure that their computer and internet connection are reliable
- Show respect for their instructors and peers by adhering to online etiquette

D/ ZEBS IBS

D1/ Principle

ZEBS IBS, grounded in the values of honesty, fairness, and integrity, maintains a healthy and secure environment, offering equal opportunities to all.

D2/ Exemplary behaviours



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ZEBS IBS, through its actions, strives for:

- Integrity and Ethics
- Meeting the interests of stakeholders
- Safety and health of all stakeholders
- Providing equal opportunities
- Fair treatment

E/ Communication

The principles herewith outlined are currently reflected and detailed in the guides for students and faculty, which are regularly communicated to them. These guides undergo regular reviews and updates.

F/ Revision of the Document

This document undergoes regular review to ensure stability and relevance by Management.



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Standard 2 Institutional Probity Leading Staff

A / ZEBS IBS: Management

The management of the ZEBS IBS is the responsibility of the Management Board (current members are Yannis Valinakis, who also serves as Head of Institution and Adonis-Emmanouil Fragkakis), whose tasks and responsibilities are as follows:

- Defines, implements and oversees school's vision, mission, values, code of conduct, strategic and operational processes and KPIs, the QMS and its continuous improvement.
- Is responsible for the communication with MFHEA.
- Provides insights into industry trends and demands.
- Supports collaboration and networking with external stakeholders towards ZEBS IBS's quality culture.
- Contributes to the enhancement of the school's global reputation.
- Provides strategic guidance on international collaborations and partnerships.
- Advises on the selection of international partners and project opportunities.
- Assists in the development and implementation of international programs.
- Provides insights on navigating cultural and regulatory matters.

B / Fitness for Purpose: Body Corporate & Legal Representative

Corporate Body

The corporate body -specifically in the areas of International Education and Business- is well-equipped to guide our institution to continued success.

Our Management Board holds qualifications at the MQF Level 7 and have substantial experience in the leadership of academic institutions, ensuring they possess the advanced knowledge, skills and competencies required to lead successfully ZEBS IBS.

Specifically, the Board is strengthened by over a decade of experience in management positions within educational and research institutions. This extensive experience provides them with a deep understanding of the complexities involved in running a successful academic organization, allowing them to address the unique challenges we face in the rapidly evolving landscape of higher education.

Their combined expertise and experience are vital in maintaining the high standards of academic and operational excellence that ZEBS IBS promotes.

Thus, our Corporate Body is not only fit for purpose but is also well-positioned to drive the school towards achieving its long-term objectives.



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Also, the performance of body corporate members is assessed based on their responsibilities and tasks, as described in the Standard 1, "Boards & Student Support Teams Policy", pages 19-25. This assessment focuses on their alignment with the strategic goals of the institution and their impact on financial results.

Legal Representative

In Terms of the Legal Representative, he is a partner at one of the very leading Corporate, Legal and Tax Consulting companies in Malta [CSA Group, renamed to CliftonLarsonAllen (CLA) Malta Group Ltd], has Maltese citizenship and is a Maltese resident.

The Management Board of ZEBS IBS assesses the legal representative's fitness for purpose. This involves a fit and properness assessment designed to ensure that the legal representative is fully qualified, competent, and capable of fulfilling the responsibilities associated with the position. The key elements of this assessment are as follows:

Competence and Professional Expertise

An evaluation of the legal representative's qualifications, professional experience, and expertise is conducted. Previous roles and experiences are also reviewed to confirm their ability to handle legal responsibilities and regulatory compliance for the ZEBS IBS.

Integrity and Ethical Conduct

The legal representative's integrity is evaluated through background checks (e.g. review of any criminal records or legal infractions). This ensures there are no ethical or legal concerns that could compromise their ability to represent the company effectively.

Reputation and Professional Standing

The legal representative's professional reputation and standing in the legal community is taken into consideration. This ensures they are respected and trusted in their field, further reinforcing their suitability for the rôle.

By adhering to this structured assessment criteria, ZEBS IBS ensures that its legal representative is fit for purpose, aligning with both internal governance standards and external regulatory requirements.

C1 / Minimum Selection Criteria for the Head of the ZEBS IBS Management Staff

- MQF Level 7 in International Relations or Business
- Experience in a management position at an educational or research institution
- Minimum number of years: 10.

C2 / Application Form

Applicants are expected to submit a complete application to ZEBS IBS:

- CV
- Motivational message



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- Diplomas and transcripts
- Reference Letters
- Continuing Education Certificates
- Identity card

C.2.1 / Appointment Procedure

ZEBS IBS Management:

- Carries out an analysis of headship needs
- Advertises vacancies on the ZEBS IBS website or other websites e.g. www.facultyvacancies.com.
- Receives applications

The Appointment Committee (Management Board):

- Examines all applications that meet the formal requirements. A candidate who does not fulfil the formal conditions shall be informed, as soon as possible, of the reason for his inadmissibility.

C.2.2 / Explanation of the Selection Process

After applicants submit their applications, the selection process at ZEBS IBS is conducted in a transparent manner. The steps involved are as follows:

Initial Access: All applications are reviewed to ensure they meet the formal requirements, including appropriate qualifications and relevant experience.

Evaluation of Qualifications and Experience: Each candidate's qualifications, professional experience are reviewed for alignment with the outlined criteria.

Interviews: Shortlisted candidates are invited for interviews. The interview process is designed to further evaluate the candidates' suitability for the role.

Final Review and Decision: The selection committee reviews all qualifications and interview performance. A final decision is made based on an evaluation of each candidate's overall suitability.

Communication of Results: All candidates are informed of the outcome of their application. Feedback is provided upon request to ensure transparency and support for candidates' professional development.

Financial Management Process

Document links



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The present document is linked to:

- The statutes of the ZEBS IBS define the legal framework within which the institution operates and manages its financial operations.
- Institutional Charter.
- Institutional Quality Charter.

A/ Scope and aim of the document

This document outlines the principles and guidelines governing the financial management practices at ZEBS IBS.

B/ Central role of financial management

The effective management of financial resources is vital for the institution's sustainability, growth, and commitment to providing a high-quality education as it aims to ensure transparency, accountability, and sound financial stewardship.

C/ Financial Planning and Budgeting

C.1 Budget Development

- ZEBS IBS shall develop an annual budget outlining anticipated revenues and expenditures. The Management Board is responsible for developing it.
- Being a higher education institution, learning and teaching activities will be the core of our operations. Therefore, ca. 30% of the annual budget planning will be dedicated to funding learning and teaching activities.
- The budgeting process will involve input from key stakeholders, including academic and administrative staff.

C.2 Budget Approval

- The approved budget will be communicated to relevant stakeholders.
- Any significant budgetary changes must receive approval from the appropriate governing body.

D/ Revenue Management

D.1 / Tuition and Fees

- Tuition and fee structures will be established to cover operational costs while ensuring accessibility for students.
- Any adjustments to tuition and fees require approval from the appropriate governing body (ZEBS IBS Management Board).



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D.2 / Diversification of Revenue Streams

ZEBS IBS aims to explore and pursue diverse revenue streams to enhance its medium to long-term financial stability. ZEBS IBS will focus on the following revenue streams :

- **B2C: Students from Around the World**
 - ZEBS IBS will recruit global students through digital marketing activities by using diverse social media platforms (e.g. Meta, Instagram etc) in:
 - Europe
 - Asia
 - Africa
 - North America
- **B2B:**
 - **Student Agencies**

ZEBS IBS will leverage existing networks with student agencies that play a crucial role in student recruitment across various regions, including:

 - Europe
 - Asia
 - Africa
 - North America
 - **Corporate and Governmental Partnerships**
 - ZEBS IBS will collaborate with Companies to provide training for their staff.
 - ZEBS IBS will collaborate with Governmental Organizations to provide training for their staff.
 - **Educational Partnerships**
 - ZEBS IBS aims to develop partnerships with other Educational Institutions.
- **Scholarships:** Funding from Investors, Companies, and Other Institutions coming from existing business networks.

E/ Expenditure Control

E.1 Expense Authorization



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- All expenditures must be authorized according to predefined levels of authority.
- Expenditures exceeding a certain threshold require additional approvals.

E.2 Cost Control

- ZEBS IBS will implement cost-control measures to optimize spending without compromising the quality of education and support services.

F/ Financial Reporting

F.1 Timely Financial Reporting

- ZEBS IBS, in collaboration with CSA Group, commits to producing accurate and timely financial reports on a regular basis.
- Reports will be shared with relevant stakeholders, ensuring transparency.

F.2 Audit and Compliance

Our appointed Maltese Auditing accounting company, CSA Group, considered one of the best in Malta, will conduct yearly audits to ensure compliance with financial policies and regulatory requirements.

G/ Asset Management

G.1 Asset Protection

ZEBS IBS will implement measures to safeguard physical and intellectual assets, including technology, facilities, and intellectual property.

H/ Financial Ethics and Accountability

H.1 Ethical Conduct

- All financial transactions and activities shall be conducted with the highest ethical standards.
- Any suspected financial misconduct will be investigated promptly.

H.2 Training and Awareness

- ZEBS IBS will provide training on financial policies and ethical standards to relevant staff members.

J/ Reports



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- CSA Group, with the collaboration of ZEBS IBS management, will produce various financial reports, including tax returns, balance sheets, income statements, and profit and loss statements.

K/ Revisions

This Financial Management Policy is subject to periodic review and will be updated as needed to reflect changes in the institution's financial practices and regulatory environment. All stakeholders are expected to adhere to the principles outlined herein for the sustainable financial health of ZEBS IBS.

Strategic Process

Document links

The present document is linked to

- Institutional Charter.
- Institutional Quality Charter.
- ZEBS Strategic Management Policy.
- ZEBS Learning Outcomes Assessment Processes
- Quality Assurance Data

A / Process

A1/ Data collection

The following table presents data collection methods :

Stakeholder	Data collection method	When	Overall Rate
Students – applicants	Interview notes	Interview	1x
Students – enrolled	<i>Student feedback</i>	Every term	Number of courses
Students – graduates	<i>Skills survey</i>	Last term	1x
Tutors	Self-assessment	Every term	1x
	Time management	Every term	1x
	Student feedback report (which is reviewed by the Academic	Every year	1x



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	Board)		
	Lecture Observation by teaching staff of the Academic and/or Management Board		
Administration staff	Reports	Every term	1x
Management	Data analysis	Summer	1x
	Change Management	Summer	1x
Proximate community	PESTL	Fall term	1x

Are not included in the data collection system: student sponsors (met only during the application process, if at all) and service providers to ZEBS IBS; yet, both stakeholders are accounted for in the process as they are risk components.

A2/ Data synthesis

Data is synthesized to produce statistics, some of which can be published on the ZEBS IBS website or social media.

A3/ Data analysis

Data is analyzed to identify trends and shortcomings.

A4/ TOWS

Data findings are reformulated in the TOWS matrix.

A5/ Strategy formulation

Following analysis, the strategies are formulated under the following directions : quality assurance, teaching, organization, recruitment, infrastructure.

A6/ Strategy deployment

Strategies are then deployed in establishing a/ strategic goals (what) and b/ action plans (how).

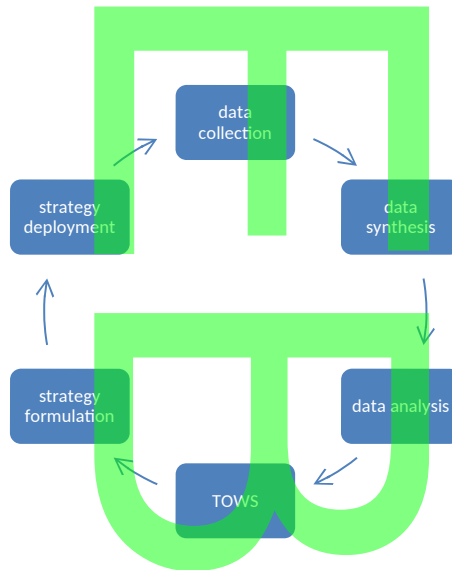
A7/ Strategy evaluation

Actions from deployed strategies are in turn evaluated relative to the set learning outcomes leading in a loop to point A, i.e., data collection.

B/ Process diagram



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Strategic Management Policy

Document links

The present document is linked to:

Institutional Charter.

Institutional Quality Charter.

A/ Strategy

A strategy is the set of actions that ZEBS IBS has developed, managed, and coordinated in order to make the ZEBS IBS's vision a reality, whether in the short or long term.

B/ From Vision to Strategy

ZEBS IBS endorses the following vision.

- To educate and foster a global online community whose core values facilitate not only outstanding performance in business, but also in ethical business practices.
- To ensure that companies and learners achieve innovation, value enhancement, and acquire digital skills, thus achieving a sustainable competitive advantage through our customized programs and services, which enhance personalised learning experiences tailored to individual needs and lifestyles.



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- To improve the economic and living conditions of diverse populations around the world by steering business and public policy leaders toward identifying and implementing innovative ideas for creating broad-based prosperity.

The following strategies align with the mission of ZEBS International Business School, emphasizing global community building, ethical business practices, innovation, value enhancement, sustainable competitive advantage, and a commitment to improving economic and living conditions worldwide.

B1/ Strategy for Global Community Building

- Develop international collaborations and partnerships with educational institutions and organizations worldwide.
- Establish exchange programs and global learning opportunities for students to foster cross-cultural understanding.
- Implement a curriculum that integrates global perspectives, preparing students to navigate the complexities of international business.

B2/ Ethical Business Practices Integration

- Integrate ethics and corporate social responsibility (CSR) components into the curriculum across all programs.
- Offer specialized courses, seminars, and workshops focusing on ethical decision-making and responsible business practices.
- Foster a culture of integrity and ethical behaviour through faculty training and student engagement initiatives.

B3/ Innovation and Value Enhancement for Companies

- Design and deliver customized programs that emphasize innovation, strategic thinking, and value creation for organizations.
- Establish partnerships with industry leaders and experts to ensure programs remain aligned with cutting-edge business practices.
- Integrate real-world case studies, industry projects, and experiential learning opportunities to enhance practical skills for sustainable business success.

B4/ Sustainable Competitive Advantage for Companies

- Develop programs that focus on sustainable business practices and environmental stewardship.
- Emphasize the importance of innovation as a key driver for companies to gain and sustain a competitive advantage.
- Provide resources and support for companies to implement sustainable strategies and adopt responsible business models.



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B5/ Improving Economic and Living Conditions

- Engage with business and public policy leaders to identify key challenges and opportunities for improving economic and living conditions globally.
- Offer programs and initiatives that address socio-economic issues, promoting sustainable development and inclusive growth.
- Collaborate with governmental and non-governmental organizations to implement projects that positively impact diverse populations.

B6/ Leadership in Business and Public Policy

- Establish forums, conferences, and events that bring together business and public policy leaders to discuss and collaborate on innovative ideas.
- Offer specialized courses and training programs for professionals in business and public policy, focusing on leadership skills and strategic decision-making.
- Advocate for policies that promote broad-based prosperity and sustainable development through active participation in public discourse.

C/ Strategic Process

The Strategic Process at ZEBS IBS is a dynamic and cyclical endeavour that push the institution towards its overarching goals.

- Step 1: Investigations: This initial phase involves a comprehensive set of tasks geared towards actively generating valuable data. Stakeholders actively participate in the institutional life. Alternatively, passive data collection methods, including surveys and management tools, contribute to a holistic understanding of the institution's landscape.
- Step 2: Planning and Deployment: Following data acquisition, tasks for strategic development and action planning are next carried out.
- Step 3: Implementation: The implementation of policies and planned actions.

The cyclical nature of this process ensures continual refinement and adaptation.

D/ Strategic Plan

D1/ Aim

The ZEBS IBS Strategic Plan serves as a concise blueprint, breathing life into the institution's vision.

D2/ Elements

Comprising institutional strategies that grant ZEBS IBS a significant competitive edge, the plan focuses on academic, organizational, scalable, and infrastructural orientations, all centered around student success. Concrete strategic objectives delineate the roadmap for implementation, supported by detailed tactics, processes, and the requisite human and financial resources.



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D3/ Matrix Data

ZEBS IBS harvests data from diverse sources, meticulously including students, tutors, candidates, and contextual factors. This data is strategically organized in a TOWS matrix, elucidating threats, opportunities, weaknesses, and strengths inherent to the ZEBS IBS context.

D4/ Analysis

Informed by a thorough analysis of the collected data, medium-term strategies and short-term strategic objectives are formulated, providing a robust foundation for actionable plans.

D5/ Action Plans

Implementation takes shape through meticulously planned actions, specifying responsibilities (who), tasks (what), and methodologies (how), aligning with the anticipated results.

E/ Revision of the Document

To uphold stability and relevance, the document undergoes regular reviews. Management leads this process, ensuring the institution's strategic endeavours remain agile and attuned to evolving dynamics.



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Standard 3 Design and Approval of Programmes

Programme and Course Design and Approval Process

Document links

The present document is linked to:

- Institutional Charter.
- Institutional Quality Charter.
- Learning Outcomes.

A / Objective

To ensure the development and approval of high-quality academic programmes and courses aligning with ZEBS IBS's vision, mission, educational philosophy, and accreditation standards.

B / Internal Process Overview: Development

B1 / Needs Assessment

As it has been previously mentioned, both the Academic and the Management Board are responsible for the development and assessment of new programmes (refer to Standard 1, Section “Boards and Student Support Teams Policy”).

We identify the demand for new programmes or courses based on market trends, industry needs, stakeholder and student feedback.

B.1.1 / Student Involvement

Students are involved in the design of programmes in several manners. Existing and former students provide us with feedback via:

1. Questionnaires
2. Skills Surveys.
3. Furthermore, a more direct manner of involvement includes Feedback Sessions/Calls with students by the Academic and Management Board. Feedback Sessions/Calls with students have been an important part of the MBA programme's development and immensely helped us improve the institution's quality and students' value.

