NiBS POLICY MANUAL

2022/2023

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Overview

This NiBS Policy Manual supersedes all previous editions. All students are subject to the terms and conditions of the applicable policies in this manual. This manual provides policies and procedures to establish a standard that guides how the aforementioned stakeholders of NiBS conduct ourselves in their respective capacities, including how we work, interact with others and manage the business of the School. The policies contained in this manual are in keeping with the values and goals of NiBS.

The School is committed to fair and equitable treatment of all its stakeholders in accordance with established polices. Thus, the manual is designed to be the primary reference document for communicating and interpreting human resources policies, programs, and procedures affecting the academic life of students.

Departmental documents must be consistent with this manual unless approval is granted by the President, Head of Registry, Head of Human Resources, and the Head of the Quality Assurance Unit. This manual supersedes all inconsistent communications as well as prior personnel policies and procedures. No provisions in this manual should be construed as an implied or expressed contract or guarantee of employment by NiBS.

It is the practice of the School to process substantive changes in these policies through our governance process. However, the School reserves the right to interpret, alter, reduce, or eliminate any practice, policy or benefit, in whole or in part, where changes in law or other circumstances render changes in the policy necessary to the welfare of NiBS' stakeholders. As changes are made in policies, the appropriate pages in the manual will be brought to date. The manual is maintained by the Office of Registry and Quality Assurance.

DOCTORAL SUPERVISORY AND SUPPORT POLICY

Introduction
While a good deal of the teaching in NiBS is provided in just the same way as elsewhere - through lectures, seminars, and practical - the doctoral supervision and support system (DSS) is what sets NiBS apart and makes the Graduate on Time (GOT) Model more effective.

DSS is designed to:
- Ensure doctoral students gain skills and confidence in writing and defending a doctoral thesis;
- Ensure doctoral students gain confidence in the use of data analysis and interpretation;
- Guarantee that students complete assignments and theses according to the milestones set;
- Ensure doctoral students receive prompt and quality feedback on assignments and thesis chapters;
- Develop a platform for training research fellows in teaching, grading, and supervision of assignments and thesis; and
- Overall, achieve at least 85% graduation rate for each cohort.

Components of DSS System
Teaching & Grading
Professors, Senior Lecturers and Lecturers comprise the teaching faculty. They are required to submit all teaching materials a month prior to classes. All the submitted materials will be vetted by the Quality Assurance Unit in collaboration with the respective Program Unit Heads. Assignments and marking schemes are also vetted according to the marking scheme policy. Program administrators then upload all the teaching and learning materials on the Learning Management System to be accessed by students.

Tutorials
The purpose of a tutorial is to allow in-depth discussions of courses taught in class and also to enhance students' ability to complete assignments and thesis chapters successfully and on time. All students are to receive compulsory tutorials (per a specific schedule designed by the Program Director) to improve students' proficiency in assignment competition, data analysis, and thesis writing. Tutorials will be offered online or at the cost of students involved if students desire face–to–face tutorials.

The program administrator is assigned to work closely and support the course Professor in the design and delivery of each course. The specific duties of the administrator are as follows:

Pre-course:
- Arrange and coordinate all teaching course outlines, marking schemes, course materials;
- Send course materials to students a month before the class; and
- Communicate and engage with students in all matters to ensure adequate preparation for the delivery of the course

During Course Delivery:
- Coordinate delivery of the course online and on-campus
- Take student attendance
- Attend and audit course material to ensure effective tutorial sessions with students after the course

Post-course:
- Organize and deliver several tutorials to ensure students complete assignments on time
- Help grade students' assignments

Assignment Submission:
Students are to note that the post-seminar assignments are equivalent to the end of course examinations. Students have one month, or a period required by the professor to complete and submit assignments.
- Students who delay in submitting their assignments will face a sanction of a deduction of 10 marks off their total course marks.
- A delay of two weeks will lead to the forfeiture of the course, meaning that they will have to re-register for that course and pay the associated fee.
- Delayed submission of assignments will delay submission of grading and feedback.

Types of Tutorials Offered to Students

Tutorial 1: Research Problem Formulation

This tutorial is designed to support students to complete the thesis Chapter 1 and related assignments. The aim is to reinforce the student's understanding of developing a research problem statement, justify the research problem, formulate research objectives, research questions, and potential contribution of the research. The student should be able to include a proposed conceptual framework at this stage.

After the first class for each cohort, this tutorial is offered, e.g., Management Research Perspectives for the SBS program or Research Design 1 for the IPAG program.

Tutorial 2: Literature Review, Conceptual Model, and Hypotheses Development

This tutorial is designed to support students to complete the thesis Chapter 2 and related assignments. It is offered after courses related to the discussion of theory and empirical literature in each program.

Each Program Director and TRFs determine when T2 must be offered.

- For example, T2 must be provided for the SBS program after the Contemporary Management and Global Environments and Management Trends.

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- For DBL program, T2 must be offered after each of the following courses is completed – Organizational Behavior Theory, Leadership Theory and Practice, and Innovation and Change Leadership.
- For IPAG DBA, T2 should be offered after each of Strategic Management, Entrepreneurship & International Management, and Organizational Structures and Change Management

Tutorial 3: Questionnaire Design, Interviews, and Data Collection
- This tutorial is designed to support students to complete the thesis Chapters 3 and related assignments such as the conduct of case study, design of the research questionnaire, measurement development and properties, etc.
- It is offered after the delivery of each of two courses, Qualitative and Quantitative Research Methods courses.

Tutorial 4: Data Analysis and Interpretation
- This tutorial is designed to support students to complete thesis 4 and related assignments. It is offered after the delivery of each of two courses, Qualitative and Quantitative Research Methods courses.
- The purpose is to ensure in-depth understanding and competency with the practical use of data analysis software to conduct analysis and interpret results on data set provided by the facilitator.

Tutorial 5: Thesis Discussion & Conclusions
- This tutorial is designed to enhance the student's competency in developing a more elaborate and meaningful discussion of the study results and implications for theory and practice.
- This area of the thesis is seen as very weak for several theses.

Tutorial 6: Pre-Graduation Publication
This is an essential requirement to ensure we do justice to the 'lead and share.' legs of NiBS vision. There are several options for students in meeting this requirement. These include:

- Peer-reviewed academic (Scopus indexed) journal publication or other practitioner journal publication
- Local and international conference – e.g., AMA, AOM, EDBAC, or Doctoral Conferences
- NiBS Business Review

For Professional Doctorate students, there are more options as follows:

- Executive Seminar: 1-day Seminar on your research to executives in the industry at your own cost, which may include snacks and venue
- Thesis monograph
- Publication on NiBS Website or an approved professional or news website

Research Fellows must work with students to produce research publications to develop their publication skills and record.

Thesis Supervision and Support

While the tutorial processes described above ensure ongoing advice, review, and support for students, the supervision process added oversight of students' thesis. This process aims to ensure that students receive prompt support during the thesis writing and quality feedback on completed thesis chapters. The process involves the following components:

Adequacy and promptness of support

- Responsiveness **- A**ll staff have 24 hours to respond and acknowledge e-mail communication from students and staff- indicating the date and time when to address the substantive issues in the email.

Response Times Targets

- Professors and RFs have two weeks to grade and submit feedback on assignments and thesis chapters, if any.
    - Year 1 – Two weeks
    - Year 2 – Ten days
    - Year 3 – Five days

- **Student Support Schedule -** To ensure effective and transparent support, all supervisors are to develop a monthly student support schedule in consultation with each student, indicating the date, time, and type of support to be provided. Supervisors are to give a copy of this schedule to the Program Director and the student to ensure effective monitoring and advice on support being rendered to students.

Thesis Supervisory and Support Team - To ensure effective control of supervision feedback quality and speed, NiBS will gradually discontinue the traditional one-on-one supervision where it exists and instead adopt a new team advisory supervision support process. This process involves the following components:

Professor a team leader as supervisor

- The Program Director or another faculty is designated as the team leader and Supervisor for a group of students. He/she has 3-4 team members to work with students under supervision. The team members may be internal RFs or faculty, or an external adjunct faculty.
- Team leader ensures that assignments and thesis chapters are assigned to appropriate members of the team for review and feedback is promptly given, and that they are given on standard template or with the use track changes in the word file.
- Upon completion of the reviews, the Program Directors need to satisfy that feedback (i.e., comments) is of high quality by making additional comments on the thesis and on the feedback given by team members.

- The Team leader and members meet per a defined schedule to discuss with each student on how to respond to comments made by the team and to advise on ways to proceed on revisions.
- Student Response Sheet **-** It is compulsory for each student to respond to the in-text comments and tracked changes when revising thesis chapters or assignments following comments by thesis reviewers and facilitators. This template must always accompany the resubmission of the revised assignments or thesis chapters.
- Sign-off assignments and thesis chapters – The Professor must sign off thesis chapter by chapter after students are deemed to have made adequate revisions. While minor changes and revisions may occur later as the student progresses, the sign off ensures that the student does not make substantial changes in completed chapters. This process allows the students to see discernible progress in completing their thesis.

Assistant supervisors and research fellows in the team do the following:

- Receive thesis chapters from students by working closely with each student in the program.
- Run plagiarism check on all thesis chapters received and communicate results with students
- To promptly review and provide comments (on a standard review template or by track changes) of each assigned work within specific deadlines set by the team leaders which must fall within the set targets in this policy.
- The review of the thesis chapter or assignment must follow the specific review guidelines
- Emphasis must be placed on developmental reviews with specific suggestions and guidance as to how the student can revise and improve the work.
- Submit all completed thesis chapters to the Team leader for prompt review, grading and feedback.

GROUP-SUPERVISION OF STUDENT THESIS POLCY

Preamble

The aim of this policy is not to find fault or interfere with the Principal Supervisor's role in reviewing the thesis of students. This policy intends to assist principal supervisors in their thesis review role by providing a mechanism where a second body will look at each chapter of the thesis to ensure that the student has addressed all the necessary comments provided in order to produce a quality thesis. The mere adherence to these guidelines does not infer acceptance of the thesis. Once written following these guidelines, the thesis is still subject to approval and acceptance procedures set down by the Academic Board. Nothing in these guidelines limits the role of the Examining Committee as the final arbitrator for the thesis.

Rules for the appointment of supervisors

- Supervisors must have a doctoral qualification from a recognized university.
- Suitability to supervise a particular candidate is assessed on the basis of the supervisor's knowledge of particular research domain, as evidenced by publications in accredited scholarly, peer reviewed journals and supervision of doctoral candidates to completion.
- Supervisors may be drawn from academic staff in the School or from outside the school.
- Notwithstanding this assistance provided by the relevant offices in the Business School, the onus to gain the agreement of a suitably qualified supervisor ultimately rests on the doctoral candidate.

Principal/Lead Supervisor

Principal/Lead Supervisor would be a seasoned academic with substantial advisory experience as well as publication experience as determined by the number and quality of peer review publications. Each lead supervisor would have no more than 5 students under supervision. He/she will contractually be committed to offer at least 10 hours of advice and consultations to the candidate over the duration of the thesis program. This may be accomplished through online interactions and where possible face-face or voice through skype and other appropriate channels.

Such a person shall:
a. Have a Terminal degree.
b. Be an expertise in the area.
c. Be Senior lecturer or above.
d. Be Willing and Available for student consultation
e. Be independence and impartial

His/her functions would be to support the associate supervisor by:
- Monitoring the student's progress through a monthly reporting process to the Academic Director.
- Address any student concerns regarding the supervisory relationship or the quality of supervision with the associate supervisor.
- Provide alternative and additional feedback on the student's thesis and other papers
- Support the students' in writing the research papers and where desired, be a co-author on

the students' journal papers.
- Participate in thesis workshops designed to monitor and encourage due progress of the student towards submission.

Primary Support Person
The primary support person has first and direct responsibility for the student's thesis. He/she works closely with the Lead Supervisor of the student to ensure successful student progress to completion. He/she will contractually be committed to offer at least 35 hours of advice and consultations to the candidate over the duration of the thesis program. This may be accomplished through online interactions and where possible face-face or voice through skype and other appropriate channels. His/her functions would be:
He/she would contractually

- To ensure that students are aware of the current developments in both specific and wider areas of research.
- Supervise the Independent Study (12 credits) component of the programs by directing and ensuring that the student keeps abreast of the key literature and research in his/her chosen research domain.
- To submit 3 progress reports to the Student Progress Panel and to be a member of that panel whilst performing supervisory duties.
- To give guidance about the planning of the research program. A draft program of work should be agreed by the student and supervisor at the outset, with indicative deadlines for completion of the stages of the research program.
- To give guidance to students in attaining ethical approval for their research.
- To give guidance about literature and sources, about appropriate methodologies and about the problem of plagiarism.
- To ensure that at least 2 formal meetings of at least 1 hour duration takes place with the student each module with an agreed record of outcomes and targets following the meeting. The student must record the outcomes these meetings and present to the Academic Director.
- To be accessible to students as appropriate at times other than formal meetings within reasonable limits.
- To encourage students to question critically the existing literature, the assumptions of the research project and the results they obtain.
- To ensure that students are made aware of inadequacy of progress or of standards of work below those generally expected. (Constructive criticism is an important role of the Primary Support Person.)
- To ensure that a draft of the thesis is read within an agreed timescale and suitable feedback given in good time to ensure submission.
- To ensure that any circumstances that might require a student's formal registration to be amended or suspended are brought to the attention of the Academic Director.
- To assist with the selection of the Examiners and to ensure that the student is prepared and supported for the oral examination (viva voce).

Assigning of Supervisors

A Principal/Lead supervisor and the Primary Support Person will be assigned to each student by the Program Director/Coordinators with the approval of the President. Principal supervisors are assigned based on the research interest and area of specialization of the supervisor

Responsibilities of principal supervisors

The roles of the Principal and Primary Support Person are set out below.

1. The supervisor should provide the student with advice on: the nature of research and the standards expected; the planning and scope of the student's research program; the primary sources and secondary literature required to support the project; the availability of and requirements for attendance at relevant seminars and taught classes; research techniques (including arrangements for instruction where necessary); and questions of originality, plagiarism, attendance at conferences and publication of research results.

2. The supervisor should meet with the student for a formal consultation at least three times a semester. The number of formal consultations may be varied by mutual agreement as circumstances may require. Supervisors may also maintain contact through regular seminar meetings, in accordance with policy and in the light of the discussion of arrangements with the student, as well as through email, Skype/Zoom, and other means. Supervisors are responsible for structuring at least the minimum number of supervisory meetings, and for maintaining simple but adequate written records which record the student's progress and plans and the need for future supervisory meetings.

3. Supervisors should be accessible to students at other appropriate times when advice may be needed.

4. A clear understanding between the supervisor and student should be established at an early stage about the supervisor's responsibilities in relation to the student's written submissions. The understanding must be in accordance with the School's regulations, of which the student should be made aware, and must cover the nature and frequency of guidance or comment that the supervisor will offer.

5. Supervisors should give detailed advice on the importance of planning and the necessary completion dates of successive stages of the work so that the thesis may be submitted within the required time.

6. Supervisors should advise on matters relating to the presentation of work in the form of conference and journal papers, including the avoidance of plagiarism and the process of due acknowledgment.

7. Supervisors should facilitate contact with specialists in other institutions and, where possible, access to necessary materials and facilities in other institutions and data sources.

8. Written work should be requested as appropriate, and returned with constructive criticism and in a reasonable time.

9. Arrangements should be made as appropriate for the student to talk about his or her work to staff and students at research seminars, and to receive guidance on preparing for the oral examination.

10. Supervisors should ensure that students are made aware of any inadequacy in their progress or of standards of work that fall below those required for the award of a doctorate.

11. The student's principal supervisor will report any problems to the program director/coordinator who will draw the attention of the Program Director to find solutions that would help the student progress in their academic journey.