B.1.2. / Involvement of External Stakeholders

The involvement of external stakeholders at ZEBS IBS is integral to our continuous improvement process.



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Specifically, they provide input and feedback that are evaluated annually by the Management and Academic Boards.

Moreover, ZEBS IBS constantly and continuously communicates with external stakeholders that provide us with insights regarding current requirements and trends in terms of skills, knowledge and competences.

We then integrate such insights and feedback into our curriculum development, and we also use it for the purposes of developing our programmes.

Summarised, the process is as follows:

1. Course Design & Curriculum Development - Annual Evaluations

Incorporating Input: External stakeholders provide valuable insights which are reviewed annually by the Management and Academic Boards.

Assessment and Integration: These insights and feedback from external stakeholders are assessed and integrated into our course design and curriculum development, ensuring they meet market demands and industry standards.

2. Continuous Communication

Ongoing Dialogue: ZEBS IBS maintains constant and continuous communication with external stakeholders.

Market Insights: Stakeholders provide insights on current requirements and trends in skills, knowledge, and competencies.

3. Involvement in In-House Course Reviews: External stakeholders are not only involved in the course design but also in the formal review process of in-house courses and their input plays a crucial role. The input and feedback provided by these stakeholders influences the review and enhancement of our in-house courses and lead to substantial changes in the course design and curriculum development.

B2 / Proposal Submission

Programme directors, faculty with the collaboration of diverse Student Support Boards which gather essential and valuable information and feedback from students through (Student & Career Helpdesk Team), competition (Admissions Teams), and new digital trends and technologies (IT Helpdesk Team) submit a formal proposal for a new programme, whose eligibility and selection criteria are based on its target audience and objectives, curriculum, and expected outcomes.

Target Audience & Objectives:

- Definition of the target audience and needs.
- Alignment with ZEBS IBS's strategic goals and mission.
- Contribution to current demands required by the industry.
- Enhancement of the overall academic and professional growth of the student.



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Curriculum:

- Comprehensive coverage of relevant topics, subjects, and assessment methods.
- Inclusion of innovative and up-to-date content that reflects current industry practices and trends.
- Contribution to the development of critical knowledge, skills and competencies.
- Integration of practical and theoretical components.

Expected Outcomes:

- Clearly defined learning outcomes that align with the programme's objectives.
- We are also committed to following the Malta Referencing Reports 2012/2016/2024 when designing courses.

Student Progression

At ZEBS IBS, Programmes are designed in a way that allows smooth student progression.

Specifically, student progression deals with ensuring that modules make chronological sense, allows students to easily move to the job market after finishing the Programme, and progress to higher MQF Level courses at ZEBS IBS or other institutions.

For ZEBS IBS, smooth progression is a given, since the Programme is personalised and offers flexible learning options. Also, students can determine - in the self-paced Courses - the pace they progress with the defined timeframes. ZEBS IBS oversees all deadlines and requirements of the courses - including edX Courses - ensuring academic demands are realistic and achievable for students.

Our Student & Career Helpdesk Team also cooperates with the tutors, who are responsible for further accommodating students' requests regarding deadlines or any other issues.

B3 / Pre-Approval Assessment

The Academic Board, in collaboration with the Management Board, will conduct an initial assessment to ensure the proposal aligns with ZEBS IBS's strategic goals, mission, and accreditation requirements. Are also commit

B4 / Curriculum Development

Tutors (faculty) and programme directors collaborate to develop a detailed curriculum aligning with MQF standards, including course outlines, learning objectives, assessment methods, and resources required.

B5 / Internal Review and Feedback

Tutors, programme directors, staff and academic experts engaged with ZEBS IBS review the proposed curriculum and exchange feedback, and recommendations for improvements.

B7 / Quality Assurance Documentation

Faculty and program directors prepare documentation for the Internal Quality Assurance (IQA) process, including assessment reports, benchmarking results, and evidence of stakeholder consultation.



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B8/ Internal Quality Assurance (IQA) Review and Approval by Academic Board

The proposal, documentation, and IQA findings are rigorously reviewed by the Academic Board, ensuring compliance with programme's vision, mission and expected outcomes, pedagogical soundness (alignment with our teaching methods, mentioned in Standard 6, Faculty Handbook, Section I: Teaching Methods), and alignment with accreditation criteria. Ultimately, the Academic Board approves or suggests modifications. This includes ensuring alignment with the Malta Further & Higher Education Authority (MFHEA) guidelines.

C / External Process Overview: Approval

C1 / Submission to MFHEA

Once internal approval is obtained, ZEBS IBS's Management Board submits the proposal and supporting documents to MFHEA through the designated submission process/online portal.

C2 / External Evaluation by MFHEA

MFHEA conducts a thorough evaluation of the proposal, assessing its academic rigor, alignment with national standards, and overall quality.

C3/ Approval by MFHEA

Upon successful evaluation, MFHEA grants formal approval for the new program or course that is communicated to ZEBS IBS Leadership.

D/ Execution

D1/ Implementation

A timeline for implementation is subsequently set by the Academic Board, including tutors' training, resource allocation, and marketing efforts.

D2/ Monitoring and Review

The program's performance is regularly monitored by the Academic Board in line with the IQA by gathering feedback and conducting periodic reviews to ensure ongoing quality and relevance to students.

E/ Roles and Responsibilities

The roles and responsibilities are summarised as follows:

E1/ Tutors, program directors, student support boards and academic experts

- submit a formal proposal for a new program or course
- review the proposed curriculum
- develop a detailed curriculum
- prepare a documentation for the Internal Quality Assurance (IQA)



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E2/ Academic Board & Management Board

- conducts an initial assessment to ensure alignments
- reviews the proposal, IQA findings, and recommendations
- approves or suggests modifications
- sets timeline for implementation

E3/ Management

- Submits the proposal and supporting documents to MFHEA
- Receives notification from MFHEA

Learning Outcomes

The present document is linked to

- Institutional Charter.
- Institutional Quality Charter.
- Program and Course Design and Approval Process

After identifying the need for a new course, it's essential to define the learning outcomes and ensure that they are aligned with the mission of ZEBBS IBS.

A/ Unfolding ZEBBS IBS mission

ZEBBS IBS mission:

- **Quality online education:** To help students achieve excellence in their academic and professional careers and companies to develop and strengthen their most valuable asset: people.
- **A Culture of Quality and Practical Application:** To set high standards, use practical approaches that are aligned with industry expectations and demand excellence while nurturing a lifelong love of learning. Quality online courses and programs cater to the needs of lifelong learners by offering convenient, self-paced learning options.
- **Flexibility:** ZEBBS IBS prioritizes offering flexible learning options to accommodate students' diverse needs. Online learning allows students to learn at their own pace, schedule, and preferred location. This aligns with a vision of personalized learning experiences tailored to individual needs and lifestyles.
- **All-access education, global reach and impact:** To focus on underrepresented students from many different backgrounds with financial difficulties or handicap and give them access to high-quality education regardless of their wealth, ethnic origin, race, and education status.

ZEBBS IBS's mission puts forward 3 quality strands:



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Strand 1 is about the process responsible for enhancing an initial educational level and set of competencies through ZEBS IBS educational programs to a desired high level and set of competencies.

Strand 2 is about establishing educational levels and sets of competencies.

Strand 3 is about budling in ZEBS IBS operational system a set of accommodations.

Thus, do we combine Strands 1 and 2 as follows: ZEBS IBS sets programmatic processes responsible for enhancing an established initial educational level defined by a set of competencies, to a desirably higher level of set of competencies that is expected by the stakeholders especially companies and businesses hiring ZEBS IBS graduates.

B / Implementation of the Mission

B1 / Principle: ZEBS IBS Outcomes Cascade Framework

The ZEBS IBS rea involves translating combined strands 1 and 2 of the mission as general learning purposes for the ZEBS IBS educational programmes and from there, setting specific planned outcomes for each course making up the programmes.

B2 / Levels

Level 1: Program Learning Outcomes (PLO)

Program learning outcomes indicate a level of competencies defined by NQFs and processes for attaining them: the assessment system at ZEBS IBS assures that students will have acquired the specified level of competencies by means of education systems and methods pertaining to a given educational level.

Level 2: Course Learning Outcomes (CLO)

Course outcomes align with those of the program. They comprise a set of minimal outcomes that pervade all the courses of a given programme and discrete, denoting the specificities of the course.

C / Level 1: Program Learning Outcomes (PLO)

C1 / Process

We start by establishing what the world of business expects graduates to be able to do with a given qualification: it is about rendering discrete recombined strands 1 and 2 of the ZEBS IBS mission.

Next, we note the prescribed learning outcomes and competencies set by accreditation bodies at various levels of the NGF framework for higher institutions, that is levels, 6, 7 and 8.

These are matched against the first ones.

C2 / Industry expectations



- **Link to Bachelor Related Jobs:** For Bachelor graduates entering the industry, this implies that ZEBIS IBS aims to equip them with foundational skills and knowledge relevant to their chosen field. Industry expectations at this level include proficiency in entry-level tasks, understanding basic industry concepts, and the ability to contribute effectively to roles such as customer service representatives, junior analysts, or entry-level positions in various departments.
- **Link to Master/MBA Related Jobs:** At the Master and MBA levels, the emphasis is on elevating competencies to meet higher industry expectations. ZEBIS IBS strives to prepare graduates for roles that demand advanced skills and strategic thinking. This aligns with industry expectations for leadership roles, managerial positions, and specialized functions within companies. Graduates at this level are expected to bring innovative solutions, contribute to strategic decision-making, and excel in positions such as managers, directors, and specialists.
- **Link to Doctoral Related Jobs:** For Doctoral graduates, the expectation is to reach the pinnacle of competencies and contribute significantly to the academic and professional domains. ZEBIS IBS's commitment to enhancing competencies aligns with industry expectations for thought leadership, research excellence, and the ability to influence industry practices. Doctoral graduates may pursue roles such as chief officers, directors, or academic leaders, shaping industry standards and contributing to the advancement of knowledge in their respective fields.

Bachelor Programme Learning Outcomes <i>In having completed the Bachelor program, graduates will be expected to use</i>	Master's Programme Learning Outcomes <i>In having completed the Master's program, graduates will be expected to use</i>	Doctoral Programme Learning Outcomes <i>In having completed the Doctoral program, graduates will be expected to use</i>
B1: Acquired fundamental business and management concepts, soft and hard skills guided by ethical considerations.	<u>M1: Integrated and forward-thinking concepts, standards, and ethical managerial decision-making tools in all functional areas of management.</u>	D1: Integrated and newly developed forward-thinking concepts, standards, and ethical managerial decision-making tools in specialist areas of management.
B2: Academic and professional skills enhancing job-related practical skills.	<u>M2: Intellectual and emotional strength combined with skilful competencies to strategically enhance existing know-how.</u>	D2: New knowledge and solutions to transform existing know-how and techniques.
B3: Combine insights, selectively from accounting, ethics, finance, strategy, leadership, economics, global dimensions, law, management, marketing, and quantitative techniques to produce innovative and shared entrepreneurial projects in professional practice.	<u>M3: Lead others in a common strategy that ensures the completion of projects, facilitates problem solving, and enhances business and practitioner performance by means of effective communication.</u>	D3: Lead others in high end projects to facilitate problem solving and enhance business and practitioner performance by means of effective communication.

C3/ Prescribed Learning Outcomes

The following table shows the “general learning outcomes” set out by the Malta Qualifications Framework (MQF) and the corresponding levels of the European Qualifications Framework (EQF).



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Outcome Area	"General Learning Outcomes"
Master's studies - Second level degrees are awarded to students who...	
Knowledge and understanding...	... have the comprehensive specialised or multi-disciplinary theoretical and practical knowledge which forms the basis of original research, which may contribute to social and ethical issues;
Autonomy and Responsibility are accountable and responsible for the original research within a personal social responsibility and/or business context for one's operations and for adapting the management of people and projects reflecting the dynamic nature of the environment in which one operates.
Making Judgements...	... perform critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar contexts, and produces original research;
Applying knowledge and understanding...	... demonstrate capability in using knowledge and skills, to adapt to the fast-changing business environment and to manage people and projects efficiently;
Communication Skills...	... communicate with specialist and non-specialist audiences clearly and unambiguously reaches conclusions which may be the outcome of original research, self-study or experience;
Learning Skills...	... make assessments of personal continuous professional development, takes initiative to undertake self-directed study and may proceed to further specialisation;

C4 / Matching Process – Course Learning Outcomes (PLO)

Next, we define the key learning outcomes by combining the previous. To align the course outcomes with those of the program we set:

Outcomes that pervade all the courses of a given programme comprise:

- Ethical questions and issues - 1st category # 2
- Data information and tool development – 2nd category # 1
- Skills for learning autonomy – 2nd category # 2
- Communication, whether verbal or in writing – 3rd category # 2

Discrete outcomes denoting the specificities of the course:

- Knowledge, understanding and conceptual development – 1st category # 1
- Skills for learning autonomy – 2nd category # 2 – only if the outcomes are deemed course-specific
- Knowledge and data tool applications – 3rd category # 1

Master's Programme Learning Outcomes <i>In having completed the Master's program, graduates will be</i>	Master's studies - Second level degrees are awarded to students who...	Measurable Master's Programme Learning Outcomes <i>ZEBS IBS Students are able to:</i>
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expected to use		
<p>M1: Integrated and forward-thinking concepts, standards, and ethical managerial decision-making tools in all functional areas of management.</p>	<p>.... have the comprehensive specialised or multi-disciplinary theoretical and practical knowledge which forms the basis of original research, which may contribute to social and ethical issues. are accountable and responsible for the original research within a personal social responsibility and/or business context for one's operations and for adapting the management of people and projects reflecting the dynamic nature of the environment in which one operates.</p>	<p>M1.1: Integrate forward-thinking concepts, standards, and managerial decision-making tools in the functional areas of management. M1.2: Identify social and ethical responsibilities associated with knowledge.</p>
<p>M2: Intellectual and emotional strength combined with skilful competencies to strategically enhance existing know-how.</p>	<p>... perform critical evaluations and analysis with incomplete or limited information to solve problems in new or unfamiliar contexts, and produces original research; ... make assessments of personal continuous professional development, takes initiative to undertake self-directed study and may proceed to further specialisation.</p>	<p>M2.1: Solve problems analytically and strategically. M2.2: Develop learning skills autonomously.</p>
<p>M3: Lead others in a common strategy that ensures the completion of projects, facilitates problem solving, and enhances business and practitioner performance by means of effective communication.</p>	<p>.... demonstrate capability in using knowledge and skills, to adapt to the fast changing business environment and to manage people and projects efficiently. ... communicate with specialist and non-specialist audiences clearly and unambiguously reaches conclusions which may be the outcome of original research, self-study or experience</p>	<p>M3.1: Integrate theory, research findings and practice for real-world problem solving. M3.2: Connect with relevant audiences with effective and strategic business forms of communication.</p>



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C5 / Knowledge, Skills, Competences: Definitions & Programme-Specific Learning Outcomes

Knowledge

... involves highly specialised knowledge, at the forefront of knowledge in a field of work or study as the basis for original thinking.

... promotes critical awareness in a field and at the interface between different fields.

Our Programme provides comprehensive knowledge and understanding in diverse and essential MBA fields. Specifically, it focuses on specialised and/or multi-disciplinary practical knowledge which is at the forefront of the following fields of study: Business & Finance, Venture Capital, Marketing, Leadership, Performance Management & Team Management, Strategic Management, Project Management, Digital Transformation, Digital Innovation & Artificial Intelligence (AI), Innovation, Creativity & Problem Solving. At the end of the Programme, learners are able to integrate forward-thinking concepts, standards, and managerial decision-making tools across management functions, while identifying social and ethical responsibilities associated with knowledge. This knowledge forms the basis of originally developing and/or applying ideas and enables graduates to apply their skills in professional contexts, demonstrating leadership and solving complex problems effectively.

Skills

... applies specialised problem-solving skills in order to develop new knowledge and procedures and to integrate knowledge from different fields.

Further to knowledge, ZEBS IBS' Programme equips participants with essential to the real world soft and hard skills. Specifically, at the end of the Programme, students are able to apply critical and analytical thinking to solve problems effectively, demonstrate leadership capabilities, manage and adapt to change, engage in effective and clear communication with various audiences, work effectively in teams, manage team dynamics, and resolve conflicts, implement creative solutions and drive innovation in various contexts, engage in self-management by utilising their emotional intelligence, setting goals, and manage their time efficiently. Moreover, learners after having followed ZEBS IBS Programme, are able to plan and execute projects, make data-driven decisions, and utilise agile methodologies, as well as manage finances, by performing financial analysis, managing budgets, and making informed financial decisions. Another domain-specific skill learners acquire is the development and implementation of marketing strategies. Finally, digital literacy is one of the most essential and competitive skills in today's professional world, and ZEBS IBS' MBA educates learners on digital tools, and trains them to adapt to technological changes. Finally, knowledge and skills are not sufficient without ethics, and thus ZEBS IBS trains its fellows ethical decision-making, helping them consider ethical implications and social responsibilities. All these skills equip graduates to lead, innovate, and succeed in diverse professional environments.

Competences Learning Outcomes

... manage and transform work or study contexts that are complex and unpredictable that require new strategic approaches.

... take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.



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One of the most important aspects of an MBA are competences obtained, that do not only indicate consolidated knowledge and applicable skills, but also enhanced levels of autonomy and managerial thinking. Our curriculum is designed to help our graduates demonstrate key competencies upon completing the Programme. ZEBS IBS graduates are autonomous learners, exhibiting independence in directing their learning processes, setting and achieving personal and professional goals. Moreover, our graduates can manage projects and financial resources proficiently, achieving desired outcomes. **One of the key competences our learners develop is their ability to lead and manage teams effectively, demonstrating accountability, and making informed and strategic decisions.** Change is without a doubt the rule of our times, so showcasing adaptability and embracing innovative digital technologies are essential competences for ZEBS IBS. Finally, communicating effectively and collaborating with diverse stakeholders, are non-negotiable real-world skills: at ZEBS IBS we do our best to guarantee that our graduates can foster a culture of teamwork and positive interpersonal relationships in the projects they participate. Once again, no level of education is meaningful without ethics, responsibility, integrity and accountability, thus we ensure that all our graduates-professionals demonstrate these qualities in their leadership and management roles. These competencies are needed to navigate and succeed in a dynamic business landscape, ensuring effective and continuous progress.