12. Supervisors must inform students at the appropriate stage about procedures for the submission of the thesis, about arrangements for the oral examination, and what will be expected of them in defending their thesis, and about the range of possible outcomes of the examination.

Responsibilities of the Primary Support Person

1. To develop an awareness and understanding of the research being undertaken by the student.
2. To be available to the student for informal meetings and discussions (particularly during times when the principal supervisor is unavailable).
3. To ensure that, the advice and suggestions given do not conflict with the advice and suggestions already provided by the principal supervisor.
4. To assist the student with reading materials and articles where possible.
5. The Primary Support Person's role is secondary and the main responsibility for supervision rests with the Principal Supervisor. If, at any time, the Primary Support Person feels they are being asked to take on inappropriate levels of supervision they should discuss this with the Principal Supervisor and the President.

Responsibilities of the doctoral student in relation to supervision

1. The student should select his or her research topic, in consultation and agreement with the supervisor. In some cases, the choice may be determined by research projects in progress in NiBS or by an external funding body. Industrial needs may in appropriate circumstances influence the choice of research fields. With the consent of the student, employers may in appropriate cases be involved in planning the research and providing facilities to advance it.
2. A detailed research plan including timelines must be formulated in consultation with the supervisor as soon as possible on how the student intend to completed the thesis within the stipulated time of the School.
3. Students should monitor their own progress against their research plan, and keep their progress under regular review by maintaining a written "research log" or another appropriate form of periodic written self-evaluation which is made available to the supervisor. A formal progress report must be submitted bi-annually to the Registrar for consideration. These reports should be made on a standard Department form and should include a self-assessment of academic progress, participation in the activities described in paragraph 2 above, supervision, provision of resources, administrative and any other relevant matters.
4. Students should take the initiative in notifying their supervisors of any additional training needs they have identified or any difficulties that have arisen with the progress of their work.
6. Students should take full account of the scholarly guidance offered by their supervisors and attend the required and recommended training programs and research seminars. Students should develop their presentational skills by making oral presentations of their research in School, and attending relevant conferences and workshops.

Preparation for proposal presentation

All students will have their initial research proposal accepted by NiBS within 6 months of admission into the program. They will also be assigned a Principal/Lead Supervisor and Primary Support Person within a maximum of one year after enrolling in the program.

Students must arrange a formal meeting with their principal supervisor within 2 weeks of notification. Student and supervisor must formally plan research activities for the academic year including the completion of a formal, in-depth research proposal. This plan should be written up by the student and agreed upon with the principal supervisor. Students should also make arrangements to meet their second supervisor. The Principal Supervisor and Primary Support Person should sign the proposal defense approval form indicating their approval before the student proceeds with his presentation and commencement of thesis writing.

Changing Supervisors

Clearly every effort should be made to try to resolve concerns in other ways before considering a change of supervisor. It is possible to change both Principal and Primary Support Person. In practice, however, requests to change supervisor are usually about changing the Principal Supervisor.

There are two main situations in which such a request is likely to take place: first, where a student feels that they are unable to establish an effective working relationship with their supervisor; second, where a student feels the Supervisor is failing to meet their responsibilities.

If a student wants to change a supervisor, the student should:
- Contact the Registrar and provide, in writing in the first instance, a description of the nature of the difficulties and details of how the students and the supervisor have tried to resolve them.
- Arrange to discuss the issues with the Registrar.

Following this discussion, the Registrar will then discuss these issues with the supervisor either alone or with the student also present. If no resolution seems possible, the Registrar will discuss with the student and other potential new supervisors the possibility of appointing a new Principal Supervisor. In situations where a supervisor feels that he or she is no longer able to supervise a student, the Supervisor should contact the Registrar for the appropriate measures to be taken.

Thesis Review Committee

There shall be a Thesis Review Committee (TRC) that will consist of both internal and external faculty members. The main responsibility of the TRC is to review each chapter of the student's thesis and make suggestions and recommendations where appropriate. The TRC will work closely with the principal supervisors as well as the program directors/coordinators to ensure that students address all the necessary comments given for the purpose of maintaining quality. The TRC will be set up by the Registrar and program directors/coordinators.

Monitoring and approval Stages of Student thesis

In the quest to live up to the mission of NiBS' Graduate-On-Time (GOT) Model, each chapter of the student's thesis would have to go through a two-stage thesis approval process.

First Stage

- The student submits each chapter of the thesis to the Principal Supervisor.
- The chapter must be in accordance with the outline and standards approved by the school.
- The Principal Supervisor reads the work and signs it when he or she is satisfied with the content and quality of the work
- The student sends the signed chapter to the program director/coordinator.

Second Stage:

- The program director/coordinator submits the chapter signed by the supervisor to the Thesis Review Committee for a blind review.
- The Thesis Review Committee makes suggestions and recommendation for approval or otherwise where appropriate and give the report to the program director/coordinator within a period of one week.
- The program director/coordinator sends the report of the thesis review committee to the principal supervisor.
- The Principal Supervisor informs the student about the report of the Thesis Review Committee and advises the students on how to progress with the thesis base on the suggestions of the Review Committee.
- Both the first and second stage is to be repeated for each chapter of the thesis until the final completion of the student's thesis

RESEARCH FELLOW SUPPORT POLICY

Introduction

The purpose of this policy is to clarify duties of research fellows (RFs) at NiBS and also to serve as a guideline for students on what should and can be expected from RFs in terms of assistance.

A NiBS research fellow is an academic staff whose major duty is to assist in academic research and aid students (in the form of tutorials) to understand courses taught.

Approved RF Support

- **Search for Articles for students**
  RFs provide information and help students in acquiring relevant articles related to their research topics. They may also discuss the articles with the students after the students critically read the articles.

- **Assist in students' assignment completion**
  NiBS is committed to providing excellent tuition to executives who have little time at their disposal. It is therefore the duty of a Research Fellow to liaise with Professors of various courses and guide students in the right direction with regards to course assignment. RFs provide guidance and the right coaching but consequently, RFs need to skim through the work (assignments and chapters) of their respective students before forwarding it to the course professor or thesis supervisor.

- **Assist and help find people who can collect and input data for the student at a fee borne by the student**
  Due to the cumbersome nature of data collection, Research Fellows can consult other relevant people outside NiBS to collect data for students. The student will have to pay a fee to the people who convert the data. This can only be done after the student has agreed to the terms and conditions. Thus, Research Fellows can introduce students to people who can assist in data collection. It is not the duty of RFs to directly collect data for students.

- **Help with data interpretation**
  It is the duty of an RF to assist in the interpretation of data after the student has collected data. The Research Fellow is to guide students in the right direction and provide help in the analysis and help visualize data in the various forms (graphs, charts, etc).

- **Help students to know how to avoid plagiarism**
  Research Fellows are to teach students how to cite properly to avoid plagiarism. RF also helps students how to put their own ideas into writing and not take someone's work as

your own. The student will have to submit all completed work to the RF who would then submit it to supervisor.

- **Liaising with supervisors and students to ensure that student work on comments from their respective supervisors**
  - It is the duty of an RF to coordinate the work between a student and his/her supervisor; thus, ensuring that a student adheres to and works on the comments raised by the supervisor.
  - RF acts as second supervisor. Read and provide comments on all aspects of the student work; e.g., assignments, thesis and articles before sending them to the supervisor to do the same.

Services RFs Do Not Provide
The duty of a Research Fellow does not include the following:

- **Collection of data**
  It is not the duty of a Research Fellow to collect data for students. Considering the high number of students against the few Research fellows, students are to find their own means and ways of collecting data and not burden the RF in collecting data.

- **Inputting of data**
  An RF is not supposed to input the data collected.

- **Writing of thesis for students**
  Writing a thesis for a student as an RF is an offence and attracts punishment. Students are supposed to write their own thesis.

- **Work on plagiarism for students**
  It is not the duty of a Research Fellow to work on plagiarism for the student.

- **Transcribing of interview**
  Students are to find their own ways and means of transcribing (Putting data into written format). It is the duty of the student and not the Research Fellow to present data, ideas, etc., that was gathered during data collection into writing.

- **Formatting of thesis and assignments**
  Students are to arrange and present their assignments and thesis on their own. As a Research Fellow your duty is not to format student's thesis and assignment.

RESEARCH POLICY

Introduction

This document should be read in conjunction with the relevant statutes, regulations, and any other policies, procedures or guidance as may be issued by the Nobel International Business School occasionally. This document shall be kept under review.

Provision of **guidelines and direction** of research and publication activities at NiBS. The policy role is to assist the university and staff to align with the university's regulations, mission and vision of the university in research assignments they take.

Committing **implementers** (administrators, researchers and sponsors) to ensure that research at the University addresses important issues addressing the national needs and the academic requirements of both NiBS staff and the students. Specifically, the policy provides guidelines and direction pertaining to:

i.	Organization and management of research activities
ii.	Research resources
iii.	Research Support Environment
iv.	Institutional research priorities and national coordination
v.	Staff training in research development.
vi.	Research culture
vii.	Research ethics
viii.	Guidelines for Approving and Monitoring Research
ix.	Intellectual property/proprietorship of research output
x.	Information and communication technology
xi.	Ownership of Research Equipment upon Completion of the Research Project
xii.	Rewarding Researchers
xiii.	Professional Liability
xiv.	Quality and Effectiveness of Research
xv.	Publications
xvi.	Dissemination of Research Findings: Restriction on Publication
xvii.	Co-authorship

General Strategy

Effective implementation of the Research and Publication Policy will depend on the strategies laid down for its implementation and Operational Procedures. However, these can only be effectively achieved in the existence of:

- A strong Unit of Research and Publications and an associated Technical Committee to oversee the overall administration of research and publication activities.
- Adequate funding of research activities both from internal (University and Government) and external sources.
- A culture of doing research among staff and students at the University.
- Remuneration package to motivate, encourage and hence promote research and publication activities at NiBS
- A well-designed NiBS research agenda

General Objectives

Consequent to the stated vision of the University to become a leading world-class university in research and publications, the general objectives of the Research and Publication Policy are to:

- Enhance the institution's research and publications profile through increased efficiency, effectiveness and internal capacity through planning, funding, monitoring and standardization of the operational procedures.
- Put in place a comprehensive and standardized framework for conducting research and disseminating research findings.

Specific Objectives

Pursuant to the above-stated general objectives, the specific objectives of NiBS Research and Publication Policy are to:

i. Establish a Unit for Research and Publication.
ii. Promote research as an integral activity of all NiBS staff.
iii. Put in place a mechanism for rewarding researchers.
iv. Train NiBS staff on how to write research proposals and how to conduct research.
v. Streamline and standardize the process of writing research proposals.
vi. Streamline and standardize the process of approving research proposals.
vii. Solicit funds from various sources for conducting research.
viii. Foster research culture and ethics, including protecting research subjects, safeguarding the environment, acknowledging work done by others, copyrights and patents, and integrity and honesty in arriving at research results.
ix. Foster equitable sharing of research benefits.
x. Enhance effective coordination of research at NiBS.
xi. Introduce and sustain a regular monitoring and evaluation system of research at NiBS.
xii. Formulate and adopt performance indicators for evaluating research at NiBS.
xiii. Establish a mechanism of reviewing from time-to-time NiBS research agenda to be in line with the National Research Agenda.
xiv. Put in place quality assurance mechanisms for research processes and findings.
xv. Set criteria for introducing new journals at NiBS.

Research Coordination

Effective implementation of a research policy in an institution requires an organ that will coordinate all research activities undertaken. Such an organ will require a committee to handle the entire research process (planning, budgeting and publication of research results)

a. **Policy statement**

The Nobel International Business School shall:

i. Establish a Research and Publication organ to be known as the Research and Publication Unit to promote research activities.

ii. Laisse with the academic board to advise on all research and publication matters, approve all research applications, expedite research and processing approval, and advise on plans and budgets for the Unit.

b. **Operational procedures**

The Nobel International Business School will:

i. Establish a unit of Research and Publications and provide it with adequate resources (human, financial and material) to facilitate proper coordination and implementation of the policy.
ii. Establish relevant Committees at the Faculty and Institute levels to oversee research and publication matters at those levels.
iii. Ensure that the Research and Publications unit establishes External links with:

- Other institutions of higher learning within and outside the country for collaborative research projects and funding.
- Development sectors such as manufacturing, industries, agriculture, water, energy and minerals, environment and the private sector to establish research needs and priorities, the users of research findings for development and research funding.
- International Organizations for collaborative research and funding.

iv. Establish a research and publications Technical Committee to approve research applications and advise the unit on plans and budgets of the unit.
v. Establish journals to create a forum for researchers to publish their findings.

Research Resources

Research resources are the main constraints in undertaking research activities. These include financial, facilities and human resources. Funds from the government have continued to be extremely low; therefore, many research activities are highly donor-driven. At the same time, human resources are inadequate, and facilities are unavailable. There is a need, therefore, for the University to put in place a policy that will guide and search for funds and human resources for research.

Financial Resources

a) **Policy statement:**

The Nobel International Business School shall:

i. Allocate funds for research activities based on an approved research agenda and available resources.
ii. Establish a unique expenditure code for research and publication activities.
iii. Solicit research and publications funds from within and from external sources.

iv. Provide general information to staff on research opportunities, sources of funding, and modes of applications.
v. Strongly lobby, in collaboration with other research institutions, for an increased share of the national financial resources allocated for research.
vi. Prioritize research projects for funding based on group rather than individual projects.
vii. Provide funds for a research project approved by the President and President of NiBS.

b) **Operational Procedures**

The Nobel International Business School will:

i. Strengthen and support research and publication
ii. Establish and strengthen linkages with other research institutions
iii. Encourage individual researchers, faculties and institutes to raise funds from alternative sources
iv. Encourage demand-driven and multi-disciplinary research for maximum impact

Human Resources

a) **Policy statement:**

The Nobel International Business School shall:

i. Have a database system containing lists of research staff, students, and their research interests.
ii. Put in place a researcher retention scheme that attracts and promotes research talent at the University.
iii. Actively involve undergraduate and postgraduate students in research activities.
iv. Train staff and students in research skills
v. Promote and enhance teamwork and multi-disciplinary research among its staff

b) **Operational procedures**

The Nobel International Business School will**:**

i. Establish a database management system which shows a list of research staff and their respective research interest
ii. Establish a researcher retention scheme that can attract research talents at the University
iii. Involve the postgraduate and undergraduate students in research activities.
iv. Conduct training/workshops on research to develop research skills for both students and staff
v. Utilizes research staff in the areas of their competence
vi. Set up University guidelines to enhance teamwork and multi-disciplinary research
vii. Maintain a good balance between teaching and research

viii.   Develop support systems for new researchers and especially female researchers, to enhance their capacities in research activities

Research Facilities

a) Policy statement

The Nobel International Business School shall:

i.   Ensure availability of offices for research activities
ii.   Ensure there are tools and equipment for the facilitation of research activities
iii. Establish electronic links with researchers to other institutions' researchers, both internal and international
iv.   Establish electronic links with research institutions for research projects

b) Operational procedures

The Nobel International Business School will:

i.   Allocate physical space for research facilities
ii.   Provide computers and related facilities for research activities.
iii. Provide internet infrastructure and services

Sharing of Research Resources

a) Policy statement:

The Nobel International Business School shall:

i.   Encourage sharing of research resources to optimize the use of available research resources. Such resources include information sources of academic value, computers, photocopiers and project vehicles.
ii.   Ensure that each research project contributes 5% of the total research project as an administrative cost to the University

b) perational procedures

The Nobel International Business School will:

i.   Issue guidelines for utilizing project research facilities for researchers
ii.   Allocate 3% of the total costs of a research project to the Faculty/Institute and 2% to the University

Research Support Environment

Research activities may grow and flourish in our institution and produce profitable findings for the nation's development when there is a research support environment for the staff and students to conduct research. The necessary research environment requires better remuneration to research coordinators, research funds, research facilities such as modern management information systems, access to web-based databases and opportunities for disseminating and publishing research information.

a) **Policy statement**

i. Ensure a conducive research support environment.
ii. Promote research activities through better remuneration, better funding and availing adequate facilities to research projects
iii. Ensure researchers can disseminate and publish results

b) **Operational procedures**

The Nobel International Business School will:

i. Provide a conducive research support environment to coordinators in terms of remuneration and facilitation of the establishment of a management information system
ii. Facilitate faculties to formulate research agenda in their field of specialization and the national research priorities
iii. Link researchers to international and internal forums to establish networks and collaborative activities
iv. Create an institutional culture of sourcing funds for funding research, providing research management allowances and procuring research tools and stationaries.
v. Develop research skills through training workshops/seminars
vi. Link researchers with the users of research findings, such as industries, policymakers and implementors, through workshops
vii. Provide a forum/opportunity for research findings to be published
viii. Honour researchers for their respective work through incentives such as awards and other avenues of recognition for good work done

Institutional Research Priorities and National Coordination

Institutional research priorities should match those listed in NiBS Strategic Plan and mirror the national research needs for development.

a) **Policy statement**

The Nobel International Business School shall:

i. Strive to prioritize its research agenda in line with the Rolling Strategic Plan of the faculty and faculty field specialization in relation to the national research needs

ii. Ensure a review of the research agenda is carried out from time to time to match with emerging issues.

b) **Operational procedures**

The Nobel International Business School will:

i. Participate fully in influencing the identification of research needs and priorities of the nation

ii. Collaborate with various organizations, institutions and governments, both internal and external, in identifying research priorities which will form a base for the formulation of the University's research agenda.

iii. Develop research agenda for each program and review them as the need arises

iv. Participate in various stakeholders' workshops, seminars meetings for the implementation of the research agenda

v. Market research agenda of both institution and nation to international and national organizations and Institutions for the purpose of winning funding for research projects and/or undertaking collaborative research

Training of Staff and Students in Research Skills Development

Lack of adequate research skills is one of the reasons for unsatisfactory performance in research. Staff training on research will promote the conduction of scientific and credible research. Based on this viewpoint, therefore, it is necessary to provide a policy statement and strategies to guide research skills development.

a) **Policy statement**

The Nobel International Business School shall:

i. Encourage researchers to attend both internal and external research skills development training

ii. Ensure that the library is equipped with a modern information system to facilitate access to international literature and database

iii. Ensure research training funds are made available

b) **Operational procedures**

The Nobel International Business School will:

i. Set up the guidelines for training in research methods to enhance research capacity

ii. Training students and staff in research method

iii. Update regularly the information systems and access to the international database

iv. Solicit funds for research skills development training for both staff and students

Research Culture

Research is necessary for any society as it addresses issues and challenges that are of concern and require solutions. Research also creates knowledge that provides new ideas for the development of a nation. Furthermore, research provides new knowledge and information in the world of academia.

However, doing research requires a culture among academicians and students in higher learning institutions, which can catalyse their interest in applying scientific skills in research.

a) Policy statement

The Nobel International Business School shall:

i. Provide avenues for staff to be motivated to do research as individuals or team

ii. Ensure staff is equipped with research skills, facilities and research agenda.

iii. Ensure students are trained in research methods, sensitized and motivated to do research

iv. Instil a research culture through the training of undergraduate and postgraduate students in research

v. Contribute towards fostering and enhancement of research culture both within and outside the university

vi. Promote and encourage research teamwork

vii. Educate NiBS staff on the research policy and procedures

b) Operational procedures

The Nobel International Business School will:

i. Inform staff on their responsibilities of doing research and a means for writing research papers for publishing

ii. Motivate staff to actively engaged in research by giving awards and promotions

iii. Introduce a core research method course for students

iv. Award students who design a good research proposal and write good research reports.

v. Utilize ICT facilities for research by both staff and students to access both web-based and local research reports

Principles and Application

The Nobel International Business School expects all research carried out at the School or in its name to be conducted to the highest standards of integrity. This Code of Practice for Research ("Code") provides a framework for the governance of all research throughout the School. It

requires all those undertaking and/or contributing to research to adhere to the highest standards of performance and ethical conduct and embed good practice in all aspects of their work. They must operate honestly and openly in respect of their own actions and in response to the actions of others involved in research.

The Nobel International Business School requires all Staff, Emeritus Professors, Honorary Staff, Visiting Staff and all Registered Students (whether undergraduate or postgraduate) involved in research to abide by this Code. Where any other individual who collaborates in research with Nobel International Business School Staff and Registered Students are not bound by an equivalent Code through their Employer or other organization, the individual shall be expected to abide by this Code when working with the School unless otherwise agreed. References hereafter to 'researcher workers' include all Staff (including Professors, Honorary Staff and Visiting Staff), Registered Students and external research collaborators who are involved with research in connection with or as part of the School.

This Code is linked to and operates in conjunction with conditions of employment for the relevant Staff groups and other related School policies and procedures. Failure to abide by this Code may lead to the matter being considered under the School's disciplinary procedures. This Code defines research misconduct. Any alleged breach of this Code shall be handled in accordance with the appropriate School disciplinary procedures.

The School will review the Code and its implementation annually in consultation as appropriate with relevant individuals or groups. The review will consider changes and recommendations from external research funders, Acts of Parliament and other regulations. Where any proposed change to this Code would affect Staff Terms and Conditions of Service the School will follow the appropriate normal procedures of consultation and/or negotiation. All research workers undertaking or involved in research must familiarize themselves with this Code.

Integrity and Accountability

Everyone involved in research in the School owes a duty of accountability to the School, to all participants in their research, and to their research funders commensurate with their involvement in that research. Individuals must accept responsibility for their own conduct of their part in any research and for providing direction for the activities of any Staff or Registered Student under their supervision.

The Primary Researcher or Principal Investigator in any research should identify clear roles and accountability for all those involved in any research project and should ensure that all involved are informed of their responsibilities. Areas of Accountability include:
- the ethical basis of the research and the research design,
- the safety of all involved in the research,
- ensuring that research is conducted in a suitable working environment with appropriate equipment and facilities,
- the probity of financial management of all projects and for seeking to provide the optimum value for the public or private funders who have invested in them,
- effective project management to agreed project plans and appropriate quality standards, including timely delivery of any scheduled, tangible outcomes,.

- management of research data in accordance with legal provisions, conditions and guidelines that may apply to the handling of personal information,
- seeking to ensure timely and wide dissemination of research findings,
- as appropriate, undertaking professional development relevant to the research and ensuring that all others involved in the research have received relevant training.
- maintaining personal records of research progress, including authorized laboratory books, to the recommended or required standards,
- maintaining confidentiality in order to achieve protection of intellectual property rights where appropriate,
- ensuring research participants participate voluntarily, free from any coercion and are properly informed of any risks, the broad objectives and the identity of any sponsors of the research,
- using all appropriate means to avoid unnecessary harm to participants, other people, animals and the natural environment having taken due account of the foreseeable risks and potential benefits of the research,
- being alert to the ways in which research derives from and affects the work of others, and respecting the rights and reputation of others

When peer reviewing research proposals or results (including manuscripts submitted for publication), research workers must protect the confidentiality of information provided and disclose any conflicts of interest and any areas of limited competence and must not misuse or misappropriate the content of the material being reviewed.

Research workers must be honest and lawful in respect of their actions relating to research and in response to the actions of other research workers. This applies to the whole range of research activity, outputs and deliverables, including applying for funding, experimental design, generating and analysing data, publishing results and acknowledging the direct and indirect contribution of colleagues, collaborators and others. A Registered Student who has any questions about this Code should in the first instance, raise these with their immediate supervisor.

Research Data
Research workers must keep clear and accurate records of the research procedures they followed, and the results obtained, including interim results. Research data must be recorded in a durable and editable form, with appropriate references so that it can readily be recovered. Unless already regulated by legislation or confidentiality agreements, or where there are valid ethical reasons for not doing so, primary research data and research evidence must be accessible in confidence to other authorized researchers for verification purposes for reasonable periods after completion of the research; data should normally be preserved and accessible for ten years. Unless there are reasons, including any legal or regulatory requirements, for not doing so, data should be stored in their original form. Storage media such as tapes and disks should not be erased and/or reused but should be stored securely. The Principal Investigator's duty in any research project is to comply with the data protection requirement. The requirements apply to all processing of personal data (which includes the obtaining, processing and the storage of data). Some central issues for research workers in relation to personal data include:
- all Staff and Registered Students using personal data in research have a duty of confidentiality to the individuals concerned,

- unless there are ethically or legally justified reasons for doing otherwise, research workers must ensure that they have each study participant's explicit informed written consent to obtain, hold and use their personal data,
- data security arrangements must be sufficient to prevent unauthorized breaches of confidentiality or unauthorized disclosure of personal data,

The School will develop and implement procedures for complying with the School's Data Protection Policy and the School's Records Management Policy. As appropriate affected groups and individuals will have input to the development of the procedures. Once approved by the School, Program Directors are responsible for ensuring that these procedures are made known to all Staff and Registered Students. The School is responsible for establishing appropriate procedures for security and retention of research data in a form which would enable retrieval by an authorized third party, subject to any limitation imposed by the confidentiality of personal data. Specific arrangements should be made to protect the security of research data where there is a contractual requirement to do so. Research data related to publications should be available for discussion with other research workers, except where confidentiality provisions prevail. Confidentiality provisions relating to publications may apply in circumstances where the Nobel International Business School or the researcher has made or given confidentiality undertakings to third parties, including research subjects, or confidentiality is required to protect intellectual property rights. The Principal Investigator must familiarize him/herself with any provisions of confidentiality relating to any research grant or contract and inform research workers under his/her supervision of their duties concerning these provisions. The Principal Investigator should also ensure that third-party Intellectual Property rights are not breached.

Publications
Publication is the dissemination of the outcomes of scholarship and research not only in conventional paper form but also in other media, including electronic media. The School encourages its Staff and Registered Students to disseminate their research findings through appropriate and timely publication. In this context, publication may include, among other things, books, chapters, articles, conference proceedings, reviews, patents, catalogues, compositions, creative arts production, software and databases.

Ethical considerations apply to the production of all categories of publication and external communications, including websites, e-bulletins, press releases, media briefings or other events. The Nobel International Business School expects research workers to abide by the School's core principles of openness, transparency and accountability and adopt appropriate ethical and professional standards and responsibilities in their publications as set out below.

Good practice requires that all Nobel International Business School Staff include the details of their research outputs in the relevant School research publications databases according to the relevant procedures for recording that information. Staff and Registered Students should also help to ensure wide dissemination of their publications and therefore cooperate in requests from the School to include their outputs in a publicly accessible repository where appropriate.

There is a fundamental ethical obligation on authors to acknowledge and attribute external sources of information. Citation of sources should be carried out in accordance with the Harvard referencing system which has been adopted as standard by the School, or in accordance with the house style of the relevant publisher and/or the normal practices of the discipline concerned. Citation not only gives credit to the work of others but also enables readers to identify elements in the text and therefore recognize the author's or authors' contribution in the context of previous work. Failure to cite sources could constitute plagiarism and may be subject to disciplinary procedures.

The Nobel International Business School cannot endorse citation arrangements which are contrary to academic conventions (such as citation clubs or the unnecessary use of self-citation). The appropriate Committee will provide guidance as to the acceptable use of self-citation. It is in the interests of Staff, Registered Students and the Nobel International Business School that good practice in the matter of co-authorship is disseminated, understood and followed. New research workers should familiarize themselves with the principles of the appropriate protocols on authorship of articles in medical journals the conventions of their discipline and any specific guidelines that may be issued by the School from time to time.

A publication must contain appropriate reference to the contributions made by all those who have made what might reasonably be regarded as a significant contribution to the relevant research. Any person who has materially contributed through conceiving, executing or interpreting at least part of the relevant research should be allowed to be included as an author of a publication derived from that research. Accepting the co-author status implies a total commitment to having one's name and reputation fully associated with the publication's content. Researchers should, where appropriate, be guided by the required Protocols for determining authorship. However, no provision of the protocol should be used as a reason for excluding any research worker who has contributed materially to the research from authorship. Any person who has contributed to at least part of the relevant research but who does not fulfil the criteria on authorship should not be included as an author of a publication derived from that research, but their contribution should be acknowledged.

There is a general ethical obligation that the contributory efforts of persons who have helped in the work being reported in a publication should be identified and acknowledged in it. It is appropriate to identify those who have assisted substantively in the work presented in a publication. This may include financial sponsors, colleagues within and outside the School who have given advice and any others who have facilitated the collection of material or data on which the publication is based or who have assisted in producing the publications. Those identified should be approached for permission if it is intended to acknowledge their assistance in the publication, and they should be offered the opportunity of seeing the publication.

A publication which is substantially similar to other publications derived from the same research must contain an appropriate reference to the other publications. A researcher must disclose to a publisher at the time of submission (a) substantially similar work which is being submitted to another publisher at the same time or (b) work which has been previously published. Authors should be aware that in contract and collaborative research, it may be necessary to seek

permission for publication from all parties to the contract in advance of submission of the work to a publisher.

The approved list of journals for both student and staff publications include the FT-50 list and he Australian Business Deans Council list.

Intellectual Property and Copyright

Unless intellectual Property is assigned to a research Sponsor or Funder as a condition of grant or contract, intellectual property and any intellectual property rights therein developed during research by Staff in the course of their employment belongs to the Nobel International Business School.

The School does not in practice, assert its ownership of the copyright regarding material such as books, journal articles, and musical compositions. However, the School retains its right to use and reproduce such materials for internal educational purposes whilst recognising the author's moral rights.

The procedures to be followed by research workers in the event of an invention or discovery during a research project carried out as part of their normal school activities is set out in Nobel International Business School regulations and policies.

Where an invention or discovery has been made during a research project, research workers are required to make appropriate notifications. Staff and Registered Students are reminded of the need to maintain confidentiality regarding the results of the research pending legal protection in accordance with any instructions or advice from the appropriate office in the School. Breaches of confidentiality may result in actions for recovery of losses from a Sponsor against the School and the individual concerned, together with loss of income.

Research workers are required to familiarize themselves with and to abide by the terms relating to intellectual property and confidentiality in any grant, contract or collaboration agreement relating to their research projects. Breaches of confidentiality relating to externally funded or collaborative research projects may result in actions for recovery of losses from a Sponsor against the School and the individual concerned.

Research workers who leave the Nobel International Business School are reminded that Intellectual Property developed during their employment, which is owned by the Nobel International Business School or any research funder to whom such Intellectual Property has been assigned in accordance with the relevant contract, remains the property of that organization and may not be divulged to third parties without permission from the owner of the Intellectual Property unless it is already in the public domain. Information received from third parties under terms of confidentiality whilst in the School's employ remains confidential, and breaches of such confidentiality may render the researcher liable to claims by the owner of the information.

All reports issued by research workers should bear an appropriate assertion of copyright.

Where a research work is required to assign copyright to a publisher, e.g. in submitting a paper for publication, he or she may consult regarding the suitability of such an assignment and the necessity for the Nobel International Business School to be a party to that agreement. The Nobel International Business School encourages its Staff and Registered Students to assert moral rights

over material submitted for publication. Where the publisher has a general policy of not granting copyright to third parties once it has been assigned to the publisher, Staff and Registered Students are required to submit a statement to the publisher (a standard version of which will be made available by the School) asserting the Nobel International Business School's perpetual right of license to use the material

Conflicts of Interest

Research workers, in the exercise of their functions, should be able to reach a particular conclusion or to make any recommendations. However, in some situations, a research worker may find him/herself in a position where there is an actual or potential conflict of interest. Such a situation needs to be recognized, and the research worker must make an appropriate disclosure.