C6 / Delivering and Assessing Knowledge, Skills, Competencies

ZEBS IBS intends on delivering & individually assessing Knowledge, Skills, Competencies as follows:

Knowledge / Delivery Methods: Lectures and Readings, E-learning Platforms, Tutors deliver knowledge through structured teaching and educational content.

Skills / Delivery Methods: Practical Exercises-Case Studies, Mentorship and Coaching through one-on-one guidance from tutors, mentors, that guide skill development through practice and feedback.

Competences / Delivery Methods: Integrated Learning Approaches, Cross-Disciplinary Training, Tutors design and guide learning experiences that combine knowledge and skills application in real-world contexts.

Knowledge / Assessment Methods:

Purpose: To measure the extent to which a learner has acquired and understood theoretical information.

Exams & Quizzes: Multiple-choice questions, Reports: Capstone Project, which evaluates the ability to organise and present information.

Skills / Assessment Methods:

Purpose: To evaluate the learner's ability to apply knowledge in practical situations and perform specific tasks.

Case Studies and Assignments in real business environment, Peer and Supervisor Assessment: Gathering input from colleagues or tutors on skill proficiency.

Competences / Assessment Methods:

Purpose: To determine if the learner can effectively integrate and apply knowledge and skills in a comprehensive, real-world manner to achieve desired outcomes.



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Case Studies and Problem-Based Assessments: Analysing how learners solve complex problems using their knowledge, skills, and behaviors.

D / Revision of the document

This document is reviewed on a regular basis to ensure stability and relevance.



Standard 4

Student-Centred Learning, Teaching and Assessment

Student-Centred Learning & Teaching

Starting off, it is essential that we define the roles and responsibilities of all parties involved in the learning and teaching process (A), the methods and modes of teaching (B), the aims of the blended design (C), as well as its benefits, including how it helps address students' diverse needs (D).

A / Parties Involved in the Learning and Teaching Process

A1 / Tutors (This section is linked to Standard 6, Faculty Handbook)

- Build positive and effective relationship with students.
- Encourage and assist students.
- Support pedagogical activities.
- Assist students in the training.
- Structure and organize courses clearly and methodically to enhance students' comprehension and engagement with various subjects.
- Share key professional experiences.
- Actively encourage student participation, including designated times for questions.
- Utilize tools like PowerPoint presentations, videos, and podcasts in order to enrich courses and promote interactive approaches.
- Provide students with adequate support (linked to Standard 7, Student Support)

A2 / Students (This section is linked to Standard 1, Code of Conduct)

- Submit work that reflects personal and meticulous effort.
- Respect the premises, equipment, and LMS digital platform made available to them.
- Actively engage in all aspects of the course, including discussions, assignments and group activities.
- Do not engage in cheating.
- Meet all deadlines for assignments, quizzes and other course requirements.
- Ensure that their computer and internet connection are reliable
- Show respect for their instructors and peers by adhering to online etiquette and demonstrating discipline.

A3 / Student & Career Helpdesk Team (This section is linked to Standard 1, Boards & Student Support Teams Policy)

- Promotes a positive and inclusive learning environment.
- Collaborates with tutors and administration to address student challenges.
- Communicates with the edX Support and Engineering Team for student issues.
- Supports students in effectively and efficiently utilizing the Moodle and edX platforms, enhancing their study journey.
- Facilitates communication between students and support services.
- Supports students with special needs.

A4 / IT Helpdesk Team (This section is linked to Standard 1, Boards & Student Support Teams Policy)

- Trains students for an effective and efficient utilization of the Moodle and Zoom platforms .



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- Assist students in any technical challenges that occur.
- Trains students for an effective and efficient utilization of the edX platform and enhances the students study journey.
- Is responsible for technical and media support and will step in in cases of troubleshooting or system failure.

B / Mode of Teaching

B1 / Live Teaching Method

Involves real-time instruction where both tutors and students actively engage simultaneously. Through live streaming via Zoom's video and collaboration tools, our instructors interact with students directly, allowing for questions, clarifications, discussions, and assignment presentations. Following each live session, we upload the recording to our platform, enabling students who missed the live session or wish to review it to access the recorded session at their convenience.

B2 / Self-paced Learning

Students have the freedom to regulate their progress through the material within set deadlines. This method includes pre-recorded videos that can be viewed according to a schedule or at the student's own pace. Additionally, it incorporates supplemental readings, student discussion forums, homework assignments, and quizzes. Self-paced courses provide progress-tracking features such as completion metrics and quiz scores (progress-tracking metrics are almost daily checked by the Student & Career Helpdesk Team, to ensure that students are on the right track). These tools assist learners in monitoring their advancement through the material and identifying areas that may require further study. Progress-tracking metrics are daily checked by the Student & Career Helpdesk Team.

B3 / Supervised Sessions

They entail educational sessions where students receive guidance, support, and oversight from our tutors. Tutors evaluate learner progress and comprehension, assisting students in managing and completing assignments, including their Management Report/Capstone Project. They provide guidance, answer questions, and offer support throughout the learning process, which is essential for helping learners grasp complex concepts, overcome challenges, and remain aligned with their learning objectives. The tutor organises the session, delivers content, facilitates discussions, and coordinates activities to ensure that learning objectives are achieved.

B4 / Evaluating Modes of Delivery and Teaching

ZEBS IBS evaluates modes of delivery and teaching through:

- Student Feedback and Engagement Course Questionnaire
- Learning Analytics / Student Performance and Progress
ZEBS IBS uses data from learning management systems (ZEBS and edX platforms) to track i.e. student progress, participation in online activities, and completion rates of assignments. Such data are indicative of the engagement rates of students.
Progress-tracking metrics are almost daily checked by the Student & Career Helpdesk Team, to ensure that students are on the right track.
- Tutors Self-Assessment & Reflection & Feedback
Tutors' Self-Evaluation Form: ZEBS IBS has developed a Tutors' Self-Evaluation Form



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- Class Observations
ZEBS IBS has colleagues (members of the Academic Board) observe classes and provide constructive feedback on teaching methods and classroom management.
ZEBS IBS also records classes, and that provides the opportunity to analyse teaching practices and student engagement later.

C / edX Courses and In-house Courses: A Student-centred Approach for Student Learning

It is essential to highlight that the programme is geared toward exposing the students to the dynamic and complex environments in which we all work and live. It is to the students' distinct benefit to be exposed to key and carefully selected learning material that broadens their respective horizons and gives them the knowledge and skills to adapt and continue to improve in their careers.

C1 / Aims

Blending edX courses with in-house courses

- creates a student-centred approach by leveraging the strengths of addressing both the diverse needs and preferences of learners
- drives workplace competency, which is linked to the student's daily business, and are aimed at assisting them with real-life challenges that they encounter.

C2 / Three sub-aims include

- Performance Enhancement: The goal is to gain practical strategies to maximise their performance in the workplace.
- Career Coaching: Receiving personalised advice and guidance to navigate their career journey, regardless of whether they seek to advance within their current role or transition to new opportunities.
- Problem-Solving: Address specific challenges students face in their professional lives and develop actionable solutions to overcome them.

C3 / Guaranteeing Students' Autonomy

As it has already been rendered clear, **self-directed learning** affords students some degree of autonomy when learning as they control their own learning process.

Guaranteeing students' autonomy, however, is also reflected in other areas of ZEBS IBS' student offerings, which include important flexibilities. For instance, students can decide the topic of their preference for their capstone project (it is also mentioned "Programme Accreditation Application Form")

D / Benefits of the Blended Design and Diversity of Students' Needs

D1 / Personalisation

edX courses often include features such as scenario quizzes, interactive elements (edX courses encourage students to share their thoughts and experiences on course-related topics in a forum, allowing for discussion and exchange of opinions among peers), personalised feedback and peer-assessment. These elements can enhance the learning



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experience by catering to individual learning styles and allowing learners to assess their understanding and progress.

D2 / Diverse Learning Resources

edX courses offer a wide range of multimedia resources, including videos, readings, and simulations. Blending these with in-house courses will enrich the learning experience by providing students with access to diverse global perspectives and learning materials. edX courses are curated by expert professors who teach at well-recognised Ivy League schools and other top-tier universities and industry leaders. These individuals come with extensive real-world skills and knowledge that ZEBS IBS believes is integral to the real-life success of the students. This combination can accommodate different learning preferences and ensure students access high-quality resources.

D3 / Interactive Learning Opportunities with Reach

edX courses often incorporate interactive elements like peer assessments and discussion forums.

Discussion Forums are an integral part of edX Courses and thus are always included.

Peer Assessments are a significant component of many edX courses.

By blending these courses with in-house offerings, students can engage in meaningful interactions with peers and instructors, fostering community and collaboration. In-house courses provide opportunities for hands-on activities, global group work with peers worldwide, interaction with students from diverse backgrounds, and real-world applications, complementing the theoretical online learning experience and enhancing student engagement.

D4 / Support and Feedback:

edX Courses typically provide peer-reviewed and automated feedback upon completion of case studies, assignments, and quizzes, allowing students to receive immediate guidance on their progress. As edX courses are designed and facilitated by well-renowned tutors, the feedback has been intentionally crafted to serve as a guiding tool, fostering inquiry and critical thinking and enabling students to arrive at their own conclusions.

In-house Courses offer personalised feedback from tutors.

In terms of **Formal Feedback**, for those ZEBS Courses where evaluation is conducted through case studies, students are divided into groups for collaborative work. Individual sessions are held for each group, where the participation of each member is required. During these sessions, the tutor provides feedback on each student's contributions separately.

Tutors provide **Formal Feedback** to students after each assessment they complete, regardless of the assessment type. This feedback is carefully tailored to highlight individual strengths and address areas for improvement. Completed assessments are returned to students with feedback and comments.

In addition to formal feedback, tutors may also offer constant **Informal Feedback** during lessons or discussions, helping students make ongoing adjustments to their learning strategies.

Moreover, at ZEBS IBS there is another form of **Informal Feedback**; specifically, tutors are available to offer guidance and answer questions during study sessions or via email, thereby supporting students' ongoing learning and development.



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Student Assessment Process

A / Principle

The assessment of learning outcomes at ZEBBS IBS serves as a pivotal tool to gauge participants' current proficiency in alignment with the learning objectives and training content.

B / Quality Requirements

B1/ Course Grade Percentages

There is an official grading scheme showing individual student performance.

B2 / Format

Assessment incorporates various formats, including exercises, case studies, quizzes, research papers, projects, and presentations. Students are informed about the methods of assessment during the orientation process. Tutors inform the students in more detail about the specific assessment methods that will be used when a course starts. When an edX course starts, students can see the specific assessment that follows the course from the syllabus.

B3 / Time Allotted

Other than set assessment, or take-home formats, the general time allotted for exams is 1 hour.

B4 / Criteria

Students achieving a final grade greater than or equal to 6/10 successfully complete the course, earning corresponding credits. Students who go against the ZEBBS IBS Code of Conduct and are caught **cheating** will face sanctions depending on the incident.

Please, for specific details refer to:

Page 18

D9 / Procedure for Ensuring Academic Integrity

Pages 55, 56

B8 / Authentication and Anti-Plagiarism Measures

B9 / Measures against Cheating through Collusion and Unauthorised External Assistance

B5/ Exam Dates

Communicated and fixed by the tutor and communicated in the LMS.

In case students face issues related to their participation in the exam, they can contact the Students & Career Helpdesk Team prior to the Exam in order to request a deadline extension from the Academic Board.



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In the case of edX courses, ZEBS IBS sets a deadline which students can find on the LMS and complete all the exams (quizzes, case studies, assignments) before the deadline.

B6/ Special Circumstances

Students who can't participate at exams due to medical reasons are obliged to send the official medical certificates to ZEBS at least 2 hours before the exams. In this case, students are informed by ZEBS about new exam dates.

In case of the edX courses ZEBS IBS provides a deadline extension in such circumstances.

Re-taking of examinations: A failed exam can be re-taken once per course. New exam dates are announced by ZEBS IBS and communicated to students. Examination re-takes are allowed in a maximum of seven 5 courses.

B7 / Reminders

Regular email reminders to both students and tutors is sent out automatically through the LMS as per forthcoming assessment.

B8 / Authentication and Anti-Plagiarism Measures

Students will be able to access exams, submit coursework or engage in virtual communication only via their personal LMS space by using their personal usernames and passwords.

IP addresses will be often checked by the IT Helpdesk.

At online group presentations, tutors will ask students individual questions to check their individual contribution within the group and knowledge.

ZEBS IBS will employ digital tools (e.g. plagiarism filters and AI tools) to rigorously identify and penalise instances of plagiarism.

For specific details, please refer to Page 18 : **D9 / Procedure for Ensuring Academic Integrity.**

B9 / Measures against Cheating through Collusion and Unauthorised External Assistance

To prevent cheating through collusion and unauthorised external assistance during time-controlled examinations, our academic institution implements a combination of technological and procedural measures. Online examinations are conducted using Zoom Software, where all students are obliged to have their camera and mics turned on. In case there are students who turn off their cameras or mics, there is an initial warning. In case the same incident occurs again, there is a second warning. In the unlikely event that the incident is repeated for a third time, the student fails the course. The monitoring takes place through ZEBS IBS tutors and staff.

Additionally, randomised question banks and varied question formats are used to ensure each student receives a unique set of questions, making collusion more difficult. Strict identity verification processes and clear communication of academic integrity policies further deter students from engaging in unauthorised collaboration or seeking external help during exams.



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C / Means of Grading

C1 / Rubric Utilization

Tutors employ rubrics to establish grades and provide comprehensive feedback to students. These rubrics align with the specific objectives of each module.

A copy of the rubric and assessment criteria are provided to the students prior to their assessment.

C2 / Grading Transparency & Appeal Process

C.2.1. / Feedback

Evaluation -grades and feedback- are transparently communicated, fostering an environment of openness and accountability.

In terms of **Formal Feedback**, for those ZEBS Courses where evaluation is conducted through case studies, students are divided into groups for collaborative work. Individual sessions are held for each group, where the participation of each member is required. During these sessions, the tutor provides feedback on each student's contributions separately.

Tutors provide **Formal Feedback** to students after each assessment they complete. This feedback is carefully tailored to highlight individual strengths and address areas for improvement.

In addition to formal feedback, tutors may also offer constant **Informal Feedback** during lessons or discussions, helping students make ongoing adjustments to their learning strategies.

Moreover, at ZEBS IBS there is another form of **Informal Feedback**; specifically, tutors are available to offer guidance and answer questions during study sessions or via email, thereby supporting students' ongoing learning and development.

C.2.2. / Academic Complaints, Dispute of Results, Revisions of Papers

Students follow a pre-defined process for their academic complaints, dispute of results, and revision of papers. Students are well-informed of the options they have for complaint purposes already during the Orientation Process.

Specifically, where the student has a general or academic complaint or wishes to dispute the results received on an assessment, the student is required to submit an email appeal to the Student & Career Helpdesk Team with reasons for the complaint or dispute within seven (7) working days of the complaint or results being released. No complaint or dispute will be considered if adequate reasons are not provided.

Students can request for a revision of paper via email.

The Helpdesk refers the complaint to the Academic Board for consideration. The Student & Career Helpdesk Team will respond with the decision for the referring student from the Academic Board within seven (7) working days. All decisions by the Academic Board are final.

D / Assessment Methods



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D1 / Written Assignments

- Online assessment tools (e.g. quizzes, assignments, case questions) on the utilized online platforms (ZEBS Moodle and edX platforms)
- Analyzing and solving real-world business cases
- Business plans
- Reflective essays on personal and professional development
- Capstone project

D2 / Verbal Assignments

- Virtual case study or project presentations using Zoom as our video conferencing tool
- Conducting virtual sessions via Zoom to assess communication and interpersonal skills

D3 / Collaborative Assignments

- Peer evaluations of group members' contributions (edX platform and ZEBS Moodle platform)
- Group reports and presentations will take place via Zoom, ZEBS Moodle platform and edX platform
- Collaborative projects that mimic real-world business situations via Zoom and ZEBS Moodle platform
- Business simulations to assess decision-making skills

Additional methods are used to increase the students' learning curves

- Collaborating with industry partners on real-world projects
- Evaluation of practical work experiences
- Integration of workplace learning into academic assessments
- Independent research projects on relevant business topics

E / Reporting

At the end of a course faculty ensures that ZEBS IBS Academic Board receives

- Final evaluations
- Grades

F / Characteristics Assessment systems at ZEBS IBS

The following apply:

E1 / Alignment with Objectives

Assessments' corrections align with the specific objectives of each module.

The assessment moderation systems include rubrics, blind marking among peers and possible feedback (each assessment/assignment is graded by 3-5 peers for edX Courses), instant automated replies with feedback for quizzes and tutor coordination sessions (in the case of edX Courses).



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E2 / Comprehensive Implementation

The assessment system applies uniformly across all areas being checked.

E3 / Differentiated Levels

Assessment results for each level are articulated uniquely.

E4 / Time Interval

Assessments occur at strategic intervals.

E5 / Transparent Degree of Achievement

LMSs facilitate assessment methods and course progress rates, ensuring transparency for both participants and tutors.

E6 / Design

Tutors design assessments, with regular updates to adapt to evolving content. Each academic year tutors revise the assessment considering the feedback and the performance data of students for each specific course. Moreover, the Academic Board revise the assessments in order to ensure that they are aligned with the Learning Outcomes of each course.

(Note: For further information, please kindly refer to Standard 1, Institutional Quality Charter).