Conflict of interest may take several forms:

Conflict of interest of a financial nature could arise from any personal or close family affiliation or financial involvement with any organization sponsoring or providing financial support for a project undertaken by a research worker or which is providing goods and services to the School. 'Financial involvement' includes direct personal financial interest, provision of personal benefits (such as travel and accommodation) and provision of material or facilities for personal use. The provision of sponsored studentships, or elements of a grant including travel/accommodation for a student, should be excluded from this definition unless the recipient is a family member.

Conflict of interest can arise in situations to risk compromising the decision-making of the School or third parties or the proper execution of School procedures. This can be in consequence of actions taken or procedures followed in collaborating or sponsoring organizations which could result in non-financial benefits to the research worker or close family (e.g. the granting of favours, or inappropriate inducements or an inappropriate influence on decisions to the advantage or detriment of the School).

A disclosure of a personal potential or actual conflict of interest in research must be made to the School as soon as is reasonably practicable and in accordance with any guidance issued from time to time. Failure to declare known conflicts of interest may be deemed misconduct.

A member of Staff must comply with a direction made by the School in relation to a personal conflict of interest in research. The research worker will have the right of appeal if s/he considers the direction is unlawful, unreasonable or impracticable.

Ethical Review

The Nobel International Business School requires that all Staff and Postgraduate Registered Students' research projects undergo an ethical self-assessment and, where further scrutiny is required, an ethical review by an appropriate School or external ethical review committee. Where required by law, confirmation should be sought from the relevant body.

Responsibility for ensuring the proper ethical review lies with the Principal Investigator. In the case of Postgraduate Registered Students, the academic supervisor of the research is responsible for ensuring that the postgraduate researcher obtains ethical review for their project.

Failure to obtain appropriate ethical approval will be deemed a breach of this Code. Research project (or stage of a research project) may only be conducted once and when the appropriate body has granted the project (or that stage) ethical approval.

Additional Requirements

Any special standards of work performance or conduct imposed by law or by the Nobel International Business School in relation to categories of research are deemed to be included in this Code in its application to persons engaged in that research in the School.

Research workers should familiarize themselves with the terms of any funding agreement (grant or contract) related to their work and ensure that any research undertaken is consistent with those terms and conditions.

Research workers must report to the School any events that result in unforeseen financial consequences or could be damaging to the good name and reputation of the School.

Adverse Events

Research workers have a duty to monitor and report any Adverse Events occurring during the research, and each School must have systems in place to ensure that all such Adverse Events are recorded and, if appropriate, investigated. In this context, an Adverse Event is an event that results in harm to the researcher, the research participants, or the environment.

Misconduct

Misconduct in research is a failure to comply with the provisions of this Code and, without limiting the generality of the foregoing provisions, is taken to include:

Fabrication, including the creation of false data or other aspects of research, including research documentation such as regulatory or internal approvals or participant consent.

Falsification, including

    i.   falsification and/or inappropriate manipulation and/or selection of consent
   ii.   falsification and/or inappropriate manipulation and/or selection of data/imagery with the intention to deceive

Plagiarism, including

    i.   the wrongful appropriation or purloining and publication as one's own of the thoughts, ideas or the expression of ideas (literary, artistic, musical, mechanical, etc) of another;
   ii.   the deliberate exploitation of the ideas, work or research data of others without proper acknowledgement.

Misrepresentation, including falsely or unfairly presenting the ideas or the work of others as one's own, whether for personal gain or enhancement, including both by deliberate misstatement or because of negligent or inadequate reference:

- misrepresentation of data, for example, suppression of relevant findings with the intention to deceive and/or data or knowingly, recklessly or by gross negligence presenting a flawed interpretation of data;
- misleading ascription of authorship to a publication;
- undisclosed duplication of publication, including undisclosed, simultaneous duplicate submission of manuscripts for publication deliberately attempting to deceive when making a research proposal;
- misrepresentation of skills, qualifications and/or experience, including claiming or implying skills, qualifications or experience which are not held;
- misrepresentation of interests, including failure to declare material interests either of the researcher or the research's funder.

Mismanagement of Data and/or Primary materials, include failure to:
- keep clear and accurate records of the research procedures followed and the results obtained, including interim reports;
- hold records securely in paper or electronic form;
- make relevant primary data and research evidence accessible to others for a reasonable period after the completion of research;
- manage data according to any data policy of a research funder and all relevant legislation.

Breach of any relevant Duty of Care, which may involve recklessly or through gross negligence;
- failing to follow procedures and health and safety protocols which are designed to prevent unreasonable risk or harm to humans, animals or the environment;
- breaching the confidentiality of individuals or groups involved in research, whether research workers or research subjects, without their consent, including, for example, improper disclosure of the identity of individuals or groups;
- placing any of those involved in research in physical danger, whether as researchers, research subjects, participants, or associated individuals, without their prior consent and without appropriate safeguards where informed consent is given;
- not taking all reasonable care to ensure that the risks and dangers, the broad objectives, and the sponsors and funders of research are made known to participants or their legal representatives to ensure that appropriate informed consent is obtained properly, explicitly and transparently;
- failing to obtain appropriate informed consent unless there are valid reasons for not doing so and that permission to conduct research without appropriate informed consent has been obtained from the relevant School or external research ethics committee;
- failing to obtain appropriate ethical approval to conduct research;
- unethical behaviour in the conduct of research, including failing to comply with any requirements or stipulations contained in ethical or regulatory consent;
- failing to meet relevant legal or ethical requirements and to follow any protocols set out in the guidelines of appropriate, recognized professional, academic, scientific and governmental bodies;
- unauthorized use of information acquired confidentially.

General Misconduct, including
- the misuse of research findings;

- failure to declare an actual or potential conflict of interest which may significantly compromise, or appear to compromise significantly, the research integrity of the individual concerned and the accuracy of any research findings or bring the School into disrepute;
- inciting others to commit research misconduct;
- failure to declare (where known) that a collaborative partner has been found to have committed research misconduct in the past or is currently being investigated following an allegation of research misconduct. Such declarations be made to the Head of Nobel International Business School, who shall inform the Chair of the relevant Ethical Review Committee;
- facilitating misconduct in research by collusion in, or concealment of, such action;
- submitting an accusation of research misconduct based on vexatious or malicious motives;
- breach of School or externally contracted confidentiality, except where part of genuine whistle-blowing actions in accordance with the law;
- fraud, including financial fraud;
- any misconduct which would normally be regarded as a disciplinary matter if conducted on School premises, which is committed whilst working on a collaborating institution's premises or other off-campus facility or research site, whilst conducting a School or collaborative research project, secondment, or industrial placement.

Researchers and other members of Staff have a duty to report any breach of this Code, where they have good reason to believe it is occurring, to the Head of the College or some other person in authority. The procedures and protections set out in the School's Code of Corporate Governance in relation to Public Interest Disclosure ('Whistle blowing') shall apply as appropriate in the conduct of research.

The School considers an accusation of research misconduct to be within its remit and suitable for consideration according to its relevant disciplinary procedures if it:

(i)   concern a member of Staff or Registered Student; or a Visiting Researcher under the supervision of a member of Staff,
(ii)   (ii) involves a current member of Staff or Honorary Staff, whether or not it is alleged to have occurred at a location external to the School.

Where possible, the School will follow an investigation through to completion even if the individual(s) concerned has left or leaves its jurisdiction, either before the accusation was made or before an investigation is concluded.

An allegation of research misconduct is a serious and potentially defamatory action and could lead to a threat (or even the instigation) of legal proceedings. Consequently, for the protection of the complainant and of the party against whom the allegations are made, all enquiries (including the formal investigation, if any) should be conducted based on confidentiality within the process (wherever possible) as well as of integrity and non-detriment so that neither party should suffer solely as a consequence of the allegation being made in good faith. Following the completion of an investigation and should research misconduct be found, the School may consider additional measures. Such additional measures might include (but are not limited to):

i.   retraction/correction of articles in journals or other published material;
ii.   withdrawal/repayment of funding;
iii. notification of misconduct to regulatory bodies;
iv.   notification of other employing institutions/organizations;
v.   notification of other organizations involved in the research including the funders of the research;
vi.   review of internal management and/or training and/or supervisory arrangements;
vii. make any public statement necessary to protect the good name and reputation of the School;

The School retains the right to report proven allegations of serious research misconduct against its Staff, Honorary Staff, former Staff and Registered Students to potential new and subsequent employers. Where employees or students of another institution involved in a collaborative project with the School are implicated in a School finding of serious research misconduct, then the School shall notify the home institution of those individuals involved. The identity of any individual reporting research misconduct where it is genuinely suspected will be kept confidential wherever practicable. However, it may be necessary to reveal the identity of the individual reporting misconduct if this is deemed legally necessary to allow the person accused of misconduct to conduct their defence. There should always be an opportunity for a response by a complainant if the allegation needs to be accepted and if they believe that they have been misunderstood or key evidence overlooked. Where there is prima facie evidence that an allegation of research misconduct is founded on vexatious or malicious intent, that allegation may be considered as a disciplinary matter. All new members of Staff (including Honorary Staff) will be required to sign a declaration stating that they have not been found to have committed serious research misconduct (i.e., warranting at least a formal written warning) prior to their appointment and are not currently under investigation by another institution following an accusation of research misconduct.

DOCTORAL SEMINAR DELIVERY AND ASSESSMENT POLICY

Overview
Each of the elective courses in each specialization or foundation course shall be taught in a seminar block format where the Professor and students share the delivery over three or more days as appropriate. Students shall present and debate articles and other readings assigned by the professor as pre-course reading materials. Groups of students would make presentations on various topics during the period. For the three-year duration of the program each student should present on at least 10 topics in these seminars. This format ensures that each course covers significant research in the field and prevents a doctoral course being taught as a master level course.

Seminar Objective
The intent of a doctoral seminar is to introduce research work in the field or subject, examine and critique research papers, and in so doing, teach students about the knowledge in the subject area of interest while also teaching about the craft of doing good research. This seminar format allows students to undertake a program of reading in a specified area of a course under the direction of a professor. Students meet with the Professor to discuss reading content, and students must write a paper as the assessment task. The seminar enables doctoral students to build upon it the selected papers and develop their research proposal and thesis and to publish in the field. Upon successful completion of each seminar students should be able to:

- Demonstrate an ability to locate, read and critique articles on the subject from leading journals;
- engage in informed discussion within a reading group, of the contribution made by the article/s, as well as their merits, or shortcomings;
- apply the concepts, theories, models, and methodologies within these articles into their research, where appropriate;
- conduct their own research on their topic of interest. This will occur because during each seminar students will be exposed to the latest research and thinking in some of the key existing areas, and emerging themes on the subject.

In-Seminar Presentation
Students are required to read research papers assigned by the instructor before the seminar. The seminar begins by exploring the key theories in the particular topic of the module and emergent research issues. For example, in strategic management these could be transaction cost economics, agency theory, the resource-based view of the firm, knowledge-based views, industrial organization economics and evolutionary theories. Over the course of the trimester, the student will:

- Read and critique a selected number of articles published in the leading journals of the field carefully chosen by the Professor to reflect diverse theoretical and empirical traditions;
- Evaluate questions from different theoretical perspectives;

- Constructively critique conceptual and empirical research papers;
- Formulate novel research ideas that advance the field of interest;
- Develop ideas into a research paper (conceptual or empirical) that will meet the standards for inclusion in a competitive academic conference or journal;
- Each student is given a standard set of questions to guide the evaluation of research papers.

Role of Student Discussants

In each seminar, there should be at least 3 student discussants, comprising a primary discussant, and two secondary discussants who will present and lead the discussion of specific papers.

Primary Discussant

The job of the primary discussant is to open the seminar with an approximately 15-minute session opener and then use that to drive the discussion of the themes that emerge from considering each paper's motivations, argumentation, and implications. As the primary discussant, the student should use the following guidelines in preparing for the session.

- Time allotted: approximately 30 minutes of the session
- Brings a handout for everyone: 2-4 pages (single-spaced, including diagrams and figures/tables)
- No PowerPoint slides
- No summaries of the readings
- Diagrams or tables are helpful
- Analytical narrative is permitted, but it must be focused and short
- Conclude with a set of questions that all students will debate and discuss. These questions should address the overall research area and include, but not be limited to, additional research questions that need to be addressed to help move research in this area forward.

Opening the Discussion

The primary discussant will deliver an opener that does the following:

- Integrates the readings using an analytical framework;
- Identifies and makes explicit the commonalities and differences in implicit assumptions that underlie the various research paper readings;
- Where possible, exposes theoretical and other gaps with suggested avenues for development beyond the readings;
- Engages the other seminar participants in a discussion of the readings by taking a clear and perhaps provocative position;
- The primary discussant must take a *position* on these issues to facilitate debate and discussion - The best openers will lead to discussions that cover the papers thoroughly to ensure we ask hard questions about the value of the paper, whether it succeeds in conveying its main message/conclusion, and what we might do next. All this goes well beyond just figuring out what is in the papers.

Secondary Discussant

The secondary discussants will focus their attention on specific papers. Their responsibility is to highlight key strengths and weaknesses of each paper, theoretical as well as methodological. They should also, wherever possible, identify ways in which these weaknesses could be addressed in future research.

- For each paper, the discussant should identify at least one substantive research question that was sparked by the paper. This could be something to address a weakness in the paper or to follow up on an idea that the results in the paper may generate. They can be creative here; the idea is to think about what kinds of things you would want to study if you were to do a paper targeted to the literature/scholars the author of this paper is addressing;
- Depending on the number/complexity of the papers allotted to a secondary discussant, s/he can expect to spend 20+ minutes critiquing the papers;
- Secondary discussant brings a handout summarizing observations on each paper (no more than one page per assigned paper).

Post- Seminar Assignment

- **Research Paper -** The goal for this assignment is to develop a paper that the student will submit to an academic conference or the appropriate professional conference for your field. The student will critically review 8–11 scholarly (peer reviewed preferred) articles in a minimum of a 5–7 pages. The student should pay particular attention to the identification of the premise and supporting points of the articles, a synthesis of the articles, and a critical evaluation of the premise(s) and supporting points of the articles. The paper must follow current APA guidelines. The page count does not include the title page, abstract, reference section, or any extra material. See the assignment instructions and grading rubric for additional instructions and guidance. The student should follow the article focus prompts in the assignment instructions closely. The student has three options for this:

- *Empirical Project Proposal:* Abstract, theory, hypotheses, research design, and discussion of anticipated contributions. Note that this does not include any requirement for data collection or analysis—that will come later after the completion of the course.
- *Complete Empirical Paper:* Same as (1) but with data collection, analysis, and discussion of results. This is much tougher (!), so you probably only want to take this route if you already have data or know a faculty member who has data you can use (many of us do), or a strong lead on data that you can get quickly. Because of the additional burdens of data collection and analysis, we do not require you to perform all of the analyses a full paper would require. Again, that will come later.
- *Theory Paper:* Following the format of the theory papers you will see in our readings (especially papers published in the top tier journals in the field), this will require a clear statement of the problem; review of the prior literature; development of a new perspective, approach, theory, framework, etc. and conclusion with discussion of potential strategies for empirical research.

Grading
- Participation in seminar discussions   20%
- Session roles (primary and secondary)   35%
- Post-seminar paper   45%

DOCTORAL THESIS PUBLIC DEFENCE POLICY

Introduction

It takes a minimum of three and a maximum of four years of full-time studies to obtain a doctoral degree at NiBS. The research program culminates in the submission of a doctoral thesis. A doctoral thesis must be examined by at least two examiners external to NiBS and one internal examiner.

The candidate must defend the thesis in public in the presence of at least two of the examiners. The defense is chaired by the Program Director or a faculty member of at least a Senior Lecturer rank, appointed by the President. Where an examiner is unavailable to attend the defense, the Chairperson would appoint an alternate external examiner to ask those questions designed by the absentee examiner. Based on the examiners' evaluation, they assign a grade of "Pass" or "Pass with minor or major corrections".