The assessments processes for the edX Courses are standardised and have been defined since the beginning of each course. Therefore ZEBS IBS and specifically the Academic Board and the tutors have checked the assessments of each course before incorporating them into to our programme, and ensuring that they are aligned with the Learning Outcomes set by ZEBS.

E7 / Learning-Focused and Practical

Evaluations emphasize case studies, application assignments and exercises, quizzes, and research reports directly related to real-world business and economic scenarios.

E8 / Coordinated Oversight

The Academic Board ensures evaluation coordination, including online assessments, supervised by the administration to prevent technical challenges.

Student Assessment Criteria

Reference Document: ZEBS IBS Learning Outcomes



General assessment criteria

The following are used to assess any type of work, in particular projects

<p>A 10-9</p>	<p>A comprehensive, highly structured, focused and concise response to the assessment task, consistently demonstrating:</p> <ul style="list-style-type: none"> • an extensive and detailed knowledge of the course matter • a highly developed ability to apply this knowledge to the task set • evidence of extensive background reading • clear, fluent, stimulating and original expression • excellent presentation (spelling, grammar, graphic) with minimal or no presentation errors • extensive and precise use of academic standards
<p>B / B- 8.99 – 7.5</p>	<p>A thorough and well-organized response to the assessment task, demonstrating:</p> <ul style="list-style-type: none"> • a broad knowledge of the course matter • considerable strength in applying that knowledge to the task set • evidence of substantial background reading • clear and fluent expression • quality presentation with few presentation errors • imprecise use of academic standards
<p>C 7.49 - 7</p>	<p>An acceptable response to the assessment task with:</p> <ul style="list-style-type: none"> • basic grasp of course matters, but somewhat lacking in focus and structure • main points covered but insufficient detail • some effort to apply knowledge to the task but only a basic capacity or understanding displayed • little or no evidence of background reading • several minor errors • satisfactory presentation with an acceptable level of presentation errors • limited use of academic standards
<p>D 6.99 - 6</p>	<p>A response to the assessment task which barely meets the minimum acceptable standards:</p> <ul style="list-style-type: none"> • limited engagement with the course matter or problem set • major deficiencies in structure, relevance or focus • several major errors • demonstrates the capacity to complete only part of, or the simpler elements of, the task an incomplete or rushed answer e.g. the use of bullet points through part/all of an answer • very limited use of academic standards
<p>F 5.99 – 0</p>	<p>A response to the assessment task which is unacceptable, with:</p> <ul style="list-style-type: none"> • failure to address the question resulting in a largely irrelevant answer or material of marginal relevance • display of some knowledge of material relative to the question posed, but with very serious omissions/errors and/or major inaccuracies included in answer • solutions offered to a very limited portion of the problem set • an answer unacceptably incomplete (e.g. for lack of time) • random and undisciplined development, layout or presentation • unacceptable standards of presentation, such as grammar, spelling or graphical presentation



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	<ul style="list-style-type: none">evidence of substantial plagiarismlack of academic standards
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Grading conversion table

Grade	Percentage	Comment
10 to 9	100 to 90%	Outstanding
8.99 - 8	89.99 to 80%	Excellent
7.99 - 7.5	79.99 to 75%	Very Good
7.49 - 7	74.99 to 70%	Good
6.99 - 6	69.99 to 60%	Pass
5.99 - 4	59.9 to 40%	Fail (some more work is required)
3.99 - 0	39.9 to 0%	Fail (considerable further work is required)



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Standard 5

Student Admission, Progression, Recognition and Certification

For Standard 5, regarding Student Admission, Progression, Recognition and Certification, the following ZEBS IBS Charters are provided, to ensure thorough understanding of the processes:

- Admissions Requirements and Process
- Student Orientation
- Student Progression
- Degree Awarding Requirements

Admissions Requirements and Process

A / Admission Criteria - Master of Business Administration (MBA)

- Minimum of a Bachelor's Degree or equivalent qualification in any field of study. ZEBS IBS will check the accreditation or recognition status of the qualifications.
- A working understanding of the English language which will be assessed in the individual interview that will take place with each applicant.

B / Admission File

To apply for admission, applicants must provide the following:

- A Curriculum Vitae.
- Copies of degrees and transcripts (in English), which bear the official seals-stamps of the provider institutions and/or certificate authentication numbers. If the Official Copies are not in English, we ask for Official translations in English of the original copies.
- A copy of the passport (page with photo)/ A copy of Identity Cards (for European Students).
- Proof of language proficiency (can also take place during compulsory interview with ZEBS IBS's admissions staff where also authentication of students takes place).

To gauge applicants' English language proficiency during admissions interviews, particularly for a B2 CEFR Level and above, which is the required CEFR Level for ZEBS IBS, we carry out a structured interview, based on clear criteria.

These guidelines will ensure the process is fair, repeatable, and reliable.

Criteria for Gauging English Language Proficiency at B2 CEFR Level and Above



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Fluency and Coherence (how well the applicant can express ideas fluently and coherently, without frequent pauses or hesitation)

B2 Level: The applicant speaks at a relatively even pace with few noticeable pauses, demonstrating the ability to formulate sentences and express opinions or discuss topics at length without significant effort. They can link ideas together effectively using a range of cohesive devices (e.g., conjunctions, transitions).

C1 Level and Above: The applicant speaks fluently and spontaneously, almost effortlessly. They can vary intonation and stress to convey finer shades of meaning, and discourse markers are used accurately and appropriately.

Lexical Resource (the range and appropriateness of vocabulary used by the applicant)

B2 Level: The applicant has a good range of vocabulary for most general and some specific topics. They can paraphrase effectively when they lack the precise word and show awareness of collocations and idiomatic expressions, although errors may occur.

C1 Level and Above: The applicant has a wide range of vocabulary, including less common and more complex expressions. They can express themselves with flexibility and precision, tailoring their vocabulary to the topic and context.

Grammatical Range and Accuracy (applicant's ability to use a variety of grammatical structures correctly and appropriately)

B2 Level: The applicant can produce clear, detailed sentences and use a variety of structures (e.g., different tenses, modals, conditionals). Errors may occur, but they do not impede understanding. They show some control over complex grammatical forms.

C1 Level and Above: The applicant consistently uses a variety of complex structures with high accuracy. Errors are rare and generally go unnoticed because they do not affect the message.

Interaction and Communication Skills (applicant's ability to interact with the interviewer, manage conversations, and respond appropriately to questions and prompts).

B2 Level: The applicant can initiate, sustain, and close conversations effectively. They respond to questions with relevant answers, ask for clarification if needed, and manage turn-taking with reasonable ease.

C1 Level and Above: The applicant can interact with ease, showing responsiveness to the interviewer's questions and comments. They use a range of strategies to keep the conversation going, such as asking follow-up questions or elaborating on responses.

By following these guidelines and criteria, the assessment of English language proficiency during admissions interviews will be fair, consistent, and aligned with the CEFR standards for B2 level and above.

C / Admission Procedure

The admission procedure aims at deciding whether a candidate satisfies the conditions for admission to study at ZEBS IBS and can thus be registered as regular student.



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C1 / First Admission Procedure Step

Once chosen a programme, students:

1. Gather the requested documents requested.
2. Send complete file via the online application form.
3. A decision is communicated within 10 working days.

Candidates who meet the admission criteria are eligible to proceed to the subsequent enrolment stage.

C2 / Second Admission Procedure Step

Face-to-face interview via Zoom or WhatsApp.

The evaluation will focus on analytical thinking, leadership potential, as well as robust communication and interpersonal skills.

Successful candidates at this stage will demonstrate the capacity for critical analysis and exhibit the potential to excel in leadership roles.

C.2.1 / Details regarding the Admissions' Interview

Conducting admissions interviews within our educational institution, and having pre-defined questions is a crucial part of the interview process. Pre-defined questions are important they can benefit both the institution and the candidates.

What does the admission interview at ZEBS IBS include?

Our admission interview process is of a mixed type, examining general motivation and interest, educational and professional background, as well as the aforementioned knowledge and skills (analytical thinking, critical analysis, leadership potential, potential to excel in leadership roles, communication and interpersonal skills).

Some **sample questions** include...

General Motivation and Interest

Why are you interested in joining this programme at our institution, and what do you hope to achieve during your time here?

Which hard skills are you aiming to improve during the programme?

Which soft skills are you aiming to improve during the programme?

Educational and Professional Background & Future Plans

How has your previous education and professional experience prepared you for this programme? Can you provide specific examples?



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Could you provide an example of a challenging academic situation you faced and how you managed to overcome it?

Which are your career plans for the next five years?

Which are your career plans for the next ten years?

Analytical Thinking and Critical Analysis

Describe a situation where you had to analyse a complex problem and make a decision. What steps did you take, and what was the result?

Leadership Potential and Potential to Excel in Leadership Roles

Can you share an experience where you led a team or a group project? What challenges did you face, and how did you overcome them?

Communication and Interpersonal Skills

How do you ensure effective communication when working in a team, especially when dealing with conflicting viewpoints?

Candidate's Questions

Any questions candidates may have regarding the MBA Programme.

Information about the Marking Scheme

Each of these questions is rated on a predefined scale (1 to 5) based on criteria such as clarity of thought, relevance of the response, evidence of critical thinking, and alignment with the institution's values.

By informing candidates of the general areas they will be assessed on (such as General Motivation and Interest, Educational and Professional Background & Future Plans, Analytical Thinking and Critical Analysis, Leadership Potential and Potential to Excel in Leadership Roles, Communication and Interpersonal Skills, Candidate's Questions) the institution can provide transparency while still maintaining the integrity and spontaneity of the interview process.

Pre-defined questions and an accompanying marking scheme ensure a structured, fair, and consistent assessment of applicants, enabling the institution to select candidates who best align with their academic programmes and community. This approach not only guarantees objectivity in evaluation but also helps candidates clarify their own goals, guiding them to make informed decisions about their educational path.

Who carries out these admission interviews at ZEBS IBS?

Members of the Admissions Team and Management Board.



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C3 / Enrolment

When the second step is successfully completed:

1. Students are sent an acceptance offer letter for enrolment via email and are also informed via WhatsApp
2. If a student accept the offer to register, she/he must then

- Pay tuition fees.

3. Upon receipt of study fees ZEBS IBS send a confirmation of registration.

4. Students receive at their commencement date the Login credentials form the ZEBS IBS IT Helpdesk Team to access the online platforms (ZEBS Moodle and edX). In addition a live welcome (induction) session with the Student & Career Helpdesk Team and the IT Helpdesk Team takes place where effective and efficient navigation within the platforms is presented, general information is given and any questions are answered.

For those who are not accepted...

the institution offers constructive feedback to help candidates understand their areas of improvement and consider reapplying in the future. This feedback mechanism promotes a fair process by supporting applicants in their personal and professional development.

C4 / Ensuring Fairness, Consistency and Transparency in Our Admission Process in an Organised & Systematic Way

Based on our admission procedure outlined above, here's how ZEBS IBS ensures fairness, consistency, and transparency within our admissions process:

Clear and Transparent Admission Criteria: ZEBS IBS ensures that all admission criteria are clearly outlined and will be publicly available on the institution's website. This transparency allows all prospective students to understand the requirements and expectations before applying, ensuring a fair opportunity for all candidates.

Standardised Application Process: The admissions procedure is standardised across all applicants, which helps maintain consistency. Every candidate follows the same steps: submitting the required documents, undergoing an interview, and completing enrolment. By having a uniform process, ZEBS IBS ensures that all candidates are assessed against the same criteria.

Timely Communication: ZEBS IBS commits to communicating admission decisions within 15 working days after submission of the complete application file. This commitment to timely communication is part of ensuring transparency in the admissions process, keeping applicants informed about their status promptly.

Objective Evaluation Criteria: During the second step of the admission process, candidates are evaluated through a face-to-face interview via Zoom or WhatsApp. The evaluation criteria—analytical thinking, leadership potential, communication, and interpersonal skills—are clearly defined. This structured approach ensures that candidates are assessed consistently and fairly, based on their abilities and potential.

Comprehensive Feedback Mechanisms: To ensure fairness and transparency, ZEBS IBS provides feedback to applicants regarding their admission status. For those who are not accepted, the institution offers constructive feedback to help candidates understand their areas of improvement and consider reapplying in the future. This



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feedback mechanism promotes a fair process by supporting applicants in their personal and professional development.

Documented Policies and Procedures: The IQA document comprehensively outlines the admissions process, including steps for application, criteria for assessment, and the decision-making process. This documentation is reviewed and updated regularly (annually) to maintain clarity and ensure all stakeholders are aware of the procedures, promoting transparency, consistency, and fairness.

Data-Driven Decision Making: The admissions process utilises data from applicants' academic records, interview performances, and other relevant criteria to make informed decisions. By relying on data, ZEBS IBS minimizes biases and ensures that decisions are based on objective evidence, contributing to a fair and consistent admissions process.

By implementing these measures within its IQA document and overall admissions strategy, ZEBS IBS ensures a fair, consistent, and transparent admissions process, which aligns with its commitment to quality and equity in education.

Student Orientation

Upon registration, students receive essential information through the Orientation Process. This Orientation goes beyond technical aspects and informs students regarding their rights and relevant institutional policies. Students have the opportunity to get to know how programmes at ZEBS IBS work and what's expected of them during their academic journey. Students are also informed on how to request assistance when required.

The Orientation Process extends to the parameters of accessing tutors for educational purposes and communicating with peers, and giving students the opportunity to communicate with tutors and staff members. Finally, students are informed about receiving assistance in case of mental or emotional health concerns.

Student Progression

A/ Collecting Data and Monitoring

- Tools: We employ methods such as student progress cockpits, questionnaires, surveys, and tests to obtain diverse and relevant data.
- Analytical tools of the edX platform: can track the students' progress using the "Learner Progress Report." ZEBS IBS tutors can view the start date, the progress percentage, the current grade, the last activity date indicating student engagement, progression etc. Tutors can leverage the Learner Progress Report to identify trends and patterns in student behavior, enabling them to intervene proactively when necessary.

Responsible for the data collection is the Student & Career Helpdesk Team.

B/ Data Analysis

- The Student & Career Helpdesk Team processes and analyses collected data (monthly) to derive meaningful insights and forwards them to the Academic Board



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C/ Archiving (Referring to the approved V4. License Application form)

Students' files are kept on the LMS for 1000 days.

We will rent a web server based in Malta, for 40 years in order to securely archive specific types of information (Name/Surname of Student, ID Card No. or Passport No., Academic records (grades/passes).

If data archiving in Malta is not compulsory, we could also upload user's data on a school's dedicated Dropbox folder (or any other backed up space).

Degree Awarding Requirements

Document links

The present document is linked to

- Institutional Charter.
- Institutional Quality Charter.
- Learning Outcomes.
- Program and Course Design and Approval Process.
- Student Assessment Processes.

A/ Purpose

Reference document "Learning Outcomes" outlines the expected results, i.e., the skills and abilities acquired once the student has completed a program. It is assumed that the student completes in its entirety the program of study of his choice. However, the reference document does not establish the conditions for this achievement nor the conditions for their demonstration.

That is the purpose of the present document.

B/ Aims

This document deals with establishing

1. ZEBS IBS credit values
2. Requirements for transition from one year of study to the next one
3. Graduation Requirements
4. Conditions to demonstrate the graduation requirements = scoring system

C/ Credit values

C.1/ Definition



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Credit values correspond to an academic volume of work.

C.2/ Systems

At ZEBS IBS the European Credit System ECTS will be used.

C2.1/ European Credit System ECTS

It is established that 1 ECTS credit = 25 hours of work of the student in class and out of class whether for the Bachelor or Master program (Online).

D/ Graduation Requirements

D1/ ECTS

For the Bachelor's degree to be awarded, the student must have obtained 180 ECTS and for a master's degree (MBA), 90 ECTS; there is no ECTS credits for a doctoral degree.

ZEBS IBS Master's degree students must obtain 90 ECTS.

E / Certification Content

After the successful completion of all MBA requirements students receive a **Degree Certificate** which includes:

Qualification Title: MBA (Master of Business Administration)
Education Institution: ZEBS International Business School
Number of ECTS: 90
EQF/MQF Level: 7
Overall Grade

In addition to the main Degree Certificate, successful students will receive **an academic supplement** including:

Full Data of the Student

Content of Course (*in the form of units*):

Achieved Grade for Each Module

Number of ECTS for Each Module

Subject of the Master Thesis (Capstone Project)

Number of ECTS of the Master Thesis (Capstone Project)



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ZEBS IBS's Official Grading Scheme

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Standard 6

Teaching Staff

Standard 6, regarding information about the Teaching Staff, is covered in detail in the following pages through the provision of the following ZEBS IBS Handbooks and Policies:

- Faculty Handbook
- Faculty Management Policy
- Faculty Development Process
- Faculty Research Policy
- Innovation Policy

Faculty Handbook

A/ Purpose

This handbook serves as a valuable resource for tutors to understand their role and responsibilities as tutors at ZEBS IBS. It aims to enhance the teaching experience and foster collaboration with the institution by:

- Providing insights into the tutor's role.
- Supporting pedagogical activities.
- Building positive and effective relationships with students.
- Encouraging harmonious relations with administration and management.

If tutors encounter questions or disputes involving a student, they consult the Academic Board and the Program Director for assistance.

B/ ZEBS IBS Recommendations

The role of a tutor is pivotal to student success, emphasizing principles such as enthusiasm, courtesy, sympathy, patience, and availability. Your positive contribution aligns with the philosophy of ZEBS IBS. Ensure you:

- Encourage and assist students.
- Stay informed about the academic calendar and events, through email notifications, faculty meetings, and shared calendar invitations (Outlook).
- Offer a clear vision of your professorship.
- Assist students in their training.
- Cultivate excellent relationships with students.
- Promote effective communication with administration and management.

In terms of appearance, tutors should maintain a polished look with classic and impeccable business attire.