Note:

1. It is rare for a thesis to be rejected after the formal defense when the content of the thesis has already been reviewed internally and externally by the examiners.

2. Suppose the Defence Panel chair or any faculty determines that the thesis is not of the standard required for a doctoral defense. In that case, he/she should contact the Supervisor or the President well in advance so that the public defense can be called off.

The Participants in the Defense

- **The Chairperson of the Public Defense:** The Chairperson of the Public Defense is often the Program Director or faculty member of at least a senior lecturer rank appointed by the President. The Chairperson's roles are to:

  - Ensure orderly conduct of the defense with attention to timing and duration
  - Ensure questions are clear, fair, and appropriate, and prevent those she/he may consider inappropriate
  - Ensure the candidate is not intimidated by the Panel.
  - Must intervene to avoid long, unwieldy questions and argumentation by examiners [Examiners ask questions, and the candidate answers them – Examiners are not to argue back and forth with a candidate]

- **The candidate:** The candidate is the author of the doctoral thesis. During the defense, the candidate may be addressed either by their first name or, more formally, as Mr. X, Ms. X.

- **The Defence Panel:** This Panel acts as the examination board and is appointed by the Faculty Board. It consists of two external examiners and one internal examiner who examined the thesis.

- **The Audience:** The Audience will include the candidate's friends, relatives, and colleagues, as well as the online Audience.

- **Duration of the Public Defence:** Max 2 hours as follows:

    o Introduction by Chairperson – 10 minutes
    o Candidate Presentation: 30 minutes
    o Three examiner questions and candidate answers: 45 minutes
    o Question and answers by Audience – 10 minutes
    o Defense Panel deliberation and announcement of grade – 20 minutes

The Public Defence Process

1. The chairman of the defense welcomes everyone and presents the candidate and members of the Defence panel. The chairman continues to present relevant information about where the research has been performed and the other persons involved, such as the Supervisor. Furthermore, the chairman will present the outline for the defense.

2. The chairman leaves the floor to the candidate with a request to present. The candidate presents a summary of the thesis, including the scientific contributions (that are described), for about 30 minutes.

    - PPT slides used by the candidate must not exceed SIX slides, excluding a conceptual model, if any.

    - Each slide must contain at most four bullet points topics.

3. The Chairperson must ensure that PPT slides meet the above requirements and that there are no sentences. [Candidates are NOT allowed to read slides to the Audience]

4. The chairman allows the Defense Panel members to ask the candidate questions. Each member may be allocated several questions and a maximum of 15 minutes.

5. The Chairperson invites questions from the audience.

6. When the discussion is finished, the Chairperson formally closes the public session, and the members of the Defence panel withdraw for their verdict.

    - The Chairperson and thesis supervisors have the right to attend this meeting of the Defence Panel. They may participate in the deliberations but not in the decision.

    - The Panel then announces its decision.

7. In a letter, the Chairperson communicates the decision and associated requirements to the candidate with copies to the Supervisor and Registry.

COMPREHENSIVE EXAMINATION POLICY

Introduction

The comprehensive examination concludes the formalized course work portion of the doctoral programs and must be completed prior to beginning the dissertation stage. The successful completion of the comprehensive process should demonstrate the student's readiness to move on and through the dissertation to complete the program of study, and more importantly, to function at the level of expertise demanded of a doctoral graduate. The examination process provides an opportunity for the student to document mastery of the curriculum, knowledge base of the profession, and the competencies required of a program graduate. A doctoral written examination, a doctoral oral examination, and a final oral examination covering the dissertation and other topics are required for doctoral degree completion. The first two items together constitute a comprehensive examination of the student's command of his or her field. The DCE consists of three questions:

- Research skills and knowledge,
- Understanding of seminal works in the doctoral core topic areas, and
- Central and current principles, theories, and practices within the student's chosen concentration

The DCE:
- assesses the extent and currency of the candidate's knowledge in a manner that is as comprehensive and searching as the best practices of doctoral program require;
- tests the candidate's knowledge of all courses;
- discover any weaknesses in the candidate's knowledge that need to be remedied by additional courses or other instruction; and
- determine the candidate's fitness to continue work toward the dissertation.

The final oral examination is primarily a true defense of the dissertation. It may be open to the public, limited in attendance to the candidate and the committee, or a combination of the two. Questions that relate the dissertation to the field are appropriate.

The doctoral comprehensive examination consists of (a) the preparation of the qualifying paper, (b) an oral examination on the contents of the paper; and (c) the preparation of the dissertation proposal and an oral defense of the dissertation proposal.

Content of the written examination

The doctoral qualifying paper will consist of a single paper that demonstrates the capacity of the student to integrate information from research, relevant literature, and course materials in order to frame the statement of the problem, literature review and theoretical frameworks sections of the dissertation. The paper will formulate an issue or problem of importance for social work and identify a specific issue for research. The qualifying paper will include a critical examination of problem to be investigated and follow a sequence of steps that provide a careful review and analysis of the research that has been conducted on that problem, the theoretical frameworks that

have attempted to explain the problem, relevant interventions that have addressed the problem, and research strategies that have been used to examine the problem. The qualifying paper is to include at least the following sections:

a) Statement of the research problem and its significance;
b) Critical review of previous research addressing the problem or issue;
c) Critical analysis of theoretical frameworks or perspectives for examining this problem, selecting 2 – 4 major theoretical perspectives;
d) Critical review of intervention programs, strategies, or approaches in the problem area
e) Critical review of research methodologies or approaches for examining this problem or of the important methodological issues in doing research in this area of interest (roughly three approaches or issues, if appropriate); and
f) Conclusions and implications.

The qualifying paper should be a disciplined and focused analysis of the relevant scholarship involved in your qualifying area. The paper should be reasonably comprehensive, but must also be disciplined -- the final product should provide a foundation for the dissertation research, but may contain material that is not necessarily to be included in the dissertation proposal. The anticipated length of the qualifying paper is to approximately 50 – 60 pages, including references. This means that a careful synthesis is necessary rather than an extensive narrative description. This proposed outline is to be applied flexibly to fit the particular research problem and approach of each dissertation.

Response Structure

The DCE is structured to allow/require the student to demonstrate knowledge of and competency in the program outcomes. The examination does not require a regurgitating every reading from every class of the program nor is the DCE meant to be as broad or as deep as the dissertation itself. A quality performance on the comprehensive examination should demonstrate (a) the student's readiness to begin the dissertation process and (b) that the student has a high probability of completing the dissertation in a reasonable time frame.

Readiness for the dissertation demands a comfort level in both the research competencies needed to conduct an investigation and in competency in and across general principles and behaviors as well as the student's chosen area of expertise. Of particular importance is the demonstration of analytical competencies around the generalizability of the research outcome – focus on scholarly approaches to theory and practitioner roles and some level of generalizability is required for good research.

A second fundamental requirement for high quality of the DCE is conciseness and clarity of delivery. Less could be more. Responses must be complete to the question posed but should not try to cover every aspect of every possible interpretation of the question. Indeed, a primary competency is to be able to state a question clearly, frame a response, and stay on topic. *No specific length of response is required for any question.* If length of response is mentioned at all (e.g., 7-10 pages), this is meant to provide general guidelines for typical responses. Students will not be evaluated at a lower level for going under (or over) guidelines presented but only on the completeness and clarity of their response.

Criteria for evaluating the written exam

   a) It should demonstrate critical thinking.
   b) It should include content addressing oppressed populations.
   c) The review of literature should show evidence of the use of empirical data.
   d) It should be carefully and clearly written, with style and citations consistent with the APA referencing format.

The qualifying examination paper does not have to be publishable at the time of the examination. At some time before completion of the dissertation, the student is strongly encouraged to revise the examination paper into a review article for publication and to submit it to a refereed journal. Additionally, students are encouraged but not required to make a public presentation on their qualifying paper; this may be at the school or at a professional conference.

Process for planning and evaluating the written examination

The student and supervisor agree on the content the student has outlined for the qualifying paper. The intent, however, is for the Advisor to have primary responsibility for helping the student delineate appropriate content for the examination. All of this should happen by the end of the first or second year of the doctoral program. The student will then write the paper by the date agreed upon. The Supervisors committee will read the paper and make a judgment about whether the paper is of passing quality, using the program's qualifying examination form. If Supervisors believe that changes are needed, they will provide directions for revisions in writing to the Program Director, who will summarize and transmit them to the student. When the revisions are completed the Supervisor will ascertain and agree that the qualifying paper is of passing quality. The student, supervisor and Program Director will then schedule the oral examination at the earliest possible date.

Timing of the Written and Oral Examination of the Qualifying Paper

The qualifying paper will be written and the oral examination will be conducted no later than the end of the semester following the one in which the student has completed her or his coursework. This will mean that the qualifying paper should be completed sometime after the first year of study or soon thereafter. The student has the option of completing both the qualifying paper and the oral examination of the paper at the same time.

Responsibility for timeliness of reading/returning drafts is shared by the student, the supervisor, and the Program Director. The student is responsible for informing supervisors when he/she will be delivering drafts and asking committee members how much time they will need to review drafts. At a minimum, faculty should be given two weeks to read the qualifying paper.

The Oral Examination of the Qualifying Paper

The oral examination is intended to clarify any questions the exam committee members have

about the paper and to provide the student with feedback. The oral examination will consist of a discussion of the contents of the written paper. The student will be expected to explain any portions of the paper or to elaborate on any portion of the paper. It is the Chair's responsibility to ensure that the student is accountable only for the qualifying paper content agreed on when the outline was approved.

Including the Dissertation Proposal in the Oral Examination of the Qualifying Paper

At the same time as the student is preparing the comprehensive examination, the student may also complete the dissertation proposal, so that it can be reviewed, revised, and approved by the Supervisors and committee at the same meeting as the student's oral examination of the qualifying paper. This is an option and not required. Students in consultation with their Supervisor may chose to schedule a second meeting with their dissertation committee to present and defend the dissertation proposal. Content of the dissertation proposal is described in the section of the manual dealing with the dissertation.

Following the oral examination on the qualifying paper, the committee will formally vote on whether the exam is graded as passing. **The written and complete oral examination will be graded as "pass with distinction," "pass," or "fail." This vote must be unanimous**.

The student may fail sections of the qualifying paper or the oral examination. If a student does not pass any portion of the written or oral examination, the committee will negotiate a written plan about what remediation will be required. The committee members and the student will sign the plan, indicating understanding and agreement. The student will have until the end of the summer following the semester in which the examinations were taken, or, if not taken in the spring semester, until the end of the subsequent semester, to complete the revision of the examination. If the student fails any part of the examination a second time, he or she will be terminated from the doctoral program. This decision is subject to the normal appeals procedures.

If the committee members agree that the student has passed the oral examination on the qualifying paper, the committee and the student may go on to discuss the dissertation proposal in the same meeting, and if they agree, the committee may approve the dissertation proposal.

Students receive a maximum of two attempts to complete the DCE successfully. At least two readers will evaluate each comprehensive examination. Students who receive a 'fail' will initially receive an evaluation of "Rewrite." **Only responses to questions that received 'fail' must be rewritten.** Students will have a maximum of two weeks depending on the depth and breadth of problems identified with the examination, the Program Director may recommend that the student decline the rewrite option and concentrate on preparation for a second comprehensive examination. The student may also select to decline the rewrite option, accept the "fail" evaluation, and prepare for the second and final attempt at the comprehensive examination. The final rewrite/decline to rewrite decision rests with the student but the student should give serious consideration to the advice of the Program Director.

Examinations procedures

NiBS will conduct exams after every module has been taken and at other times as the Academic committee decides, and in January (supplementary and deferred examinations).

Types of examinations

Examinations are held in all modules to assess the work done by students. These may take the form of written final examinations (paper-based examination) under invigilation conditions (summative assessment), class tests, and other forms of assessment (formative assessment): All tests that contribute to the final result in the module are defined as examinations for the purpose of this procedure manual. As used in this document final examination describes the single (summative assessment) examination for each module that is scheduled to be held at the end of the module (or at such other times as Academic Committee decides).

Deferred examinations

A deferred examination is a further final examination opportunity granted on medical, compassionate, religious or political grounds. Applications for deferred examinations are considered by the Examinations Committee in terms of the general school rules on examinations. No supplementary examination will be granted on a deferred examination.

Supplementary examinations

A supplementary examination is a further examination granted on academic grounds to a student who has failed the module. In modules where supplementary examinations are allowed, supplementary examinations are granted on behalf of Academic Committee at the discretion of the Faculty Examinations Committee, within the eligibility rules of the Faculty and after considering the recommendation of the academic Unit concerned**.** The FEC decides on the awarding of a supplementary examination on the recommendation of the Unit.

A supplementary examination cannot be deferred. If, for any reason, a student is not present to take a supplementary examination, he or she forfeits the opportunity and the original failure mark stands.

Take Home examinations

Examinations which include a component outside of invigilated conditions (e.g., a Research Project is handed out the day before which the students then bring to the examination venue where they receive the requirements and sit the written component of the examination) are permitted where a faculty has decided on a sound practice and the examination has received faculty endorsement.

Examination without Attendance

Academic Committee may allow a student who is repeating a module to take the examinations in the module without re-attendance at classes, under special circumstances. In such cases, Academic Committee will specify which (if any) of the module requirements the student will be

required to complete, in addition to the examination(s). No supplementary or deferred examination is granted on an EWA.

Class tests, essays and other forms of assessment as examinations
Class tests may serve two purposes: formative and summative. First, a class test may be used simply as part of the teaching and learning process, where the marks do not, and are not intended to contribute to the result for the module.

Second, a class test may, in addition to its part in the teaching and learning process, be used as a part of the formal final assessment, in such cases the marks obtained in the class test will contribute to the result of the module, in such proportion as may be determined by Academic Committee. The above applies equally to essays and other forms of assessment.

Administration of Examinations
Preservation of confidentiality and security in typing and copying of formal examination or class test examination papers
The Program Director is responsible for preserving confidentiality and security in formal examination or class test examination papers prepared in his or her Unit; the Academic Director is responsible for maintaining security and confidentiality in the Examinations Office when copying of formal examination papers is done there, and when question papers are dispatched from the Examinations Office.

The Examinations Office is not responsible for the security or copying of class tests.

The Program Director is responsible for compiling the examination papers, and the Program Director or the Academic Director, as the case may be, is accountable for copying them, storing them, and dispatching them to examination venues. This includes:

- Security in the compiling and dispatching of draft formal examination or class test examination papers to external Examiners. The use of email is acceptable provided that the document is password-protected and the password is sent separately. If the document is not password-protected, this must immediately be reported to the Program Director or Examinations Officer, who will investigate and decide whether there has been a breach that compromises security. The Unit administrator who sets up the password must circulate the password to affected Examiners in a separate communication.
- Once the paper has been approved, the program director must keep a paper trail related to the formal examination or class test examination papers for auditing and quality assurance purposes. Program director may wish to use a similar checklist for papers printed in the Units.
- Ensuring that copies of formal examination or class test examination papers are securely locked away at all times, and that no persons have unauthorized access to them. Duplicate keys must be under the sole control of the Program Director. Care must be

taken to ensure that the type of lock used will provide security. Ordinary cupboard and filing cabinet locks are unacceptable.