C / Online Classroom Management and Facilitation



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The following points are meant to help tutors achieve the above goals:

- Introduce yourself effectively during the first class, sharing key professional experiences.
- Structure and organize courses in a clear, methodical manner.
- Emphasize the importance of knowledge and skills acquired in your course.
- Keep always in mind that Virtual learning differs from Physical learning:
 - When leveraging the ZEBS Moodle platform for resource sharing, assessments, and exams be very specific on what you expect from students.
 - Manage time efficiently with an appropriate pace.
 - Actively encourage student participation, including designated times for questions.
 - Try to visualize real-life, up-to-date examples, drawing from personal and professional experience.
 - Utilize tools like PowerPoint presentations, videos, and podcasts to enrich courses and try to be interactive.
- Demonstrate exemplary behaviour to earn respect and attention.
- Maintain order and discipline, contributing to compliance with ZEBS IBS internal rules.

D / Student Interaction, Communication, Tracking and Support - Utilization of ICT

The following points are meant to help students:

- Collaborate in student follow-up through various channels. Use the ZEBS Moodle platform but also Zoom and/or WhatsApp and email communication to communicate with students and offer students academic support when needed.
- Monitor various issues related to the ZEBS IBS students' learning, engagement, and progress, on a daily basis, and address any highlighted problems.
- If students need technical and/or administrative support during your course, please inform immediately the Student & Career Helpdesk Team (student.success@zebs.edu.mt) to get in touch with the student/s who need assistance
- Maintain attendance list for each class/week.
- Report absences, systematic assignment failures, or concerning performance to the Academic Board. We will be glad to receive from you any kind of course analytics.

E / Professional Conduct and Ethics

The following aspects assure an equitable environment:

- Discussions on politics or religion are avoided to respect diverse student backgrounds.
- Promoting exemplary ethics.

F/ LMS

- Ensure that the Moodle platform and Zoom conferencing and collaboration tool is used by you and students in proper ways. If you need technical or administrative assistance, please contact our Helpdesk (student.success@zebs.edu.mt).
- If you need urgent assistance, please contact the Helpdesk via phone.

G/ Punctuality & Absence



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The following ethical standards are meant to instil a professional image:

- Adhere strictly to established schedules.
- Maintain punctuality to set an example for students and colleagues.
- Notify administration promptly any absences.
- Follow specified procedures for course rearrangements due to unforeseen circumstances or illness and always inform the Academic Board.

H/ Programme Content and Chronology

The following are meant to help Faculty be precise with content delivery:

- Content: Tutors ensure adherence to the content outlined in the syllabus. They deliver up-to-date and dynamic teaching, incorporating case studies, examples, and recent articles.
- Chronology: Tutors rigorously follow the program sequence as indicated in the syllabus.
- Level of Difficulty: Tutors pay attention that programmes are taught at different levels of difficulty according to the NQF.
- References: Tutors base courses on bibliographic resources agreed upon with ZEBS IBS's Academic Board, including books, journals, online resources, videos, blogs, and simulators.
- Books: If required, tutors select reading resources using ZEBS IBS-approved virtual libraries, validated by ZEBS IBS along with the course description.
- Sources: Tutors elucidate and illustrate the content of the sources used in their courses.
- PowerPoint Presentations: Tutors create personalized, structured PowerPoint presentations with full-color titles, images, and graphics. These presentations are shared with students after each class via ZEBS Moodle. Course material has to be uploaded on ZEBS Moodle within 12 hours.

I/ Teaching Methods

I1/ Course content

Courses at ZEBS IBS encompass both theoretical and practical components, reflecting current business realities. Tutors continually improve course descriptions and content, incorporating feedback from students, industry disruptions, new socio-economic realities, and the latest research and technology.

I2/ Assignments

Courses involve case studies, exercises, projects, quizzes and research outside of class hours, allowing students to prepare and deepen their knowledge. The required readings are drawn from the bibliography, syllabus, or documents shared via the LMSs.

I3/ Integrating Practice and Research

Tutors who are active in the professional world integrate their experience and research findings into course descriptions and content presentations. They are encouraged to invite speakers and professional contacts to share insights during lectures, enhancing the learning experience.

I4/ Digital Platforms



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Tutors manage classes, projects, case studies, syllabi, exercises, articles, documents, quizzes and videos through the ZEBS Moodle platform and Zoom conferencing and collaboration tool. In terms of the edX courses, the edX digital platform is used that is technically connected with the ZEBS Moodle platform through an integration process undertaken by the ZEBS IT Helpdesk Team and the edX Engineering Team. At the edX courses, an additional ZEBS IBS tutor will support students.

When the online MBA programme starts, courses will be uploaded on Moodle following the sequence of the online MBA programme structure. The ZEBS IBS live courses will be included in the ZEBS LMS as they become available, in addition to the edX courses. Following the integration of the ZEBS IBS Moodle platform and the edX platform, the learning process does not apply to the mass application that participates in various edX courses but focuses only on ZEBS IBS students and the selected edX courses that are part of the online MBA programme.

In addition to its own online analytical tools, ZEBS IBS has access to the analytical tools of the edX platform and can track students' progress using the "Learner Progress Report." Tutors can view the start date, progress percentage, current grade, and last activity date indicating student engagement, etc. ZEBS IBS Tutors are also available when students need clarification about the course, any of its content, or its applicability.

15/ Exams, Assessments, Case Studies, and Grades

Exams in form of case studies, assignments, and quizzes play a crucial role in assessing student progress. Tutors are actively present during exams, utilizing plagiarism filters and AI tools.

16/ Submission of Corrected Exam Papers and Deadlines

Students can access corrected papers via the ZEBS Moodle digital platform, and tutors are expected to mark exams within two weeks. Any modifications to individual exam arrangements are strictly forbidden.

17/ Assessment & Grades

Evaluation aligns with syllabus objectives, utilizing a grading system specified by ZEBS IBS. While justification for grades is typically unnecessary, detailed breakdowns may be required upon request.

18/ Submission of Grades

Grades are submitted digitally on the ZEBS Moodle platform, adhering to deadlines set by ZEBS IBS. Tutors maintain transparency in the submission process. Grades of edX courses can be seen both on ZEBS Moodle as well as on the edX platform.

J/ Communication

Communication is paramount to keeping tutors well-informed throughout various stages of the program and ensuring their engagement in important events. ZEBS IBS employs a structured approach by regularly issuing instructions and guidance on the following points:

- Syllabus Updates: Any modifications or updates to the syllabus are communicated clearly and precisely to tutors.



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- Case Studies, Assessments, Exams: Timely communication is extended to tutors, sharing crucial information about important dates and details concerning case studies, assessments, and exams. This ensures adequate preparation time.
- Corporate Events and Meetings: Tutors are kept abreast of events, conferences, and opportunities for professional development.
- Feedback Channels: Clearly defined communication channels are established for collecting feedback from tutors, fostering an open and constructive dialogue.

K / Professional Development

The following notes supplement “ZEBBS IBS Faculty Innovation Policy” and “ZEBBS IBS Faculty Research Process”.

ZEBBS IBS encourages faculty to actively engage in professional development, contributing to management practice, research, theory and technology. Faculty members are expected to:

- Attend webinars of new digital learning methods and technologies held by ZEBBS IBS or externally.
- Attend Conferences and Seminars: Participation in relevant conferences and seminars within their expertise is encouraged to stay abreast of industry trends and advancements.
- Professional Monitoring: Staying informed through regular reading of newspapers, websites, and specialized journals ensures faculty remain at the forefront of their skills and knowledge.
- Continuing Education: Participation in seminars and training workshops is encouraged to further develop and refine their skills in alignment with industry standards.
- Participation in Associations: Faculty members are urged to actively participate in seminars organized by professional associations and bodies, fostering collaboration and exchange of ideas.
- Annual Development Plan: Each year, faculty members submit information as per the above ensuring alignment with institutional objectives.

At ZEBBS IBS, we are deeply committed to the professional development of our faculty. We take great care in keeping our tutors informed about the latest events in their fields. This includes sharing information on seminars, webinars, conferences, and relevant associations that align with their areas of expertise. We actively encourage participation in these events as part of our commitment to fostering continuous professional growth.

Moreover, as an applied business school, ZEBBS IBS emphasises the importance of **research-based teaching**. Through our partnership with edX, all our courses are grounded in years of extensive research, ensuring that both our students and faculty are engaged with the most current and relevant knowledge in the field.

We also provide access to a wealth of resources, including comprehensive bibliographies and open-access libraries, to support the academic and professional endeavors of our faculty.

Some examples of open-access libraries and resources that could be valuable for business school faculty in their research include:

- ✓ SSRN (Social Science Research Network):
ssrn.com



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- ✓ DOAJ (Directory of Open Access Journals):
doaj.org
- ✓ PubMed Central (PMC):
ncbi.nlm.nih.gov/pmc
- ✓ CORE:
core.ac.uk
- ✓ Google Scholar:
scholar.google.com
- ✓ OpenDOAR (Directory of Open Access Repositories):
v2.sherpa.ac.uk/opensoar
- ✓ JSTOR Open Content:
jstor.org/open
- ✓ OAPEN (Open Access Publishing in European Networks):
oapen.org

These efforts collectively contribute to the development and success of our tutors and look forward to continuing to support their professional journeys.

L / Confidentiality & Non-competition

In adherence to ethical standards, faculty members are bound by the following confidentiality and non-competition clauses:

- Confidentiality: Faculty members must maintain the confidentiality of information acquired during their tenure and must sign NDAs.
- Use of ZEBS IBS's Name: Faculty members are prohibited from using ZEBS IBS's name or speaking on its behalf in the media, including the internet, forums, and social networks.
- Commercial Use of Material: The tutor cannot use material on behalf of ZEBS IBS for commercial purposes.
- Communication with Students: Faculty members are restricted from mentioning their activities in other Business School-type institutions to students.
- Distribution of Materials: The distribution of printed matter or advertising material at ZEBS IBS is prohibited.
- Student Information: Faculty members may only contact students in the context of their teaching activities.



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Faculty Management Policy

A/ Purpose

This Faculty Management Policy serves as a valuable resource for tutors to understand general principles, working conditions, duties, functions, selection criteria, recruitment process etc.

B/ General principles

B1/ Framework conditions

ZEBS IBS ensures

- To create conditions that allow tutors to carry out their tasks in a climate of respect, tolerance, free from discrimination of any kind;
- To protect the personality of tutors and to combat the appearance or persistence of behaviours constituting harassment;
- Achieve equality between women and men in practice;
- Promote equal opportunities;
- Guarantee academic freedom.

B2/ Development

ZEBS IBS ensures to:

- Increase the potential of tutors according to their skills and qualifications;
- Promote the contribution of tutors to innovation through research.

C/ General working conditions

C1/ Age limit

There is no set limit.

C2/ State of health

Tutors must be in a state of health that allows them to perform their duties. ZEBS IBS may, within the limits of the law, terminate the employment relationship when a tutor is no longer able, for reasons of health or disability, to carry out the tasks assigned.

C3/ Entry virtual office

Tutor start at the beginning of each course/term. Before the end of the current course/term, the tutors' duties are renewed unless one of the two parties has terminated them.

C4/ Specifications



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The roles, responsibilities and duties of faculty members are defined and described in the “ZEBS IBS Faculty Handbook” document and in this document. It establishes the tasks to be carried out and their distribution between teaching, development and research, supervision of students, communication with students, support of students, administrative tasks related to their function, and external professional activities.

C5/ Contracts

Contractual agreements establish the links between the tasks to be carried out and the legal framework.

C6/ Development

The document "ZEBS IBS Faculty Development Process" outlines internal and external means of development, sets out research premises and contributions to management theory and practice.

D/ Tutor's File

D1/ Administrative file

ZEBS IBS form to fill in (address, bank details), ID card.

D2/ Academic records

- Tutor's data: CV of application, diplomas with transcript, work certificates, continuing education certificates, list of publications prior to the employment relationship;
- ZEBS IBS data: ZEBS IBS CV.
- List of publications.
- Knowledge enhancement: Reports on contributions to management practice and theory; Annual development plans.
- Teaching Quality Assurance: Student feedback reports; Course Questionnaires, Self-assessment reports; Time management reports.

D3/ Student Feedback Reports & Course Questionnaires

Report on student course feedback with guidance for improvements. These reports are shared with tutors for review.

These reports are highlighted along with the self-assessment reports to plan for necessary improvements.

D4/ Limit

At the end of the work relationship, the files are electronically archived for a period of 5 years.

E/ Tutors' Duties

E1/ Respect for the Interests of the ZEBS IBS

Tutors are required to respect the interests of the ZEBS IBS by refraining from anything that may be detrimental to it.



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E2/ General attitude

By their attitude, tutors are obliged to

- Maintain dignified and correct relations with superiors and colleagues.
- Facilitate collaboration and dialogue.
- Maintain relationships of trust and respect with students and the public.
- Strengthen the consideration, trust and seriousness that ZEBS IBS and its community enjoy.

E3/ Execution of the Work

Tutors are expected to

- Perform all their duties conscientiously and diligently.
- Personally assume their work and abstain from any occupation unrelated to the service during working hours.
- Respect the work schedule through punctuality.
- Respect attendance at all courses to which they have committed.
- Participate in tutors' sessions.
- Respect the digital infrastructure and resources made available to them.
- Use own computer resources when utilizing the Moodle platform and Zoom conferencing and collaboration tool.
- Respond to all student queries within 48 hours

E4/ IT Resources

Instructors have access to the ZEBS Moodle platform and Zoom conferencing and collaboration tool.

E5/ Absences

The tutor who is prevented from teaching his course must inform the administration (student.success@zebs.edu.mt) as soon as possible and justify the absence with a medical certificate. The affected course is rescheduled.

E6/ Prohibition of Accepting Donations

Tutors are prohibited from soliciting, accepting or being promised gifts or other benefits for themselves or others, thereby compromising the independence necessary for the performance of their duties. The same applies to private tutoring sessions provided externally by ZEBS IBS tutors, which are offered for a fee and not by ZEBS IBS itself.

E7/ Function Secrecy

Tutors are subject to official secrecy for all information of which they are aware during the period of their contract and after the termination of the employment relationship. NDAs apply.

E8/ Cause of Non-competition



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In view of external activities and commitments to other institutions, the tutor is expected to communicate with ZEBS IBS students only within the framework and duration of his/her work. It is forbidden to communicate information about other institutions to ZEBS IBS students.

E9/ Work Schedule

Tutors give their lessons according to the ZEBS IBS schedule. This varies from course to course and takes into account the availability resulting from the professional commitments of instructors and students.

E10/ Details

The Faculty Handbook detail and highlight the duties of tutors.

F/ Rights of Permanent Faculty Members (N/A in the beginning)

F1/ Holidays

Tutors, if employed as permanent staff in the future, are entitled to vacation based on Maltese law.

F2/ Official and other leave

The official days off are those of Malta.

F3/ Assurances

Policies issued by the ZEBS IBS:

- Occupational accident insurance;
- Medicare.
- Further insurances according to Maltese employment law.

G/ Functions

G1/ Titles and Workload

Tutors bear the titles:

- Professor: Full-time tutor of 2 or 3 courses per program; has a didactic certificate (or equivalent teaching experience of at least 10 years); has the title of doctor or master's degree in the branch taught; is professionally active with extensive international professional experience (minimum 15 years), among others at global leading companies thus ensuring cutting-edge knowledge and in demand industry hard- and soft skills for the ZEBS IBS students. Title of doctor in the field taught is an advantage.
- Associate Professor: Part-time tutor teaches 1 to 2 courses per program, has the title of doctor or master's degree in the branch taught, has or does not have a didactics certificate (or an equivalent teaching experience of at least 5 years); is professionally active with extensive international professional experience



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(minimum 10 years), among others at global leading companies thus ensuring cutting-edge knowledge and in demand industry hard- and soft skills for the ZEBS IBS students.

- Senior Lecturer: Part-time tutor teaches 1 to 2 courses per program, has the title of doctor or master's degree in the branch taught; is professionally active with extensive (minimum 10 years) in order to have the competencies to increase student's practical applications in the real-world.

G2/ External Professional Engagements

Tutors carry out other professional activities on behalf of a third party or on his own account. They are related to the field of teaching, research or management practice within a company.

ZEBS IBS may at any time request additional information regarding the exercise of its activities (the provisions on professional secrecy are reserved).

H/ Status of Faculty Members

H1/ Nomination

H1.1/ The Appointing Authority

The ZEBS IBS Management Board is the appointing authority. It appoints and renews the mandates of tutors by the institution and the signing of contracts. It terminates these contracts.

H1.2/ Nominating Committee

The nominating committee is composed of the ZEBS IBS Management and Academic Board. It can combine its work with the recommendations of professional associations committees, feedback from students, and feedback from tutors through self-evaluation.

H1.3/ Formal Skills

For the Bachelor's and professional master's specialization courses (MBA, EMBA), at least a master's degree is required, as well as to demonstrate expertise through a substantial professional commitment (minimum 15 years of international professional experience, among others at global leading companies thus ensuring cutting-edge knowledge and in demand industry hard- and soft skills for the ZEBS IBS students). Publications in the field taught are optional. For doctoral supervision, a doctorate and research experience is required in line with ZEBS IBS "Innovation Policy".

Candidates are expected to have at least 10 years of teaching experience and at least 15 years of working experience. In the event that the professional profile is exceptional but the teaching experience is limited, ZEBS IBS trains the tutor if his/her application is successful.

H1.4/ Renewal and Non-renewal of Tutors



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H1.4.1/ Criteria

The tutor is expected to:

- Availability to continue to devote oneself fully to his/her teaching and research activity, taking into account external professional requirements throughout the course or semester;
- Pedagogical, scientific, and course organization skills that correspond to the requirements set by ZEBS IBS; Student feedback should be generally positive;
- Continuous pedagogical and scientific development;
- Compatibility of external activities with teaching and research requirements and that does not prejudice students and ZEBS IBS.
- Good working experience that enables integration of in demand industry hard- and soft skills into the course development.
- Have proven competency and experience in dealing with digital learning environments.