- (Program Director should contact the President if in doubt about adequate physical security arrangements. Program Director should pay particular attention to the security of examination questions stored electronically: for example, these should not be stored in a form to which others may obtain access.)
- Ensuring that the copying of formal examination or class test examination papers does not happen off campus, nor is contracted out to third parties. Only (Unit) machines or the Examinations Office may be used.
- Ensuring that the number of persons engaged in the typing and/or duplicating of formal examination or class test examination papers is the absolute minimum. A minimum of two people is required for the printing of formal examination or class test examination papers to ensure that a second count of printed papers takes place Students and student tutors may not assist with the printing of formal examination or class test examination papers. All staff present must sign a register indicating their attendance.
- Supervising the process of copying formal examination or class test examination papers at all times. Care must be taken that all copies of formal examination or class test examination papers (including master and spoilt copies, whether intermediate draft or final) are removed from the copier, and securely locked away until they are destroyed (a register and reconciliation of the number of copies made are necessary. In cases where a printer has a memory, ensuring that the main file is deleted from the printer memory.
- Ensuring that spoilt or surplus formal examination or class test examination papers (including master and spoilt copies, whether intermediate draft or final) are suitably destroyed, e.g. by shredding or incineration;
- Ensuring that relatives of, or persons with any close personal relationships with students writing examinations are not involved in the compiling, typing and/or copying of examination papers.

Identification at Examinations

Students are required to present their student IDs at all School's examinations. If a student fails to present his or her student ID and cannot be identified by Unit representative, he or she will be required to produce his or her student ID within 5 working days to the relevant Unit. If the student fails to do so, his/her results for that examination in the subject involved will be cancelled.

Presence of Unit staff at Examinations

The module convenor or an authorized representative able to deal with substantive issues relating to the paper must be available to attend each venue where the paper is being written.

The module convener or authorized representative should at least be on call telephonically throughout the duration of the examination.

Additional time for reading question papers

As there are advantages in having consistency in examination procedures, examinations involving extra time for reading should not normally be held at the same time and venue as examinations which do not include this allowance.

- This extra time must be clearly shown on the question paper.

- The Examinations Officer must be informed prior to the preparation of the timetable so that the full length of the examination may be shown on the timetable.

- If it is necessary to hold such examinations at the same time and venue as examinations which do not have this allowance, all such examinations must start simultaneously so that those candidates who have not received extra time will leave the hall before those who have.

Electronic devices: Use at Examinations

The nature and use of programmable electronic devices are to be decided by the module convener and/or examiner and indicated on the cover of the examination paper. Students are to be advised of this in advance. The unauthorized taking of stored information in a device into an examination is a dishonest practice in respect of which disciplinary action will be taken. All Examiners must ensure that there is no breach of integrity through the use of any device during the examinations.

Formula sheets and other printed material

Formula sheets and other printed material may be used in an examination if allowed by the examiner. If printed material or formula sheets are allowed, the cover page of the examination question paper must specify clearly what may be used. If formula sheets are to be used, it is advisable that these are issued to the students in the examination venue. Where students are allowed to bring formula sheets into the examination:

- Students must have been given a clear indication in advance of what may be included on a formula sheet;
- All formula sheets are to be handed in with the answer script;
- Dictionaries are not allowed unless the examiner has indicated otherwise;
- During an examination, candidates are prohibited from having on their persons any; and electronic device other than what has been specifically allowed.

Dishonesty at examinations

Examiners and/or invigilators that consider it probable that dishonesty has occurred in any form of the examination must submit a report on students involved to the President for action in accordance with the rules on disciplinary jurisdiction and procedures.

Note: A **class test** and any other form of assessment contributing to a final result is an examination for the purpose of this rule.

Application for the checking of examination results

A candidate may apply for the examination result to be checked, but may not apply to have a script remarked (see appendix A) Checking is limited to the adding up of marks, and to making sure that marks have been allotted to every section of every question attempted.

If as a result of the checking of a script, the class of pass is changed, any fee charged for the checking will be refunded. In cases where the class of pass does not change, but the mark does, the record will be adjusted. The mark will be changed on the record even if the class of pass does not change, but the fee will be rescinded only if the class of pass is affected.

The Retention of Examination Scripts

The Program Director must keep examination scripts for all examinations/class tests (including deferred and supplementary examinations) taken in respect of the previous academic year. The decision to keep scripts beyond this date rests with the Program Director. All class tests are handed back to the student unless they are to be retained for the external examiner.

Extra time in examinations

Academic Committee recognizes that a student with a learning or physical disability may require extra time. Academic Committee will consider, in its absolute discretion, applications from students for extra time in examinations and may grant extra time to a student who has a learning or physical disability. (An examination for the purpose of this rule includes class tests that contribute to the final result in a module.)

Misreading of the time-table

Misreading of the timetable will not be condoned or accepted as grounds for a deferred examination.

Examination Invigilation

Rules for invigilation

The rules regarding invigilation are as follows

- The Examinations Officer will advise the Units of the number of invigilators needed for each examination and venue. The nomination of invigilation sessions is done by the program director or nominee (the responsible person). The Examinations Officer must be informed of the names of all invigilators and the chief invigilator for each examination and venue by the set date.
- Every member of the academic staff shall be required to undertake invigilation duties as specified by the Program Director, the head having ultimate accountability for the examination.

Instructions to chief invigilators (See appendix B)

- '**Instructions to Chief Invigilators**' are revised and approved by the Examinations and Assessment Committee from time to time, and will be issued to the program director before each diet of examinations. The program director is to ensure that all chiefs and other invigilators receive the instructions in advance. The chief invigilators are responsible for ensuring that other invigilators at that session and students are aware of and observe the rules that govern student and invigilator behaviour during examinations. The program director is to arrange for appropriate training when needed.

- Chief invigilators are required to report any irregularity to the President or nominee in writing immediately after the session.

Examiners
Appointment of external Examiners

All modules in all examinations (deferred and supplementary) must be externally examined. External Examiners must be approved in advance by the Academic Board acting on authority delegated by Academic Committee. The external examiners are appointed base on certain criteria:

- ➢ A minimum of PhD Holder and Senior lecturer
- ➢ Good publication and good citation from good journals
- ➢ Area of specialization

An external examiner is appointed for each module, or where appropriate, group of modules. It is desirable that in modules where oral re-examination happens, the external Examiners form part of the panel that hears the oral examination. It is desirable that the external Examiners be present on campus for discussion with the internal Examiners and program director where this is possible. An external examiner should be appointed for a period of no more than five consecutive years, but may be reappointed after a break.

An external examiner is ordinarily somebody who is external to the School and has no current or recent affiliation to the School. In rare cases where it can be shown that no suitably qualified person external to the School can be found to examine a particular module, Academic Committee may approve the appointment of an examiner external to the Unit concerned as an external examiner. Such a person may not have taught the students to be examined.

Examiners' names on Questions Papers
A Program Director may decide whether or not to publish internal and/or external Examiners' names on his or her Unit's examination questions papers. It is expected that external Examiners give consent before their names are published.

Instructions to External Examiners
Instructions to external Examiners are approved by the Academic Board, and issued to all external Examiners by the Faculty Office. See Appendix C, D (Generic Instructions to external

Examiners). Faculty instructions must be based on the Academic Committee-approved memorandum for external Examiners.

Reports on Units by external Examiners

All external Examiners are required, as part of their function, to present a confidential report on the quality of the curriculum of the Unit, as far as they can judge from the estimations of the PhD students. These mandatory, confidential reports are to be sent to the program director in the first instance, who forwards them, with a brief commentary, to the President or his or her nominee, and who reviews and sends a summary report to the responsible Executive Officer.

This procedure serves to keep Presidents and Executive Officers informed annually of Unit functions and allow remedial action, if necessary. It is a Quality Assurance procedure.

Payment of external Examiners

An external examiner is paid a fee if he or she is external to NiBS.

To receive payment, the external examiner must have been duly approved and appointed by the Academic Board acting on authority delegated by Academic Committee, and must have submitted the claim form as described in the payment process.

Examination papers delivered to a third party

Where a set of examination papers is sent by courier or other means to an external examiner, the Unit must record all marks beforehand.

Examination marking requirements

Anonymous marking

Scripts of final written examinations taken under invigilated conditions are to be marked anonymously as determined at faculty level to be approved by Academic Board.

Publication of Examination requirements

Requirements for examinations for certain specified papers must be approved by the Academic Committee and published in the Student Handbook and the module outline issued at the start of the module.

Class work contributing to the final mark

The composition of elements of the final mark is decided by the Academic Boards on authority delegated by Academic Board. Where groupwork contributes to the final mark, this needs to be made explicit.

Marks for Examination Questions

Where a question is divided into smaller parts, marks must be clearly allocated to each subdivision.

Proportion of work to be externally examined

At least 50% of the work that constitutes the final mark is to be externally examined. Where the invigilated examination constitutes less than 50% of the final mark, module work must be retained and submitted to the external examiner.

Publication of examination results

Official publication of results

The only results published and entered on a student's record are:
- The result for the module approved by the Academic Board or Examinations Committee, and
- The result for the module approved by the Academic Board or Examinations Committee following a deferred or supplementary examination.

Approval of examination results and award degrees

The Academic Board may delegate power to the Examinations Committees to:

- Decide examination results;
- Decide whether, or not, to refuse readmission to a student who fails to satisfy the minimum requirements for readmission;
- Assign a progression status to all students; and
- Award supplementary examinations.

The Examinations Committees are required to report the names of qualifiers to the Academic Board. The President is required to report to this meeting any:
- Outstanding results subject to the Academic Board's concession
- Potential qualifiers not approved by the Examinations Committees
- Proposals for concessions

The Academic Board can delegate power to the Academic Committee to:
- Confirm examination results;
- Grant concessions; and
- Finalise the lists of qualifiers for admission to PhD degree

Any proposed result, not subject to an Academic Board's concession, which is not reported to the Examinations Committee is to be reported to the President. The President has power delegated to him or her to approve results, not subject to Academic Board's concessions, received after the Examinations Committee meeting;

Changes to provisional results

A result is provisional until confirmed by the Examinations Committee or the President as the case may be. The authority confirming a provisional result may change the result

- If a clerical error has been detected
- If an examiner's error has been detected
- If the external examiner proposes a change
- If a member of the Examinations Committee, after considering the student's performance in other modules proposes a change.

Change to final results

A result is final once confirmed by the Examinations Committee or the President as the case may be.

The Examinations Committee may suggest changes to exams results if:

- A clerical error has been detected; or
- An examiner's error has been detected.

Classification of Results

Results are classified and published as follows in all modules for graduation:

CGPA of 3.0 and above – Approved for Graduation

Where a percentage result is not obtained, a student's status may be reflected as:

AB   Absent from examination

DE   Permitted to write a deferred examination in this module

GIP   Module still in progress, results expected in a subsequent year

ATT   Module attended

PA   Pass

UP   Unclassified pass

OS   Result not yet available

SP   Pass result obtained via a supplementary examination

SF   Supplementary examination

ASF   Failed, absent from supplementary examination

Form of publication of examination results

For all examinations:

- Examiners are to record on the examiner's report forms percentages only
- Percentages are published as the final result except in the case of supplementary results which are recorded as a percentage only if the examination is failed.

Publication of results of essays, assignments

It is practice to divulge to students the marks given for all forms of assessment, whether or not such work contributes to the final result for the module.

Publication of Examination Results

Results shall be sent to individual emails and also posted on the notice boards of the school.

Access to class test scripts/assignments

A class test is a form of assessment, whether counting towards the final result or not, which is scheduled by the lecturer during the teaching term.

Departments must allow students to see corrected class test/assignments scripts to:
- Provide feedback to students on their performance before they are next examined on the same work
- Give them the opportunity to detect errors in both marking and transcription, which could occur.

Examination timetable and the length and pattern of the academic year

The following principles govern the scheduling of the academic year, and the construction of an academic timetable.

The academic year begins as determined by Academic Board. A tentative table is scheduled at the beginning of studies which includes all dates.

Production of the examination timetable

The Examinations Officer works within the following guidelines in drawing up the examination timetables:

Examination timetable construction: Hierarchy of principles

The first consideration must be that any student must be able to take his or her examinations in the ordinary period for those examinations [unless a reason, independent of the timetable, e.g. medical, compassionate, religious or political, giving rise to a deferment, or unless he or she is an EWA (examination without attendance) candidate, or unless the examination is a supplementary one].

Authority to make changes to the final timetables

The Examinations Officer is authorized to change the dates of PhD module examinations on the final timetable on the recommendation of the Program Director.

Admission to examinations
- Students must pay all appropriate fees in order to be admitted to an examination. Students must ensure that they have no outstanding fees per their respective payment plan.
- Students must satisfy the appropriate assignments and class attendance regulations in order to be admitted to the examination. Thus, students must not have any outstanding assignments and should not have missed any class before the exam date.
- Students will receive an "Exam Pass" from the Registry prior to the scheduled

date of the exam as the ticket to partake in the exam. The pass is only given to students who meet the requirements above.

Admission to the examination room

- Students will not be admitted to an examination room more than 30 minutes after the scheduled start.
- Students must sit in their specified seats as instructed by the invigilator(s).
- Students must not impersonate another candidate, or allow themselves to be impersonated. Students who do this will be tabled before the Academic Board for a decision to be made.

Material not permitted in an examination

- Students must not bring food or drink into an examination room, except for a small packet of sweets (or similar) and a small bottle of water or other soft drink.
- Students must not take to their examination desk any learning materials that has not been approved by the Program Coordinator/Director. Students shall be informed prior to the scheduled exams the items that may be allowed into the examination hall.
- Any personal property such as phones or bags shall not be allowed into the examination room; they must be left in a designated area as instructed by the invigilator.

Conduct in the examination room

- Students must make sure to sign the Attendance Sheets during the examination.
- Students must not copy from the work of another candidate or allow copying from their own work, and must not obtain assistance from another candidate or provide assistance to them.

- Students must maintain silence and remain seated while in the examination room. Students must not cause any kind of disturbance or distraction or attempt to communicate with other candidates.

Leaving the examination room

- A student who wishes to leave the examination room temporarily may do so with permission by an invigilator.
- Normally, students may not leave the examination room during the first 30 minutes or the last 15 minutes of the examination. Outside of these times, a student may leave the examination room before the allotted finishing time under the direction of an invigilator. Students must leave the examination room silently.
- Students may NOT take question papers away from the examination unless specifically told verbally or in writing to do so. Students must not remove from the examination room any other materials provided for the examination including answer books (used or unused).

Non-participation in the exam
- Students who may not be able to participate in the exam due to reasons beyond their control must submit requests to the Program Coordinator or Director and be granted permission no later than 3 days to the scheduled exam.
- Students who have an excuse from the Program Coordinator or Director must be ready to sit the examination no later than 7 working days after the scheduled exam date, unless for very pressing situations, or would have to take the exam with another cohort.
- Students who miss the exam without permission from the Program Coordinator or Director will receive a FAIL for the exam and will have to pick a re-sit form the Registry to re-take the exam. Grades for re-sitting the exams will be perked at the minimum score available.

RESIT POLICY

Purpose and Scope

The purpose of this resit policy is to establish clear and fair guidelines for students at NiBS University who wish to retake an examination or assessment. This policy applies to undergraduate and postgraduate students.

Eligibility for Resits

Students are eligible for resits if they have failed a module or assessment or have received a grade below the minimum pass requirement. Students may also be eligible for resits in cases of extenuating circumstances, which should be submitted in accordance with the University's extenuating circumstances policy.

These are the circumstances in which you may apply for a re-sit of an assessment or a course.

- Non submission of assignment which is considered a FAIL – in this instance, the student needs to get a clearance from their Program Coordinator indicating that the said needs to re-sit a specified course. The Registry will work with the Program Coordinator to schedule a suitable date for the student to re-take the course with another cohort. The student needs to attend the module again with the cohort allocated for the make-up class. All grades will be perked at the minimum score for such students.
- Failing a course/assignment – in this instance, the student shall request the form from the Registry via registry@nibs.edu.gh after the student receives the grade for a specified course and fails. Grades are perked at the minimum score for students who re-sit an assignment.
- Failing an examination - in this instance, the student shall request the form from the Registry via registry@nibs.edu.gh after the student receives the grade for a specified examination and fails. It is in the best interest of the student to contact the Registry as soon as possible so that arrangements can be made quickly for a re-take with another cohort. Grades are perked at the minimum score for students who re-sit an examination.