H1.4.2/ Renewal procedure

- Tutors whose work is satisfactory are invited to communicate teaching interest and time availability.
- Data is processed to assign modules and set up the course schedule for the program.

Subsequently, the tutor is presented with a contract which is followed by the revision or development of course descriptions.

H1.4.3/ Cessation of activity

Both the ZEBS IBS and the tutors may terminate the employment relationship or not request its renewal. Tutors must inform ZEBS IBS in the middle of the current course/term. ZEBS IBS informs interested parties at the end of the course/term.

H2/ Recruitment

H2.1/ Selection and Appointment Criteria

Applications are examined on the basis of the following criteria:

- Adequacy between candidate profile and course to be taught
- Teaching experience
- Work Experience
- Competency in teaching within a digital environment
- Publications and Research Aptitude
- Course Management and Administration Responsibilities
- Contribution to ZEBS IBS's external outreach.

H2.2/ Application form

Applicants are expected to submit a complete application to ZEBS IBS:

- CV



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- Motivational message
- Diplomas and transcripts
- Reference Letters
- Continuing Education Certificates
- Identity card

H.2.3 / Appointment procedure

ZEBS IBS Management:

- Carries out an analysis of tutor needs according to the fact that certain modules are not allocated to tutors whose activity is renewed;
- Advertises vacancies on the ZEBS IBS website or other websites e.g. www.facultyvacancies.com;
- Receives applications.

H.2.4 / Explanation of the Selection Process

After applicants submit their applications, the selection process at ZEBS IBS is conducted in a fair and transparent manner, ensuring objectivity and repeatability. The steps involved are as follows:

Initial Access: All applications are reviewed by the Nominating Committee to ensure they meet the formal requirements, including appropriate qualifications and relevant experience.

Evaluation of Qualifications and Experience: Each candidate's qualifications, professional experience, are evaluated and alignment with the outlined criteria is checked.

Applications: When Formal Requirements Are Not Met: The Nominating Committee informs candidates who do not fulfil the formal conditions and do not meet the formal requirements, as soon as possible, of the reason for their inadmissibility.

Interviews: Shortlisted candidates are invited for interviews. The interview process is designed to further evaluate the candidates' suitability for the role, focusing clarity of thought, relevance of the response, alignment with the institution's values, teaching philosophy, teaching (online) experience, industry experience, research interests, and ability to engage with students in a digital learning environment.

A scoring rubric (marking scheme) aligned with the criteria above is used. A scale ranging from 1 to 5, with descriptors for each level is used to ensure fairness, consistency and transparency.

Final Review and Decision: The Selection Committee reviews all evaluation materials and interview performance. A final decision is made based on a evaluation of each candidate's overall suitability.

Communication of Results: All candidates are informed of the outcome of their application. Feedback is provided upon request to ensure transparency and support for candidates' professional development.

H3 / Promotion

Promotion of Associate Tutors to the position of Full Tutor.

Promotion of Tutors to perform administrative duties on committees.



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I / Protection of Personality

I1 / Principles

ZEBS IBS protects the personality of all parties involved (tutors, other staff, students) in the performance of their duties.

I2 / General Discrimination & Intolerance Policy: Other Staff & Students

Intolerance and discrimination encompass actions, behaviours, or attitudes that devalue or unfairly treat individuals or groups based on characteristics such as:

- Race, colour, nationality, or ethnic origin
- Gender, gender identity
- Sexual orientation
- Disability
- Religion or belief
- Marital or familial status
- Socioeconomic status

Intolerance can be seen as harassment (e.g. sexual harassment, emotional/psychological harassment or mobbing), exclusion, derogatory language, or any behavior that creates a hostile environment.

I3 / Reporting and Investigation Procedure

Any member of the ZEBS IBS community who experiences or witnesses an incident of intolerance or discrimination is encouraged to report it via email or phone. Students should report it to the Academic Board, and ZEBS IBS tutors and staff to the Management Board.

The Management or Academic Board communicates with the complainant within 48 hours of receiving a report of intolerance or discrimination.

The Academic Board (students) or the Management Board (tutors and other staff) conducts confidential investigation which may include interviews with the complainant, the accused, and any witnesses, as well as the review of relevant documents or evidence.

If an individual or group is found guilty of intolerance or discrimination, the Academic Board or the Management Board can take several actions depending the case. These actions include:

- a written warning that the behavior is unacceptable and must cease immediately
- or temporary/permanent removal from the institution or specific roles within the institution.

J / Communication



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The policy on the recruitment, evaluation and promotion of ZEBS IBS Faculty is communicated to the Faculty.

K / Revision of the Document

This document is reviewed on a regular basis to ensure stability and relevance by the Leadership.

Faculty Development Process

Document links

The present document is linked to

- Institutional Charter & Institutional Quality Charter
- ZEBS IBS Faculty Management Policies

A/ Development

At ZEBS IBS, tutors develop their teaching and professional skills, both inside and outside of the Business School.

Two highly experienced professors, Professor Yannis Valinakis and Professor Adonis-Emmanouil Fragkakis, are involved in guiding and supporting other instructors in planning and delivering online courses, which is immensely beneficial for ensuring the quality and effectiveness of the institution's online education offerings.

Academic Board and Management Board are committed to staying updated on global developments in online education ensure that the institution remains at the forefront of pedagogical innovation. They monitor emerging trends, technologies, and research findings in the field and incorporate relevant insights into the institution's online course offerings and quality assurance processes. Also, the Academic and Management Boards promote these trends, technologies, research findings and teaching methods among faculty.

B / Internal Development:

B.1. / ZEBS IBS Tutors (Faculty)

- Participation in meetings with Academic Board and other tutors during the academic year aimed at:
 - informing tutors about the processes and policies of the school in terms of teaching and the organization of courses and programs, as well as share points and ideas in terms of course, assessment developments, features, improvements etc
 - Structured development for the proper constitution of the elements of the syllabus, use of the textbook, use of teaching aids, establishment of assessment methods and rubrics based on outcomes, discussions on difficult students and situations, and remedial actions based on feedback.
 - Coordination across the curriculum.
 - Pertaining to instructions and guidelines pertaining to a/ syllabi, b/ case study assessment guidelines, c/ final assessment guidelines.
- Participation in Course Design Consultation: Professor Fragkakis and Professor Fintl offer personalized consultation sessions with instructors to review and provide feedback on their course designs. Drawing from their extensive experience in online education and pedagogical methods, they help instructors



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optimize their course structures, learning objectives, content organization, and instructional strategies to enhance student engagement and learning outcomes.

- Participation in Pedagogical Training Sessions:

Professor Fragkakis and Professor Fintl conduct training sessions for instructors on effective online teaching strategies, pedagogical approaches, and best practices in course design and delivery. These sessions empower instructors with the knowledge, skills, and resources needed to create high-quality online learning experiences aligned with the latest trends and developments in the field. The focus is on the practical approach that is embedded in the ZEBS IBS mission culture.

We should not fail to mention that training opportunities are available to part-time staff as well, in order to help them stay up-to-date with developments in their fields & methodological requirements of Programmes.

At ZEBS IBS, we do not discriminate between full-time and part-time staff. Training opportunities are deemed necessary for all members of the staff. All staff have equal opportunities to participate in training sessions.

Thus, all training opportunities are scheduled in a way that allows everyone's participation, based on their availability, even if that means scheduling multiple sessions to facilitate participation.

We should also mention that we involve tutors with experience from diverse industries which enables them to stay up-to-date and integrate newest trends into the courses.

- Participation in meetings with the IT Helpdesk to discuss technical challenges, new technical features and developments on the ZEBS Moodle platform and Zoom tool (e.g. AI integration, collaboration tools etc.)
- Participation in meetings with the Student & Career Helpdesk to receive support in administrative issues.
- Completion of "Self-assessment" at the end of each term for tutors to indicate their own impressions relative to the teaching of a given course as well as share ideas on the program and the school that are used in the strategic process.
- Participation in seminars and webinars organised by ZEBS IBS and held by industry experts and managers of international and local companies.
- Analysis and sharing of termly feedback based on student's student feedback.

B2 / Newly Hired Faculty

- Induction.
- Moodle and Zoom training if needed.
- Communication of sample syllabi and assessment practices.
- Constitution of tutor's file.
- Academic (Academic Board), administrative (Student Success & Career) and technical support (IT Helpdesk Team).



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C / External Development:

Outside ZEBS IBS, Faculty are expected to:

- Attend conferences and seminars pertaining to their expertise.
- Remain informed by reading specialized journals and papers to be at the forefront of their skills as professionals and experts in their field.
- Participate in seminars and webinars organized by associations and professional bodies.
- Attend seminars or workshops on education.

Faculty are encouraged to pursue further studies and formal training.

D / Communication

The ZEBS IBS Development Policy for Faculty is communicated to all tutors.

E / Revision of the document

This document is reviewed on a regular basis to ensure stability and relevance by ZEBS IBS Management.

Innovation Policy

Document links

The present document is linked to

- Institutional Charter.
- Institutional Quality Charter.

A / Principles

Innovation encompasses:

- Novelty: embracing the allure of the new and fostering creativity
- Enhancement: introducing significant improvements beyond existing norms.
- Impact: inspiring excellence and positive outcomes in others.

B / Main Axes

B1 / Quality System Management

Innovation is intricately tied to quality. The meticulous administration of the QMS not only enables ZEBS IBS to maintain high standards but also fosters an environment conducive to constant innovation and progression.

B2 / Educational Approach



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Continuous enhancement, re-evaluation, and the development of novel curricula, programmes, as well as the implementation of innovative teaching methods contribute to the cultivation of an environment that promotes excellence in learning.

B3 / Knowledge Generation

Engaging in research endeavours and industry partnerships aimed at refining or generating new knowledge underscores ZEBS IBS's commitment to enriching the intellectual landscape for both students and future business leaders.

B4 / Support Services

The administration's unwavering commitment to regularly revitalize support services for students and faculty ensures the sustenance of a learning atmosphere characterized by excellence.

C / Aims of the ZEBS IBS Policy

C1 / Foster Entrepreneurship and Innovation Among Students and Tutors

Strategies for Implementation:

- Implementation of project-based requirements in the courses.
- Inclusion of modules focusing on entrepreneurship, innovation, and creativity.
- Provision of support for student-led business initiatives.
- Support programmes for student entrepreneurs.
- Classroom presentations showcasing companies established by tutors.
- Internal publications highlighting companies founded by faculty members.
- Seminars featuring presentations on companies initiated by students and/or alumni.

C2 / Promote Pedagogical Innovation

Strategies for Implementation:

- Facilitation of exchanges and collaborative discussions during faculty meetings.
- Conduct of semester self-assessment reports.
- Presentation of ideas and/or solutions addressing challenges in management education and related fields.
- Presentation of innovative ideas and/or solutions addressing teaching challenges specific to ZEBS IBS.

D / Revision of the Document

This document is reviewed on a regular basis to ensure stability and relevance by the Academic Board who submits a revised version to the ZEBS IBS Management for approval.



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Standard 7

Learning Resources and Student Support

Learning Resources

A/ Learning Resources available to Students

A1 / Students have access to a wide range of learning resources :

- In-house courses and classes: Live sessions via the Zoom conferencing and collaboration tool. Upon completion of the live sessions, we upload the recording to our platform, enabling students who missed the live session or wish to review it to access the recorded session at their convenience.
- In terms of the edX courses, the edX digital platform is used, which is technically connected with the ZEBBS Moodle platform through an integration process, and videos are shown through the ZEBBS Moodle platform. EdX material assists learners in monitoring their advancement and identifying areas that may require further study. Recordings and course materials are available at any time while the course is running. Therefore, students will not encounter any issues if they miss lectures.
- Either/Both in-house courses or/and edX courses Include materials such as projects, case studies, syllabi, exercises, articles, documents, quizzes, supplemental readings, student discussion forums, homework assignments
- At ZEBBS IBS, we recognize the importance of providing both students and faculty with appropriate resources to support their academic work and life, especially as we offer MQF Level 7 Courses.

Therefore, we ensure that both students and the faculty have access to a comprehensive repository of academic works that extends beyond freely available open-access materials, including a range of premium resources.

Specifically, we provide students with access to comprehensive online libraries and academic work repositories, offering both open access and paid resources to support their learning and research needs, in line with the expectations of Higher Education at MQF Level 7.

Our collection includes a wide range of scholarly articles, journals, and books, ensuring that students have access to high-quality academic material across various disciplines.

- ✓ Open-access academic libraries and journals suggested to our students include:

the Directory of Open Access Journals (DOAJ) (Directory of Open Access Journals - DOAJ)

SSRN's Financial Economics Network (FEN :: SSRN)



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the Munich Personal RePEc Archive (MPRA) (Munich Personal RePEc Archive (unimuenchen.de))

These platforms provide a wealth of resources, including peer-reviewed articles, working papers, and research reports, to support in-depth study and foster academic excellence.

- ✓ **Paid Resources** : Our MQF Level 7 MBA Programme emphasizes a practical approach that focuses on the real-world application of knowledge in the workplace, rather than on traditional academic research. This philosophy is consistently reflected in our Internal Quality Assurance (IQA) document. Consequently, we prioritize providing targeted materials and resources that are directly relevant to our students' professional needs, avoiding overwhelming them with extensive theoretical content that lacks practical value. It is important to mention that edX, a paid resource in itself, offers a wide range of learning resources (articles, videos, textbooks etc), as well as access to specific materials from repositories such as Harvard Business Review. When additional needs arise, we offer a suggested bibliography within the courses to further support effective learning and professional development.

B / Blended ZEBS IBS Courses with edX Courses

Blending ZEBS IBS in-house courses with edX courses creates a student-centred approach by leveraging the strengths of both to meet the diverse needs and preferences of learners. ZEBS IBS, within their in-house courses, and also the edX courses, drives workplace competency which is linked to the student's daily business and are aimed at assisting them with real-life challenges that they encounter.

The tutors facilitate a theoretical component with examples and case studies to illustrate the practical application to the student. Further, they also deconstruct the practical application of the learning material presented in daily projects in the working environment, which is the real-world learning component. The same pedagogical approach applies to both types of courses, namely real-life applications from the student's daily business.

Following their learning, students are tasked with applying their acquired knowledge through scenario quizzes, multiple-choice questions, assignments, and case studies, which present them with practical, real-world challenges they would need to overcome.

Tutors evaluate learner progress and comprehension, assisting students in managing and completing assignments, including their Management Report/Capstone Project. They provide guidance, answer questions, and offer support throughout the learning process, which is essential for helping learners grasp complex concepts, overcome challenges, and remain aligned with their learning objectives. The tutor organizes the session, delivers content, facilitates discussions, and coordinates activities to ensure that learning objectives are achieved.

C / Ensuring Adequate Resources for the ZEBS IBS MBA Programme

The Academic Board in collaboration with the Management Board continuously review:

1. the financial planning
2. and the quality



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C1 / Financial Planning:

The Management Board:

- Ensures that ca. 30% of the annual budget planning will be dedicated to funding learning and teaching activities.

C2 / Quality

The Academic Board:

- Leads the development and review of academic programs.
- Supports the institution in maintaining high academic and research standards.
- Supports tutors in academic and administrative issues.
- Reviews programs' data such as questionnaires, (self) evaluation forms (e.g. courses' and tutors' feedback forms) and other reports and analytics from the digital platforms, and initiates improvements and changes.

D / Online Learning Support

D1 / Student & Career Helpdesk Team

- Supports students in administrative and technical issues, advocates for student administrative needs and concerns.
- Communicates with the edX Support and Engineering Team for student issues.
- Supports students in an effective and efficient utilization of the Moodle and edX platforms and enhances the students study journey.
- Facilitates communication between students and support services.

D2 / IT Helpdesk Team

- Is responsible for the technical processes of the Moodle platform.
- Is responsible for the technical processes of the edX platform.
- Communicates with the edX Engineering Team and Student & Career Helpdesk Team for all technical issues
- Provide insights into digital/technology trends, developments and innovations and integrates new platform features.

Student Support

A/ Technical support is offered to students through the IT Helpdesk Team via:

-Email support

-WhatsApp audio call or Zoom video call incl. Teamviewer services if needed by the students.

IT Helpdesk

- Trains students for an effective and efficient utilization of the Moodle platform.
- Assist students, tutors, student & career helpdesk team, academic and management board in any technical challenges that occur.



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- Trains students for an effective and efficient utilization of the edX platform and enhances the students study journey.

B/ Administrative support is offered to students through the Student & Career Helpdesk Team via:

- Email support
- WhatsApp messaging
- WhatsApp audio or video call

Student & Career Helpdesk Team

- Supports students in administrative and technical issues, advocates for student administrative needs and concerns.
- Supports students in an effective and efficient utilization of the Moodle and edX platforms and enhances the students study journey.
- Facilitates communication between students and support services
- Promotes a positive and inclusive learning environment.
- Supports students with special needs.

C/ Academic Support

In order to help students, tutors:

- Collaborate in student follow-ups through various channels. They use the ZEB S Moodle platform and also Zoom and/or WhatsApp and email communication to communicate with students and offer students' academic support when needed.
- Monitor various issues related to the ZEB S IBS student's learning, engagement, and progress, on a daily basis, and address any problems highlighted.
- Inform immediately the Student & Career Helpdesk Team if students need technical and/or administrative support during your course to get in touch with the student/s who need assistance
- Report absences, systematic assignment failures, or concerning performance to the Academic Board.

D/ Educational Support

Educational support includes:

- Guidance on understanding course materials.
- Clarification of concepts.
- Access to additional resources.
- Tutoring services to ensure learning success.

Types of educational support:

- Live teaching methods for simultaneous engagement.
- Supervised sessions for guidance and oversight.
- Tutors evaluate progress, assist, and provide guidance.
- Ensures alignment with learning objectives.
- Live coaching sessions:
 - Assist and guide students through workplace challenges.
 - Equip students with practical tools and strategies.
 - Enhance navigation and utilization of resources in professional endeavors.