Number of Resit Attempts: Students are allowed a maximum of two resit attempts for any module or assessment. The first resit opportunity is the primary resit, and the second is the supplementary resit. If a student fails the supplementary resit, they will be required to retake the entire module.

Resit Fees: A re-assessment fee ($50 or cedi equivalent) will be charged for each resit attempt. The amount of the fee is subject to review and will be determined by the Registrar with the approval of the President and communicated to the students in advance.

Timing of Resit Examinations: Resit examinations will typically be scheduled during a designated resit period, separate from the regular examination period. The dates and times for resit examinations will be published on the University's official academic calendar.

Notification and Registration: Students will be notified of their eligibility for resits through official university communication channels. Students must register for resits within the specified registration period. Failure to register for a resit within the given timeframe will result in the forfeiture of that resit opportunity.

Assessment Method: Resit assessments may take the form of written exams, coursework, or other assessment methods as determined by the module coordinator. The format of the resit assessment will be consistent with the original assessment, taking into account any necessary modifications or adaptations.

Grading for Resits: The maximum grade that can be awarded for a resit is the minimum pass grade for the module, typically a passing grade of "C" or the equivalent. The original grade remains on the student's academic record, but only the highest grade achieved in the resit will be used for calculating the student's GPA.

Academic Support: The University will provide academic support resources for students preparing for resits, such as access to study materials, revision workshops, and guidance from faculty members.

Academic Integrity: Students must adhere to the University's academic integrity policy during resit assessments. Any form of academic misconduct during a resit will be subject to disciplinary action.

Appeals: Students who believe that their resit results were unfairly assessed may follow the University's established procedures for appeals.

Feedback: Students who have taken a resit will receive feedback on their performance to help them identify areas for improvement and further learning.

Retake of Entire Module: If a student fails a module after the second resit attempt, they will be required to retake the entire module as per the University's academic regulations.

Review and Revision: This resit policy will be reviewed periodically and updated as necessary to ensure it remains relevant and effective.

Process:
- Please fill in the Re-sit Form.
- Pay re-sit fee to the Accounts Office or through bank transfer BEFORE submiting the application.
- Email the completed form and proof of payment to Registry via registry@NiBS.edu.gh.
- After successfully doing the above, you will be contacted by the Program Coordinator regarding new assessment dates and further instructions.

CLASS ATTENDANCE POLICY

Introduction

Regular attendance is an important aspect of your doctoral journey and it is NiBS requirement that you attend all classes. In order for students to graduate on time, this policy is purpose to establishing conditions associated with online and in-person class attendance, tutorial sessions, assignment submission, examination, as well as participation in doctoral seminars. Class coordinators are responsible for the accuracy of the attendance sheets issued during any class. Absences are recorded from the first day of a module.

Purpose

The objective of the policy is to encourage students to conform to The Graduate on Time (GOT) module established at the Nobel International Business School (NiBS). It is also to keeping integrity of the semester schedule, make sure that all students' records are collated on time and kept intact, and also to help track both the efforts of course facilitators and the progress of students throughout your doctoral studies at NiBS.

Students' responsibilities

- NiBS expects that students stay in class for the entire duration of a module to meet the credit requirements of the course. Your time-in and time-out on the class attendance sheets must be consistent with the start time and end time of every scheduled class.
- Students who miss this criterion shall not be allowed to participate in the assignments and shall be made to re-take the course with another cohort.
- All course work and grades need to be received before a student is tabled for graduation; hence re-taking a course can affect your ability to graduate with your cohort.

Absence Scenarios and Action Points

- If a student needs to miss class for any reason, he/she must put in a written request with their Program Director to make up the missed class a minimum of two weeks before the scheduled class date.
- If a student falls ill or experiences an emergency and is unable to attend class at the last minute, they must inform the Course coordinator of Program Director no later than the morning of the scheduled class date.
- There must be accompanying pieces of evidence for any reasons presented for missing a class else the absence shall not be approved by the Program Director.
- Failure to do any of these will mean a student's absence will be unexcused and they will have to re-sit the course at an additional fee.

Student Rights and Responsibilities

- Regular and punctual class attendance is essential and it is the student's responsibility to be present at all times during class. This includes all in person and online seminars, tutorials, and lectures detailed in the time table.
- Make-up work for all excused absences:
  - It is the responsibility of the student to request from the Program Director an opportunity to catch up with the class if the absence is excused.

- If the request is approved, the student must speak with the Program Director or class coordinator and be scheduled for the next session of the missed class to catch up, before they can take your assignments.
- If a student misses most two modules without any legitimate reason and approval from your Program Director will lead to a withdrawal or dismissal from the program.

Faculty Responsibility
- Class coordinators are responsible for taking attendance and for providing students with an equitable way to make up missed classes due for approved absences.
- Instructors should inform students promptly of procedures to make up missed work, e.g., including the information in the course syllabus.

STUDENT TRANSFER POLICY

Introduction

NiBS policy for transfers or recognition of prior learning has been put together to provide a better understanding of the processes required, should a student want to transfer from another institution. An application may be made for exemption from some modules. All applications are referred to the Dean who undertakes the academic exercise of ensuring that the course entry requirements are met and mapping the prior learning against the curriculum from which exemption is sought. The application procedure set out below is designed to ensure that the degree aims are achievable and that the academic standards of NiBS is maintained.

Definitions

Recognition of Prior Learning (RPL)

A generic term covering the exemption of a student from a module/s on taught courses at the University on the basis of prior achievement of the relevant learning outcomes.

Advanced Standing

Advanced Standing is the term used to record credit on a student record which has resulted from Recognition of Prior Certificated Learning (RPCL) or Recognition of Prior Experiential Learning (RPEL).

Application process

Prospective students may make an application to the President for exemptions, based on credits previously achieved at another university. It is the responsibility of the applicant to make clear in their application their wish to be exempted from modules on the new course. Prospective students may apply for exemption from modules where these have been completed elsewhere. The procedure set out below must be followed to ensure equity in the consideration of applications, that the course aims remain achievable and to ensure that academic standards are maintained.

Applications are considered firstly by the School through the Dean, in accordance with the criteria set out below, and secondly by the Registry to ensure that the course entry requirements are met. The President will make recommendations for the Registry to sign off. A decision to the application must be made in advance of the start of the course and reported to the respective Program Director.

In recommending an application for course exemptions, NiBS will consider the following:

    (i)   Credit volume requirement: NiBS must ensure that the student registers for the required credit volume at the University following the approval of an application for exemption. No exemption will be granted for part of the module credit weighting. Applications for exemption may be considered as follows for credit achieved at another institution:
- A maximum of 18 credits required for the new course may be imported from another institution.
- credit achieved on a dissertation/project may not be imported.

- Where an application for exemption has been approved, marks achieved on credit imported will not be recorded on the student record or NiBS transcript and will not contribute to the cumulative CGPA at the end of the study.

(ii) Credit level requirement: NiBS must ensure that any exemption recommended is based on evidence of prior learning at the level of the exempted module/s. The applicant will be asked to provide a transcript as evidence of completion and an outline of the course and module content, sufficiently detailed to permit curriculum matching.

(iii) If you have started to write your thesis, your current institution and supervisor(s) must relinquish all rights to the intellectual property contained within your thesis.

(iv) The course requirements: NiBS must ensure that the course content of the modules exempted is consistent or similar with that of NiBS.

(v) outcomes of the exempted core modules to be met, where this is appropriate.

(vi) Time-frame requirements: An exemption must be made based on credit and learning achieved within a reasonable time-frame. NiBS will normally only consider credit achieved within the past 3 years.

(vii) The process will also seek to guarantee that the learning is current. That is, not only does the past learning match into the University course, but that the knowledge and/or understanding and/or skills reflected in the prior learning can be presently applied by the applicant.

(viii) There shall be no Advance Standing for courses like Research Methods, Comprehensive Exam, Research Proposal Defense, and Thesis Defense Thesis.

If the evidence provided is sufficient to grant credit and the above requirements are met, the applicant is informed of the decision and made an offer. The applicant enrolls and the credit given through this process is recorded in the University's student record system and on the student's transcript as 'Advanced Standing'.

Confirmation of outcome of application

Decisions are based on academic judgement.
NiBS will:
- determine whether credit can be given; and
- identify which modules can be credited (if relevant).

The outcome of an application must be provided in writing in advance of the start of the course. NiBS will inform the applicant of the decision and communicate the corresponding course tuition fee for courses that need to be re-taken.

There will be no appeal against a decision to not accept an application for exemption, as such decisions are based on academic judgement.

STUDENTS' SCHOLARSHIP AWARD POLICY

Introduction

The purpose of NiBS Scholarship Awards Policy is to provide consistent guidelines to the school, students and other stakeholders for the awarding of the scholarships. Through the effective application of these guidelines, the numbers of students receiving scholarships will be increased and consequently Doctoral education will be extended to a wider coverage of applicants.

Scholarship Committee

The President will nominate members of staff and appoint them to the Scholarship committee. The main functions of the committee will be as follows:

- Review of all applications for the scholarship scheme Recommend to the President, the most qualified students to be selected for the award of the scholarship
- Ensure that the selection of applicants is done in an ethical manner that stresses merit and need basis
- Review of the performance of the successful applicants to ensure that they adhere to all conditions.
- Review and cancellation of scholarships awarded to students who do not adhere to the conditions.

Rules and Regulations Governing the Issuance of Scholarships.

The scholarship office reserves the right to review or cancel awards due to changes in financial standing, academic or program status. All scholarship awards are subject to the following conditions:

1. Applicant completing a scholarship application form (Jennifer and Benedict are working on the application form)
2. Applicant making a full payment of initial deposit by the due date on the Admission Letter
3. Applicant agreeing to pay fees per installment due dates.
4. Applicant agreeing to submit all assignments by the due dates.
5. Applicants agreeing to serve as an ambassador[1] of NiBS
6. Applicants agreeing to be of good conduct.

Scholarship qualification criteria

The amount of scholarship granted each applicant varies based on the following criteria:

- Financial Need - Applicants must demonstrate their financial need
- Prior academic performance – Applicants with good previous academic performance are considered for scholarship.

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[1] Being an ambassador of NiBS means the applicant must accept to share his/her experiences during info sessions, referring other prospect to the school, who will successfully enroll, blogging about the experiences during the program, among other solidarity expectations.

- Gender – Considering the fact that female is under-represented in the Doctoral education space, female applicants who meet admission criteria are considered for scholarship.
- Academic Profession – Applicants who are already in the academic profession are considered for scholarship under the Academic Doctorate Program.

Payment of Fees and Refund

1. By NiBS policy, you will need to complete payment of the remaining balance of your fees by the date specified on your agreed installment plan.
2. All offers of admission remain conditional on NiBS being satisfied as to your ability to pay fees on the due dates indicated.
3. Invoices for payment of fees shall be issued to you from the finance office prior to each due date.
4. Unless otherwise agreed with the President, all fees must be paid directly into the designated NiBS account, details of which are indicated on the acceptance form attached and, on each invoice, issued to you.
5. You will be refused entry to classes and any other NiBS activities while fees remain unpaid.
6. Interest will be charged on overdue accounts at the rate of 13% unless otherwise agreed with the President.
7. Program fees are reviewed from time to time. Hence, if for any reason, your studies straddle beyond your cohort year or you repeat a course, you will be liable to pay any increase in fees.
8. In case you decide not to take a place after accepting an offer of admission, your deposit will be refunded less **30%** administrative charges.
9. All fees paid after you start the program are **<u>NOT</u>**
10. Application fees paid are **<u>NOT</u>**
11. If you choose to discontinue or defer from the program at any point, you agree to pay fees pro rata as calculated by NiBS.
12. NiBS reserves the right to vary program fees taking account of program operational costs and economic conditions.

Scholarship criteria

A scholarship is free money given to a student to pay for college. Some students win scholarships for their academic performances; others are awarded based on financial need. Whatever the case, every scholarship has requirements, which are qualifications that a student must have in order to win. Before applying for scholarships, check all of the requirements for a scholarship to ensure you're qualified. The more qualified you are for a scholarship, the better your chances of actually winning.

Why Establish Scholarship Criteria?

Simply put, you have to add a few filters for prospective students or you could be bogged down with too many applications, or unqualified ones. Additionally, establishing clear criteria up front will help your team more quickly and confidently review applications and select the best candidate.

Possible criteria to consider in scholarship policy

Gender with special concession for females:

The continued under-representation of women in many fields, and particularly at the highest levels, underlies many of the scholarships for women offered by institutions and organizations around the world. Working to promote the rights, wellbeing and professional status of women worldwide.

Just being a woman won't get you an automatic scholarship. Scholarships for women come with all kinds of criteria, including academic performance, sporting achievement, leadership skills, affiliation to a particular culture or community and age. This criteria for partial scholarship helps women further their education.

GPA

One regularly assessed criteria is a strong and consistent GPA. Many scholarships require at least a 3.0 or even a 3.5. If the award is a renewable amount that's paid out annually, as opposed to a one-time award, you could require that the student maintain a certain GPA annually while or risk forfeiting any future funds. This requirement could also provide a continuing source of motivation for the student when school is challenging. This means that GPA and/or test scores are the main requirement to win the scholarship. While a majority of academic scholarships require students to hold a high GPA, there are a few scholarships that award students for less-than-stellar academic performance. When students apply to academic scholarships, they often have to show proof of their achievement in the classroom. Sometimes, this may require a transcript or test scores. Other times, students may need to include an essay in their scholarship application. The application pool for scholarships with academic requirements is smaller, partly because of those stricter requirements but also because there is more work entailed in the actual application process.

Financial Need

Often, scholarship criteria involve financial need. You may want to help talented students who might not otherwise have the opportunity to attend college because of its growing costs. Requiring that the income of applicants' families falls below a certain amount is a common guideline that's easy to verify via tax documents, payroll stubs, and the like. Given that scholarships are free money to pay for school that doesn't have to be paid back, many students flock to scholarships with financial requirements. A majority of these scholarships require that applicants be able to demonstrate financial need. These financial scholarships can help to bridge the gap between what students can pay and what they were offered in terms of financial aid. The application for scholarships with financial requirements will oftentimes ask students for their – as well as their parents' – income. Sometimes, there are other requirements, like academic or extracurricular involvement.

Geographic Boundaries

Geographic boundaries are another popular criteria choice. After all, if you're looking to possibly hire the student once they graduate, it does no good if they're allowed to use your funds to attend a college far away, where they will establish networks and possibly find a local job

after taking their degree. Establishing this sort of requirement also allows you to serve a specific community, most likely a geographic region your organization serves.

Current Employees
You might restrict applicants to immediate family members of current employees. Be careful not to place restrictions that are too stringent, however, or you may not find applicants at all. On the other hand, you may wish to limit applications to students with no familial association to your current employees, to ensure the appearance of equity.

Demographics
Demographic restrictions are often used when creating an applicant pool. This is helpful for leveling the playing field to give marginalized individuals similar opportunities. This can be based on the demographics of your employees, institution, or community.

Field of Interest
Your company may want to encourage individuals to enter a set field of study. This may aid in recruitment further on, fulfilling a human resources shortage you may be experiencing. Or you may simply be interested in promoting certain interests for the good of the industry as a whole.

Scholarships are offered on a case-by-case basis
All academic scholarships shall be awarded for use in an academic degree-granting program in a college or university accredited by a nationally or regionally recognized accrediting agency.