E/ Staff Training for enhanced Support Effectiveness



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Training for staff to effectively support students, particularly in the context of online learning, is crucial for ensuring a positive student experience. Staff Training includes:

E1 / Staff Training for enhanced Support Effectiveness

- Online MBA Completion: All new employees are required to complete the online MBA programme. This ensures that they experience the student journey firsthand, allowing them to better understand student needs and challenges.
- Training Sessions with Tutors: New staff members attend training sessions led by Professor Fragkakis and Professor Elisabeth Fintl. These sessions familiarize them with the institution's vision, mission, and values, as well as their roles, responsibilities, and tasks related to student support in online learning.
- Direct Training from IT Helpdesk Team: The IT Helpdesk Team provides direct training to new staff members. Given their expertise in designing and implementing the institution's operating system infrastructure, they are well-versed in using technology platforms for online education and student support, such as learning management systems (LMS) and video conferencing software.

E2 / Medium-to-Long Term Opportunities for Development provided to Staff

To support the medium-to-long-term development of support and administrative staff after they are hired, we provide opportunities such as:

- ✓ ongoing training programmes,
- ✓ professional development workshops,
- ✓ mentorship schemes,
- ✓ and access to relevant certifications.

F / Availability, Integrity, Reliability & Robustness of ZEBS IBS' Hardware, Software, Online Platforms

F1 / Back-up System

We keep a database backup in our server (based in Germany) for the past 30 days. We also keep a daily backup of all server files in another server (also based in Germany).

Moreover, we keep locally a full server backup that is renewed once a month, another renewed every 3 months and an older one renewed every 6 months.

Every single of those backups contains the above-mentioned 30 days of database

F2 / Automated Procedures to Ensure Continuity of Service in case of Failure of Equipment or Software

Even if we have not encountered system failure cases in the past, we think we are well prepared should such issues occur.

- 1) There is an active monitoring software, which automatically notifies us in case of failure.
- 2) Since we keep two identical backups on the servers, in case of a failure we can forward traffic to the other server using our failover IP.



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3) A VLE failure does not impact teaching because it takes place in the Zoom environment.

4) Also our email services (i.e. to inform students) are located on another server than the VLE.

F3 / IT HelpDesk Team: Fitness for Purpose

The fitness for purpose of individuals working in the IT Helpdesk Team will be ascertained through a comprehensive evaluation process that includes the following elements:

Skills Assessment: Each team member's technical skills and knowledge will be assessed to ensure they have the necessary expertise to resolve common IT issues effectively. This assessment includes certifications and/or specific IT-related qualifications.

Performance Monitoring: Performance monitoring will be implemented to evaluate how well team members handle support requests. Key performance indicators (KPIs) (such as response time) will be tracked to measure individual effectiveness.

Problem-Solving and Adaptability: Team members will be evaluated on their ability to diagnose and solve a wide range of technical issues efficiently. Their adaptability in handling unfamiliar problems or new technologies will also be considered.

Team Collaboration and Interpersonal Skills: The ability to work well within a team, share knowledge, and collaborate on complex issues is essential for an IT Helpdesk team. Team members will be assessed on their interpersonal skills and willingness to assist colleagues.

Communication Skills: Since effective communication is crucial for IT support, team members will be evaluated on their ability to clearly explain technical issues and solutions to users (students, members of other teams) who may not have a technical background. This includes assessing both verbal and written communication skills.

Feedback from Students and Members of Other Teams: Feedback from users who interact with the IT Helpdesk will be collected and analyzed. This provides insights into the quality of service delivered by each team member and highlights areas for improvement.

By using this multifaceted approach, ZEBS IBS can ensure that each member of the IT Helpdesk Team is not only technically capable but also able to provide excellent services and adapt to the evolving needs of the organization.



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Standard 8 Information Management

Quality Assurance Data Synthetic Process

A / Purpose

This document presents the processes for data collection and synthesis of ZEBS IBS.

B / Data Collection

B.1 / Data Collection: Sources

The ZEBS IBS gathers data from the following categories:

1. Admissions records & student details: personal information, Educational Background and Interview notes-records.
2. Student population profile, including vulnerable groups: demographic data, information of any disability or special needs, and socioeconomic status.
3. Course participation, student progress cockpits and learner progress reports.
4. Surveys- Questionnaires & Feedback Calls /Sessions.
5. Alumni through events and communication with the Alumni network

Responsible for the data collection is the Student & Career Helpdesk Team with the support, if needed, of the IT Helpdesk Team.

B.2 / Data Collection : Sources & Methods

The following table presents data collection methods :

Stakeholder	Data collection method	When	Overall Rate
Students – applicants	Interview notes	Interview	1x
Students – enrolled	<i>Student feedback</i>	Every term	Number of courses
Students – graduates	<i>Skills survey</i>	Last term	1x
Tutors	Self-assessment	Every term	1x
	Time management	Every term	1x
	Student feedback report	Every year	1x



Administration staff	Reports	Every term	1x
Management	Data analysis	Summer	1x
	Change Management	Summer	1x
Proximate community	PESTL	Fall term	1x

Not included in the data collection system: student sponsors (met only during the application process, if at all) and service providers to ZEBS IBS; yet, both stakeholders are accounted for in the process as they are risk components.

B.3 / Data Collection: Process

Annual Review of the Tools (Responsible parties: Academic Board + Student & Career Helpdesk Team + IT Helpdesk Team)

- Assess Effectiveness: Assess the effectiveness and relevance of data collection tools.
- Regularly Evaluate: Regularly (Annually) evaluate tools to ensure they align with
 - evaluation goals and
 - provide accurate data.

Prepare Communication (Responsible parties: Student & Career Helpdesk Team)

- Inform Stakeholders: Inform stakeholders about the upcoming data collection.
- Transparent Communication: Communicate transparently with stakeholders, ensuring awareness and cooperation.

Sending Tools Digitally (Responsible parties: Student & Career Helpdesk Team)

- Distribute Tools: Distribute surveys or questionnaires to participants.
- Efficiently Collect: Utilize electronic communication to efficiently distribute data collection tools.

Collect Data (Responsible parties: Student & Career Helpdesk Team)

- Gather Responses: Gather responses from participants.
- Efficiently Collect: Efficiently collect data from participants using diverse tools and methods.

C / Data Analysis

The Student & Career Helpdesk Team processes and analyses collected data to derive meaningful insights and forwards them to the Academic Board.

D / Data Synthesis

The responsible parties for synthesizing data is the Student & Career Helpdesk Team.



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Review Grid on Excel

- **Examine Data:** Examine collected data using spreadsheets.
- **Leverage Spreadsheet Tools:** Leverage spreadsheet tools to review and organize data effectively.

Correct Calculations (Responsible parties: Student & Career Helpdesk Team)

- **Ensure Accuracy:** Ensure accuracy in calculations.

E / Learning the Lessons

(Responsible parties: Academic Board & Management Board)

The Academic Board and the Programme Directors are responsible for reviewing the data analysis and initiating actions to enhance quality and stakeholders' (students, tutors, etc.) value.

- **Understand Trends:** Understand trends and identify strengths, weaknesses, and areas for improvement.
- **Insights:** Meticulously analyze data to identify patterns, strengths, weaknesses, and areas for enhancement.

E.1 Learning the Lessons: Process

Update Trends

- **Assess Changes:** Assess changes and trends over time.
- **Continuous Monitoring:** Continuously monitor trends to identify patterns and potential areas for improvement.

Identify Non-Compliant Results

- **Highlight Areas:** Highlight areas that do not meet our evaluation goals or provide accurate data.
- **Focused Attention:** Give focused attention to non-compliant areas for targeted improvement.

Establish Causes of Non-Compliance

- **Investigate Reasons:** Investigate reasons behind non-compliance.
- **Root Cause Analysis:** Conduct a thorough root cause analysis to address underlying issues.

Establish Actions

- **Develop Strategies:** Develop strategies for improvement.
- **Actionable Plans:** Create actionable plans to address identified areas for enhancement.

Communicate Actions to Leadership

- **Share Improvements:** Share improvement plans with the management.
- **Transparent Communication:** Communicate transparently about actions and improvements with the management team.

F / Publish Data *(Responsible parties: Academic Board and Student & Career Helpdesk Team)*

- **Disseminate Findings:** Disseminate findings to relevant stakeholders and accreditation bodies.
- **Share Outcomes:** Share outcomes with stakeholders, accreditation bodies, the public through appropriate channels.



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G / Systematic Involvement of Students and Administrative/Support Staff in Analysis of General Feedback Data & Action Planning: Specific Strategies and Processes

By systematically involving students and administrative/support staff in the analysis of feedback data and planning of follow-up actions, the institution ensures a comprehensive and inclusive approach to quality enhancement and stakeholder engagement.

G.1 / Systematic Involvement of Students

Feedback Collection: Utilise surveys and feedback forms to gather student input on various aspects of their academic experience. Ensure that these tools are designed to capture both quantitative data (e.g., satisfaction ratings) and qualitative insights (e.g., comments on specific issues).

Feedback Sessions/Calls: Regular Feedback Sessions/Calls with students are organised by the Academic and Management Board. There, students can discuss the feedback data and propose potential actions. These sessions are structured to encourage open dialogue, brainstorming, and collaborative problem-solving. We consider feedback Sessions/Calls with students to be an important part of the MBA programme's development and immensely help us improve the institution's quality and students' value.

Feedback Loop Communication: We have developed a transparent feedback loop where students are informed about the analysis results and the subsequent actions taken. This is done through emails, newsletters, and the Announcement Section of our online platform.

G.2 / Systematic Involvement of Administrative/Support Staff

Data Analysis Training: ZEBBS IBS provides training sessions for administrative and support staff to understand data analysis techniques and how to interpret feedback data. This ensures that they are equipped with the skills needed to contribute meaningfully to the analysis process.

Regular Calls, Meetings and Updates: At ZEBBS IBS we hold regular meetings with administrative and support staff to review the feedback data and discuss potential actions. We encourage staff to share their insights and suggest improvements based on their interactions with students and their understanding of operational processes.

Cross-Functional Team Meetings: "Cross-functional" refers to bringing together individuals from different departments or areas of expertise within the organization, into a single team meeting. We encourage cross-functional team meetings that include board members, administrative/support staff, and faculty members to collaboratively analyze data and develop action plans. During these meetings, diverse perspectives can be provided and it can be ensured that proposed actions are practical and feasible.

Continuous Improvement Culture: At ZEBBS IBS, we foster a culture of continuous improvement among administrative and support staff by recognizing and rewarding their contributions to feedback analysis and action planning. Thus, we encourage staff to actively seek student feedback and use it to enhance their services.

G.3 / Integration in Planning of Follow-Up Actions



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Joint Planning Sessions: We organize joint planning sessions that include both students and administrative/support staff to discuss feedback data and co-create follow-up actions. This collaborative approach ensures that all stakeholder groups are actively involved in shaping the quality improvement initiatives.

Feedback and Adjustment: At ZEBS IBS we have established a culture of ongoing feedback and adjustment of follow-up actions. We encourage students and staff to provide regular feedback on the effectiveness of implemented actions and make adjustments as necessary.

H. GDPR Compliance Strategy

Our IT Helpdesk Team, with its extensive experience in GDPR-related issues, is responsible for ensuring all operations align with GDPR requirements. This includes providing regular training for staff, configuring systems to protect personal data, and continuously monitoring for compliance. Below are the detailed mechanisms and policies we have in place to safeguard student security and privacy, both online and offline.

1. Robust Data Security Measures

Malware Monitoring and Brute Force Detection

Automated Access Controls: Students are given access to our Learning Management System (LMS) through an automated process (ZEBS IBS staff has not access on students' Log In credentials).

2. Minimal Data Access and Visibility

Data Minimization Principle: Students can only see the name and surname of their peers.

Role-Based Access Control (RBAC): Access to student data is restricted based on user roles, ensuring that only those with the necessary authorization, such as administrative staff or IT personnel, can access sensitive information.

3. Non-Disclosure Agreements

Our GDPR Compliance Strategy is developed in more detail in the following paragraphs. By implementing the strategies developed below, ZEBS IBS is committed to maintaining high standards of data privacy and security, in compliance with GDPR regulations, to protect the personal data of our students, staff, and stakeholders.

H.1 / Staff Training on GDPR Matters

Comprehensive GDPR Training Programme: All staff members handling personal data undergo a GDPR training programme designed to enhance their understanding of data protection principles, privacy rights, and the institution's specific data handling procedures.

Refresher Courses and Updates: To ensure ongoing compliance and awareness, staff members participate in refresher courses and receive updates on any changes in GDPR regulations or internal data protection policies.

H.2 / GDPR-Compliant System Configurations & Resolution of Data Protection Issues



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Responsible: The Head of our IT Helpdesk Team will be responsible for overseeing GDPR compliance across the institution.

Data Protection by Design and Default: The Head of our IT Team together with our IT Helpdesk Team ensure that all systems are configured to comply with GDPR. This involves implementing 'data protection by design and default' principles, meaning that privacy settings are set high by default and that only necessary data is collected and processed.

Access Controls and Data Minimization: We enforce strict access controls to ensure that only authorized personnel can access sensitive data. Our systems are configured to minimize data collection and storage, only retaining the data necessary for specified purposes in accordance with GDPR principles.

Secure Data Storage and Encryption: All personal data stored within our systems is encrypted in transit to protect against unauthorized access. Our IT team ensures that our systems meet GDPR's technical and organizational requirements for data security.

Regular Security Assessments and Updates: We conduct regular security assessments and vulnerability scans to identify and address potential risks. System configurations are reviewed and updated as necessary to comply with GDPR guidelines and to overcome every new and evolving security challenges.

Resolution of Data Protection Issues: The Head of the IT Helpdesk Team resolves data protection issues, responds to data subject requests (such as access, rectification, and erasure). The Head of the IT Helpdesk Team also ensures that all staff are aware of their data protection responsibilities and that appropriate measures are in place to prevent unauthorized access or data loss.

Reporting: The Head of the IT Helpdesk Team provides reports to senior management on GDPR compliance status, risks, and any incidents that have occurred. This helps ensure transparency and accountability in data protection efforts across the institution.



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Course Questionnaire

Course:

Date:

You are cordially requested to fill in the following questionnaire with your candid answers, which would be instrumental to our future program!

I) Please fill in the appropriate number of each question	1 to 5 *
A. The overall program was well-organized and effective	
B. The topics were well organized, and the material flowed well from one topic to another	
C. Generally, an adequate amount of time was devoted to each module.	
D. In general, a reasonable amount of material was covered in adequate depth	
E. Overall, I would rate the program as excellent.	

A. Overall	A. Overall, did the course meet your expectations? If so, why? If not, why not?

II) General Evaluation Questions:



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1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree

A. Overall	B. What suggestions would you offer to improve the programme in the future?



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MBA Skills Survey

Dear Students

Thank you very much for accepting to complete this quick survey, which will help us improve our program.

Name

In your opinion, to what extent has ZEBS IBS WELL prepared you with the following skills?

Rating: 1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree

Item - skills (in brackets the key modules/courses developing the skills)	Your rating
Communication (any module)	
Teamwork & Interpersonal Interaction (any module)	
Motivation, Drive & Positive Attitude (organizational behavior)	
Planning, Organizing, Prioritizing (competitive business strategy)	
Self-management, Resilience to Pressure, Creativity (project management)	
Analyzing (managerial marketing)	
Tech / Job / Management / Industry acumen (any module)	
Leadership (leadership and organization, digital transformation)	
Problem Solving skills (managerial finance, project management)	
Numeracy (managerial accounting, managerial finance)	
Cultural Awareness, Networking (international marketing)	
Negotiation and persuasion (negotiation)	
Customer awareness (managerial marketing)	
Sustainability (sustainable business and finance)	

Considering the needs of companies / industries, what skills do you think ZEBS IBS should be preparing its students for?



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In what module/course could these skills be taught?



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Standard 9

Public Information

Promotional Means and Processes

A / Approach

Promoting an MBA program at an international Business School based in Malta involves utilizing a mix of traditional and digital marketing strategies to reach a diverse audience.

B / Means

Here is the promotional means and processes strategies that ZEBS International Business School will apply:

B1 / Digital Marketing

- Website Optimization: Ensure the school's website is user-friendly, mobile-responsive, and provides comprehensive information about programs, faculty, and facilities.
- International student recruitment firms
- High-tech digital marketing companies to enhance the percentage of qualified leads
- Search Engine Optimization (SEO): Optimize website content to rank higher in search engine results, making it easier for prospective students to find the school online.
- Social Media Marketing: Leverage platforms like Facebook, Instagram, LinkedIn, and Twitter to engage with the audience, share updates, and promote events.

B2 / Content Marketing

- Blogging: Regularly publish blog posts related to business education, industry trends, and success stories to showcase expertise and attract organic traffic.
- Video Content: Create engaging videos, including virtual campus tours, faculty interviews, and student testimonials, to provide a multimedia experience.

B3 / Email Marketing

- Targeted Campaigns: Segment email lists based on interests and preferences to send personalized and relevant content to prospective students.
- Newsletters: Regularly update subscribers with news, events, and program highlights to keep them informed and engaged.

B4 / Event Marketing

- Webinars and Workshops: Host online events to discuss relevant topics, provide insights into the industry, and showcase the school's expertise.
- Participation in Fairs: Attend education fairs or career expos to connect directly with potential students and provide information about programs.

B5 / Collaborations and Partnerships



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- Industry Collaborations: Foster partnerships with local businesses, industry leaders, government bodies, international faculty and world-leading universities to enhance the credibility of the programs and provide practical exposure.
- Alumni Engagement: Leverage successful alumni to participate in promotional activities, share experiences, and serve as brand ambassadors.

B6 / Traditional Advertising Mix

- Print Media: Advertise in local newspapers, magazines, and community publications to reach a broader audience.
- Billboards and Posters: Increase visibility by placing visually appealing ads in strategic locations across Malta.
- Public Relations.
- Press Releases: Issue press releases to local media outlets about significant achievements, new programs, or faculty accomplishments.
- Media Coverage: Secure media coverage for events, achievements, or partnerships to build a positive public image.

B7 / Community Engagement

- Sponsorships: Sponsor local events, sports teams, or community initiatives to enhance the school's visibility and demonstrate commitment to the community.
- Workshops for Local Businesses: Offer workshops or seminars for local businesses, showcasing the school's expertise and contributing to professional development.

B8 / Admissions Support

- Open Houses (if physical programs will be offered in the future): Organize open house events where prospective students can visit the campus, meet faculty, and learn more about the programs.
- Admissions Counselling: Provide online or physical personalized counselling sessions to guide prospective students through the application process.

B9 / Online Reviews and Testimonials

- Encourage satisfied students to leave positive reviews on platforms like Google, Facebook, or educational review websites to build credibility and trust.

C / Revision

The present document is regularly revised by the ZEBS IBS Management.

Commitment to Transparency

In alignment with our commitment to transparency and compliance with Communication MFHEA/09/2021, all information specified in Standard 9 will be made readily available on our website and, where appropriate and



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possible, on other platforms accessible to students, staff, and stakeholders. This process includes updating information on our courses and programmes, as required by the MFHEA.

Specifically, we will provide the following information on our website and other platforms :

1. Programme Objectives and Learning Outcomes
2. Course Structure and Content
3. Assessment Methods
4. Admission Requirements and Procedures
5. Tuition Fees and Financial Aid
6. Accreditation Status and Quality Assurance Measures
7. Further learning opportunities (if offered by ZEBS IBS)
8. Possible career pathways related to our Courses

Ensuring Comprehensive and Accurate Information for Prospective Students

Our commitment to transparency and the comprehensive information (presented from 1 to 8 in the previous section) on our website ensure that the information is appropriate and useful for prospective students considering studying at ZEBS IBS. To achieve that, we follow a multi-faceted approach:

Regular Updates and Revisions: We continuously update the Programmes' website to reflect the most current and accurate information about our courses, faculty, and student services.

Clear and Detailed Information: Our website is designed to provide clear, detailed, and comprehensive information about each programme.

User-Friendly Design: The website is structured to be user-friendly and easy to navigate, ensuring that prospective students can easily find the information they need. This includes search functions, clear labeling of sections etc.

Compliance with MFHEA Standards: All information on the website and other platforms complies with the standards and regulations set by the MFHEA, providing prospective students with reliable and trustworthy content.

By combining these strategies, we aim to make our website a comprehensive and reliable source of information, enabling prospective students to make informed choices about their education at ZEBS IBS.



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Standard 10

Ongoing Monitoring and Periodic Review of Programmes

A/ Monitoring of Programmes and Shifts in Student and Societal Demands (annually)

We also link with pages 14-16 (C.2.1.3 / Quality assurance is embedded in teaching and learning, C.2.1.4 / Quality assurance is embedded in all the aspects of quality management ,D / Internal Quality Assurance Policy (IQA)).

The monitoring of ongoing programmes and identification the evolving needs of students and society, which is done annually, involves staying attuned to shifts in educational trends, societal demands, and technological advancements. Methods include conducting surveys annually, engaging in dialogue with stakeholders, monitoring industry developments, and leveraging feedback mechanisms.

Gathering data through these methods provides valuable insights into understanding evolving needs. Once collected, this data can be analyzed to identify patterns, trends, and areas requiring improvement or adjustment.

Given the competitive nature of the international market, we recognise that waiting for 3-5 years for programme reviews is not feasible. Instead, we have adopted a more agile, annual review process to ensure our programmes are continuously updated and aligned with both student needs and societal changes.

Regarding the involvement of external stakeholders in our Programme Review, they are involved in a proactive way.

Let's recap what we have already stated at other parts of this document:

Input and feedback from stakeholders is being evaluated by the Management and Academic Boards.

ZEBS IBS constantly and continuously communicates with external stakeholders that provide us with insights regarding current requirements and trends in terms of skills, knowledge and competences. We then integrate such insights and feedback into our curriculum development, and we also use it for the purposes of reviewing our programmes.

Currently, external stakeholders involved in curriculum amendments are mostly our partner companies, which cover more than 20 industries and which give us essential input about skills, knowledge and competences required for a world-class MBA Programme.

At ZEBS IBS, we are committed to setting clear timeframes and involving stakeholders in programme review discussions annually. By doing so, we aim to ensure that external stakeholders have ample opportunity to contribute meaningfully to the discussions and provide valuable input that helps shape our programmes to meet current and future demands.

A1 / Process

A1.1 / Data collection



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- We utilize various tools such as student progress cockpits, questionnaires and surveys to gather comprehensive information and obtain diverse and relevant data.

Responsible for the data collection is the Student & Career Helpdesk Team.

A1.2 / Data Analysis

- The Student & Career Helpdesk Team processes and analyses collected data to derive meaningful insights and forwards them to the Academic Board

A1.3 / Learning the Lessons

- Understand Trends: Understand trends and identify strengths, weaknesses, and areas for improvement.
- Insights: Meticulously analyze data to identify patterns, strengths, weaknesses, and areas for enhancement.

The Academic Board and the Program Directors are responsible for reviewing the data analysis and initiating actions to enhance quality and stakeholders' (students, tutors etc.) value.

A1.4 / Publish Data

- Disseminate Findings: Disseminate findings to relevant stakeholders and accreditation bodies.
- Share Outcomes: Share outcomes with stakeholders, accreditation bodies, the public through appropriate channels.

A2 / Means

A2.1 Data Collection Tools & Utilisation

- Tools like questionnaires, learner surveys, tests and Learner Cockpits are utilized for the effective collection and analysis of data.

A2.2 / Means for Data Publication

- Diverse channels will be used to share the results and findings.

B / Data and Information Management

Management of the data collection process

The ZEBS IBS data collection process consists of

- Managing the process of evaluating teaching and operations by students in a systematic way.
- Administering the processing of data, both quantitative and qualitative, to produce institutional statistics.

Use of data

The data collected allows ZEBS IBS to

- Make day-to-day and strategic decisions for improvement.
- Control the achievement of the mission.
- Control the degree of realisation of the established vision.



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- Ensure precise administrative management.
- Organize teaching programs freely to continuously perfect them through the integration of practical and industry insights and to allow innovation.
- Establish the relevance of its QMS and to initiate the necessary improvements.

C / Monitoring Global Trends and Innovations:

The Management and Academic Boards' commitment to staying updated on global developments in online education ensure that the institution remains at the forefront of pedagogical innovation. They monitor emerging trends, technologies, and research findings in the field and incorporate relevant insights into the institution's online course offerings and quality assurance processes.

D / Change Management (Responsible parties: Academic Board + Student & Career Helpdesk Team + IT Helpdesk Team)

D1/ Adapting New Standards

- **Updating Systems:** Updating systems to align with revised accreditation and market/industry standards.
- **Regularly Assess:** Regularly assess and update systems to ensure alignment with evolving accreditation and market/industry standards.

D2/ Switching Tools

- **Replacing or Improving Tools:** Replacing or improving tools for data collection and analysis.
- **Evaluate and Upgrade:** Evaluate and upgrade tools as needed to enhance accuracy and efficiency.

D3/ Changing Critical Value

- **Modify:** Modify critical values to reflect changing standards and ensure ongoing relevance.

D4/ Introducing a New Result

- **Incorporating New Outcomes:** Incorporating new outcomes into the evaluation process.
- **Modify:** Modify data collection tools and processes to incorporate new evaluation outcomes and enhance interpretation.

Process summary of Ensuring Course Quality (Identifying Key Personnel for Auditing Design and Quality) & Monitoring and Evaluation

Based on the Boards and Student Support Teams Policy, the Academic Board is responsible for reviewing and evaluating the design and quality of ongoing academic programmes. The Academic Board rigorously reviews these programmes, ensuring compliance with all academic standards, pedagogical soundness, and alignment with accreditation criteria.

Ultimate responsibility lies with the Academic Board for approvals or modifications to content. This includes ensuring alignment with the Malta Further & Higher Education Authority (MFHEA) guidelines.

Professor Fragkakis, who is also engaged as a lead inspector for an international accreditation agency in the UK, and Professor Fintl, who has extensive experience on the Academic Board of a pedagogical University in Austria, thoroughly examine the material covered in each course and the digital pedagogical methods used. In ZEBS IBS's



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live courses, they participate in planning and implementing all the best digital teaching methods, as we have described them.

At the end of each course, students receive a Course Questionnaire (IQA, p.81), where they can rate the course they have completed and identify any expectations they feel have not been met. Upon completing their Real-World Skills MBA program, the students are further invited to complete an MBA Skills Survey (IQA, p.83) to assist ZEBS IBS in identifying areas for improvement.

The ZEBS IBS Student and Career Helpdesk Team evaluate the responses and identify areas of concern. After the results are gathered and categorized, the Academic Board examines them and, if necessary, makes structural moves and changes based on the students' evaluations.

ZEBS IBS proactively seeks to improve programme content and service delivery (teaching, learning, and assessments) continuously so that it can continue to provide quality online education in accordance with its vision and mission and remain internationally competitive.

ZEBS IBS's Academic Board monitors and evaluates the implementation of this policy on a regular basis. This includes reviewing assessment plans, assessment materials, and feedback from students.

Changes resulting from ongoing or periodic programme reviews are communicated to students, staff, and the general public through official announcements and email notifications.



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Standard 11 Cyclical External Quality Assurance

Section Links

The present section is linked to

- Institutional Charter.
- Institutional Quality Charter.

External Quality Assurance (EQA)

At ZEBS IBS, a steadfast commitment to quality education can be demonstrated through optional external audits. Aligned with established guidelines, these audits serve as a thorough and evidence-based evaluation of the institution's systems and procedures. External Quality Audits (EQAs) are meticulous processes involving critical self-assessment, with the Independent Peer Review Panel carefully scrutinizing the evidence provided by institutions. EQAs ensure and strengthen the implementation of internal quality assurance standards, promoting transparency and accountability.

Audits are a collective effort, with ZEBS IBS taking responsibility for conducting an open and reflective account of its progress. Participation of academic staff, students, administrative personnel, and the Academic Board is integral to this critical evaluation. This process helps to surpass standards, consistently enhancing and developing practices to ensure a top-notch educational experience for all stakeholders. The process of optional EQAs underscores ZEBS IBS's dedication to upholding and elevating the quality of education provided at the institution.



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Appendix

Tutors Self Evaluation Form

Professor's name
Term
Course :

The purpose of this form is to help you carry out a critical self-analysis of the courses that you just completed teaching to identify areas for improvement that are to be implemented the following time the module will be taught. Once filled out, please forward a copy to ZEBS IBS Academic Board and ZEBS IBS Management.

Classroom interaction and management	
The syllabus	
Educational methods and educational aids	



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Assessment methods	
What improvements did you implement since last time you taught the same course?	
Were these improvements effective ?	
Program & modules comments & suggestions	
Other non-academic comments & suggestions	



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Faculty Report on research and contributions to management theory and practice

Dear Colleague,

Quality assurance and accreditation bodies expect faculty to display thought and professional leadership in and outside the classroom. I would therefore be grateful to you for providing us with information on the activities listed below, together with any relevant evidence.

Thank you very much in advance.

Item	Description	Proof
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Elections

<ul style="list-style-type: none"> Professional leadership positions 		
<ul style="list-style-type: none"> Academic leadership positions 		

Participation

<ul style="list-style-type: none"> Academic (i.e. interest and subject-related) conferences and events (e.g. Salon RH Genève) 		
<ul style="list-style-type: none"> Professional (i.e. work-related) conferences and events (e.g. STSA Parliamentary Dinner) 		
<ul style="list-style-type: none"> Management meetings (e.g. advisory board, 		



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board of directors)		
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Community

<ul style="list-style-type: none"> • Consultancy 		
<ul style="list-style-type: none"> • Social engagement (e.g. environmental initiatives) 		
<ul style="list-style-type: none"> • Expertise (e.g. experts on policy formulation) 		

Editorial

<ul style="list-style-type: none"> • Member of panel (e.g. of a journal) 		
<ul style="list-style-type: none"> • Reviews (of books, articles, manuscripts) 		

Organisation

<ul style="list-style-type: none"> • Conference moderation (e.g. steering the debates) 		
<ul style="list-style-type: none"> • Conference and event management (e.g. inviting academic input around a theme) 		

Publications (solo or joint contributions)

<ul style="list-style-type: none"> • Printed media (e.g. newspapers, periodicals, mags) 		
<ul style="list-style-type: none"> • Digital media (e.g. 		



news, reports) - state download counts if known		
<ul style="list-style-type: none"> Organisational documents (e.g. personnel guidelines) 		
<ul style="list-style-type: none"> Conference, public and radio presentations 		
<ul style="list-style-type: none"> Books 		
<ul style="list-style-type: none"> Book chapters 		
<ul style="list-style-type: none"> Textbooks 		
<ul style="list-style-type: none"> Referred (peer reviewed) journals (e.g. ranked journals published by SAGE or Elsevier) - state citation counts if applicable 		
<ul style="list-style-type: none"> Opinion articles 		
<ul style="list-style-type: none"> Non-referred journals (e.g. university publications or internal to an organisation) 		
<ul style="list-style-type: none"> Conference proceedings (e.g. annals) 		
<ul style="list-style-type: none"> Case studies (e.g. published and/or used in class) 		
<ul style="list-style-type: none"> Teaching material (e.g. doctoral study guidelines) 		
<ul style="list-style-type: none"> Use of research/academic work (e.g. in teaching or 		



seminars)		
• Publications on teaching		

Development

• New courses		
• New management processes impacting an organisation		
• New companies		
• New management projects		
• New teaching methods		
• New teaching projects		
• New software		

Research

• Formal (e.g. stats at the UN)		
• Practitioner based (e.g. organisational and marketing surveys)		
• Grants		

Other:



Tutors Assessment Feedback MBA

COURSE					
THE PROFESSOR ...					
Effectively utilizes appropriate teaching and learning resources in course delivery (D1.1).					
Supports the integration of recent examples and cases in course delivery (D1.2).					
Promotes enhanced personal work and class interaction among students (D1.3).					
Share professional experience in teaching (D1.4).					
Fosters involvement and participation in academic and professional events (D1.5).					
Integrates research publications and findings into course delivery (D1.6).					
Impacts student knowledge via research and publications (D2.2)					
I assess the course overall (D3.1).					
Suggestions					

MBA FEEDBACK FORM

ACADEMIC YEAR:

STUDENT:

We would like our modules to meet your expectations as much as possible. Therefore, please evaluate each item by placing the selected score in the appropriate box.

Please return in Word format only as the scores will be transferred for data analysis.

Rating:

1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree



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Feedback Operations MBA

Item	Score
Faculty are appropriately qualified (D2.1).	
Premises in a state of functional readiness and sustainability (if applicable to your case) (D4.1).	
Equipment and technologies are up to date (D4.2).	
Course resources are curriculum relevant (D5.1).	
Learning Management System is effective and secure (D5.2).	
Students with special needs are effectively assisted by the Counselling Coach (D6.1) (<i>assess if applicable to your case</i>).	
Employability is enhanced vis the Career Coach (D6.2) (<i>assess if applicable to your case</i>).	
Administrative support has facilitated learning (D6.3).	
The school has built connections between the business world and students (D6.4).	
Communication with students is effective (D7.1).	
Admissions procedures were effective and helpful (D7.2).	
The school's academic and operational enhance high-gain research and knowledge development (D3.3).	
The school's academic and operational conditions enhance student employability (D3.4).	
I assess the school's operations overall (D3.2).	
Suggestions:	

MBA OPERATIONS FEEDBACK

Academic Year:

Name:

We would like our modules to meet your expectations as much as possible. Therefore, please evaluate each item by placing the selected score in the appropriate box.

Please return in Word format only as the scores will be transferred for data analysis. Many thanks in advance.

Rating:

1-Strongly Disagree 2-Disagree 3-Undecided 4-Agree 5-Strongly Agree



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CV Tutors

Adonis-Emmanouil Fragkakis, Angel Investor & Entrepreneur, Professor of Leadership and Strategy at Zurich Elite Business School

Brenda Bailey-Hughes, Professor; Indiana University Kelley School of Business (through edX)

Daniel Wolfenzon, Stefan H. Robock Professor of Finance and Economics, Columbia Business School - Columbia University (through edX)

Georgios-T. Michailidis, Enterprise Architect Mercedes-Benz Group AG, Entrepreneur, Founder, Business Consultant School, Senior Lecturer of Digital Transformation and Agile Project Management at Zurich Elite Business School

James Engell, Gurney Professor of English and Professor of Comparative Literature at Harvard University (through edX)

Karim Lakhani, Founder, Charles Edward Wilson Professor of Business Administration, Harvard University (through edX)

Lingling Zhang, Assistant Professor of Marketing at University of Maryland (through edX)

Michael Gebel, Managing Partner of BTI Business Training International

Panagiotis Zamaros, Organizational Behavior Studies and Law scholar and Professor at IFM Business School, Professor of Organizational Behaviour at Zurich Elite Business School

Peter Childs, Head of the Dyson School of Design Engineering and Professorial Lead in Engineering Design at Imperial College London (through edX)

P.K. Kannan, Professor of Marketing, Dean's Chair in Marketing Science, Assoc. Dean at University of Maryland- Columbia University (through edX)

Ray Luther, Professor Indiana University Kelley School of Business

Tatiana Kolovou, Professor • Indiana University Kelley School of Business (through edX)

Ronald Heifetz, Founder, Center for Public Leadership; King Hussein Bin Talal Senior Lecturer in Public Leadership at Harvard Kennedy School (through edX)



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Vish Krishnan, Jacobs Family Chair in Management and Engineering Leadership,
University of California San Diego (through edX)

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