To be considered for an academic scholarship, all applicants must submit a completed application form through the online application portal, inclusive of the following documents:

- Transcripts from the applicant's current or most recently attended university. Transcripts that have been downloaded, screenshot, or printed and scanned directly from the applicant's college or university website are acceptable for the submission of the scholarship application. However, the scholarship awarding institution must receive official transcripts directly from the student's university before scholarship funds can be released to scholarship recipients.
- Resume
- Two references who are not a family member.
- Short Essay

  - **Scholarships with Extracurricular Requirements**
    Students can also find scholarships with extracurricular requirements. These are scholarships awarded to students for specific organizations of which they are a part. Extracurricular activities range from athletic teams to academic organizations to school clubs. Scholarships with extracurricular requirements require proof that students are involved in that particular organization. Oftentimes, a letter of recommendation or essay is required. Students can ask coaches, mentors or sponsors for a letter of recommendation. Students that find scholarships with extracurricular requirements for which they qualify should absolutely apply. The pool of other applicants is usually

smaller given the niche of the athletic team, club or organization. These scholarships usually take a little bit more to apply to as well.

- **Scholarships with Other Requirements**
  Finally, there are scholarships with other requirements that fall into a more miscellaneous category. These scholarships are awarded for things like last name, citizenship status or place of employment. The requirements for these types of scholarships vary greatly. Sometimes, the applications for scholarships with other requirements denote that students only have to fill out a form, while others need an essay or letter of recommendation. Those that have an easy scholarship application process will likely have a larger application pool, unless it's a very niche scholarship. Like the above scholarships, those that require more work will have less applicants, making the chances of winning a scholarship greater.

- **Requirements for a Scholarship Award**
  Not only are there requirements for scholarships before you apply, but there are also requirements for scholarships after you win. Students must maintain a certain standing in order to continue to be eligible for a scholarship. The requirements for a scholarship after you win typically involve keeping a certain GPA, continuing to demonstrate financial need or staying involved in an extracurricular sport or organization. Scholarships can be awarded every year that a student is in college or they can be awarded for just one year. Before applying, students should read the fine print on how much is being awarded and for how long. They should also review the requirements for a scholarship after winning to ensure that they can maintain good standing in order to keep the scholarship.

  These are but a few of the many potential criteria you can choose when setting up a scholarship. From scholastic achievements to fields of interest, the scholarship criteria you choose is all up to you.

HEALTHY FOOD AND NUTRITION POLICY

Introduction
Nobel International Business School (NiBS) promotes safe and healthy eating habits. We believe that food consumed should be hygienic, nutritious and serve the right amount of energy needed.

Scope
This policy encapsulates options for the types of foods to serve in the workplace. This policy applies to all students of Nobel International Business School.

Food and Water Supply
At NiBS, students eat routinely at scheduled break times and all students are encouraged to eat within the stipulated times, as food[2] shall not be provided outside these times. Bottled water is available at all times during class sessions. NiBS ensures that the caterers have good food hygiene training and properly cover their hair and hands with gloves during food preparation and serving. There are routine checks to ensure that high hygienic conditions are met.

Breakfast- 8:30am to 9:00 am
Breakfast is served very early before class starts at 9:00am. Students are encouraged to come on time and have breakfast before lectures begin. Dishes served include:
- Beverages – tea, milo, coffee
- Fruit juices
- Sandwiches
- Variety of pastries

Lunch -12:30pm to 1:30pm
Students are served both continental and local dishes. The 3-variety buffet nature of the meal permits students to select a meal of their own choice and desirable quantity.

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[2] *a. Students with **serious food allergies** (e.g. nuts) **or special dietary requirements** should kindly communicate to NiBS beforehand so preparation can be made to satisfy their needs.*
   a. All meals are cooked or served with low salt.

We **do not** provide meals such as banku, fufu or kenkey during class sessions. Dishes served include:

- Variety of rice dishes
- Variety of salad
- Variety of local dishes
- Variety of stews

Afternoon Break 4:30pm to 4:45pm
A short break to relax
- Water, assorted biscuits and properly washed fruits are served during this period.

LAPTOP POLICY

Policy Statement

NiBS' information system resources are assets important to NiBS' business and stakeholders and its dependency on these assets demands that appropriate levels of information security be instituted and maintained. At any given time, some of NiBS' information resources will be held on, or will be accessible from, laptops, of which a proportion will regularly be removed from NiBS' premises. It is NiBS' policy that appropriate access control measures are implemented to protect its information system resources, as held on or accessible from laptops, against accidental or malicious destruction, damage, modification or disclosure, and to maintain appropriate levels of confidentiality, integrity and availability of such information system resources.

NiBS information system resources, as held on or accessible from laptops, are important business assets that are vulnerable to access by unauthorised individuals or unauthorised remote electronic processes. Adequate precautions are required to prevent and detect unwanted access. Users should be made aware of the dangers of unauthorised access, and managers should, where appropriate, introduce special controls to detect or prevent such access.

Supporting standards, guidelines and procedures will be issued on an on-going basis by NiBS. Users will be informed of any subsequent changes or updated versions of such standards, guidelines and procedures by way of e-mail or other relevant communication media. Users shall then have the obligation to obtain the current information systems policies from NiBS Intranet or other relevant communication media on an on-going basis and accept the terms and conditions contained therein.

Laptops are an essential business tool, but their very portability makes them particularly vulnerable to physical damage or theft. Furthermore, the fact that they are often used outside of NiBS' premises increases the threats from people who do not work for NiBS and may not have its interests at heart. Laptops are especially vulnerable to physical damage or loss, and theft – either for resale or for the information they contain.

The impacts of breaches of security involving laptops include not just the replacement value of the hardware but also the value of any data on them, or accessible through them. Information is a vital asset. NiBS depends very heavily on its computer systems to provide complete and accurate business information when and where required. The impacts of unauthorised access to or

modification of, critical or sensitive data will usually far outweigh the cost of the equipment itself.

Purpose
The objectives of this policy with regard to the protection of information system resources as held on or accessible from laptops against unauthorised access are to:
- Minimise the threat of accidental, unauthorised or inappropriate access to electronic information owned by NiBS or temporarily entrusted to it;
- Minimise NiBS' network exposure, which may result in a compromise of network integrity, availability and confidentiality of information system resources;
- Minimise reputation exposure, which may result in loss, disclosure or corruption of sensitive information and breach of confidentiality; and
- Minimise the risk of physical loss of the laptop.

Maintenance and Access to on-line Information
The following guidelines must be observed:
- The physical security of any assigned laptop is the personal responsibility of the user.
- Staff are advised to their laptop within their possession and within sight whenever possible, especially in busy public places such as airports, railway stations or restaurants.
- Lock the laptop away out of sight when you are not using it. Never leave a laptop visibly unattended in a vehicle. If necessary, lock it out of sight in the boot.
- Carry and store the laptop in a padded laptop bag or strong briefcase to reduce the chance of accidental damage.
- The IT Department maintain records of the make, model, serial number and NiBS' asset label of your laptop. If it is lost or stolen you can contact them for this information. It is your responsibility to notify the Police immediately and inform the IT Department as soon as is reasonably practicable.
- Viruses are a major threat to the Organisation and laptops are particularly vulnerable if their anti-virus software is not kept up-to-date. The anti-virus software will update automatically every time you connect to the internet. If you have reason to believe that this is not happening, please contact the IT Department.
- Avoid opening any unexplained email attachments.
- Virus scans normally happen automatically but the IT Department can tell you how to initiate manual scans if you wish to be certain.
- Respond immediately to any virus warning message on your computer, or, if you suspect a virus (e.g., by unusual file activity) please contact the IT Department.
- Laptops must have correctly-configured firewall software installed and switched-on. If you have any reason to believe that this is not the case, please contact the IT Department.
- All staff are personally accountable for all network and systems accessed under their user ID, and are encouraged to keep their passwords secret.
- Laptops are provided for official use by authorised employees. Staff are advised to not loan their laptops or allow it to be used by others such as family and friends.
- Avoid leaving your laptop unattended and logged-on. Always shut down, log off or activate a password-protected screensaver before walking away from the machine.

- The contents of a laptop screen are easily observed by someone sitting in close proximity. Please ensure that no sensitive or critical information can be viewed by an unauthorised person when using the laptop in a location away from NiBS' premises. The IT Department can provide a security screen for use with your laptop away from the office.
- Please do not format or make changes to the configurations of the laptop. If staff have a reason any reason to believe that this has to be done, they should please contact the IT Department.
- All staff are responsible for any hardware repairs associated with their assigned laptops
- Staff are solely responsible for replacing the laptop if misplaced in their possession.

Laptops are subject to NiBS' full range of policies. Please ensure that you are familiar with them. A laptop being used in an external location is no different from the point of view of applicability of policies from a PC being used within NiBS' premises.

Backups

If file content is being changed and is not transferred regularly to the corporate network, you must take your own backups of data on your laptop on a regular basis. It is your responsibility to take regular off-line backups to a suitable storage device. Backups must be encrypted and physically secured.

Health and Safety Aspects of Using Laptops

Laptops normally have smaller keyboards, displays and pointing devices than desktop systems. Because these may be less comfortable to use, there may be an increased risk of repetitive strain injury. If you experience any symptoms whatsoever which might be caused by laptop use, please discontinue using it immediately and report the matter to the Human Resource Manager.

Do not balance the laptop on your knees as this can cause back injury. Wherever possible, place the laptop on a conventional desk or table and sit comfortably in an appropriate chair to use it.

Reporting Security Incidents

All security incidents, including actual or potential unauthorised access to NiBS' information systems via a laptop, should be reported immediately to the IT Department.

User Awareness

Users shall be made aware of their responsibilities in the prevention of unauthorised access to NiBS information resources via a laptop, including, but not limited to:
- That no equipment is left logged-in without the protection of an activated password protected screensaver;
- The need to be aware of this Policy and all its provisions.

Disciplinary Process

NiBS reserves the right to audit compliance with the policy from time to time. Any disciplinary action, arising from breach of this policy, shall be taken in accordance with NiBS' Rules and Disciplinary Code as amended from time to time. Disciplinary action may ultimately lead to dismissal.

Deviations from Policy

Unless specifically approved, any deviation from this policy is strictly prohibited. Any deviation to or non-compliance with this policy shall be reported to the IT Department.

ANTI-BULLYING POLICY

Preamble
NiBS is committed to maintaining a favorable working, learning, and social environment where the rights and dignity of all the staff, faculty, and students of the School are respected. This policy provides Equality and Access to all as well as the opportunity to assess the allegations of bullying so as to determine if it falls within its definition of bullying, and is sufficiently supported by credible and specific facts or formal complaints.

Definition of bullying
Under this policy, bullying is defined as the conduct of any sort directed at another that is severe, pervasive, or persistent, and is of a nature that would cause a reasonable person in the victim's position substantial emotional distress and undermine his or her ability to work, study or participate in his or her regular life activities, and actually does cause the victim substantial emotional distress and undermines the victim's ability to work, study, or participate in the victim's regular life activities.

Bullying also includes aggressive and hostile acts of an individual or group of individuals which are intended to humiliate, mentally or physically injure or intimidate, and/or control another individual or group of individuals. Such aggressive and hostile acts can occur as a single, severe incident or repeated incidents, and may manifest in the following forms:

1. Physical bullying includes pushing, shoving, kicking, poking, and/or tripping another; assaulting or threatening a physical assault; damaging a person's work area or personal property; and/or damaging or destroying a person's work product.
2. Verbal/written bullying includes ridiculing, insulting, instigating, spreading rumors or maligning a person, either verbally or in writing; addressing abusive, threatening, derogatory or offensive remarks to a person; and/or attempting to exploit an individual's known intellectual contractual or otherwise, that do not exist under law. or physical vulnerabilities.
3. Nonverbal bullying includes directing threatening gestures toward a person or invading personal space after being asked to move or step away.
4. "Cyberbullying" is defined as bullying an individual using any electronic form, including, but not limited to, the Internet, interactive and digital technologies, or mobile phones.

Scope of application
This policy shall apply to all administration, faculty, staff, students, contractors, consultants and vendors, and persons who enter the campus officially or unofficially. This policy is not intended to and will not be applied in a way that would violate rights to academic freedom and freedom of expression, nor will it be interpreted in a way that undermines a supervisor's authority to appropriately manage their work unit. This definition reserves to the School, in furtherance of its educational mission, the right to address conduct that would not necessarily be unlawful.
Bullying shall not include circumstances wherein:

1. A supervisor or any person with supervisory authority reports and/or documents an employee's unsatisfactory job performance and the potential consequences for such performance.

2. A faculty member or academic program personnel advises a student of unsatisfactory academic work and the potential for course failure or dismissal from the program.
3. A faculty member or academic program personnel advises a student of inappropriate behavior that may result in disciplinary proceedings.

Prohibition of bullying

- Bullying is strictly prohibited on any property of the University; at any University function, event, or activity; or through the use of any electronic or digital technology, whether or not such use occurs on University property.
- Any case of bullying suspected to be of a criminal nature shall be referred to local law enforcement authorities.
- Discrimination is treating an individual differently or less favorably because of his or her having made or supported a complaint alleging bullying.
- Harassment is unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or abusive work or academic environment. Such conduct can be verbal, written, visual, or physical.

Procedure:

Prior to filing a complaint

Prior to filing a complaint of bullying, the person in concern (complainant) may contact the Office of the registrar at registry@NiBS.edu.   The Registrar can listen to the concerns and assist in identifying the type of conflict occurring, discuss options for informal resolution, and refer the complainant to more formal options.

Filling a complaint:

Alleged violations of the anti-bullying policy should be communicated to the Registrar. Any allegation of bullying must be made in writing and include specific examples of conduct directed at the victim, specific examples of substantial emotional distress caused by the conduct, and specific examples of how the victim's work, life, or study was impacted by the conduct. The complaint should be filed within 180 days of the last alleged harmful act.

Upon receiving a written allegation of bullying, the President, the Registrar, and the respective Program Director of the Student's unit will assess the allegation to determine if the alleged misconduct falls within its definition of bullying, and is sufficiently supported by credible and specific facts to warrant the initiation complaint resolution procedures. The policy doesn't prohibit, for example, conduct that might be rude or inconsiderate but is not severe, pervasive, or persistent. However, such conduct could fall short of reasonable expectations for behavior toward others and be addressed by unit leadership as a matter of appropriate performance. Concerns and questions about possible violations can be communicated to the Registrar.

If upon initial review the designated office finds that there may be a case of bullying under this policy then within 15 calendar days of the filing of the formal complaint with the designated office the case is to be referred to an ad hoc Civility Committee. If the designated office finds insufficient evidence or reason to support the complaint then the case ends there with the designated office but is subject to appeal by the complainant, to the members of the Civility Committee.

An accused may review but not possess copies of any and all evidence and documents in possession of the Civility Committee and respond to them prior to the Civility Committee reaching a final determination but 10 days prior to the 30-day time limit on the Civility Committee Process. A complainant may appeal any case deemed insufficient by the Civility Committee.

Civility Committee
The Civility Committee shall be an ad hoc committee consisting of:

    a. Three faculty members at the rank of senior lecturer or professors appointed by the President;
    b. Two students appointed by the President; and
    c. A member of the Administration appointed by the President

In cases where any members of the Civility Committee may have direct involvement in the case they must recuse themselves and alternates will be appointed by the relevant authority.
The Civility Committee has the following responsibilities:

1. Designates an ombudsperson for a period of three years (renewable) and subject to recall by the Committee;
2. Reviews the complaint and all the evidence within 30 business days of receiving the referral of the case and makes a determination and full investigation;
3. Seeks all relevant documents and conduct interviews;
4. Creates and maintains detailed written indications of all documentation including exhibits, analyses etc;
5. Tallies the final vote of each committee member; and
6. States conclusion and recommends remedies.

If the committee finds there has been a violation of the anti-bullying policy and that it warrants disciplinary action then the Committee must refer the case for action to the appropriate agency for final disposition.

The committee can also note a violation of policy subject to review of documentation of the complaint regarding bullying. The Committee must also file an annual report with the President on the incidence of complaints and dispositions and comparisons to previous years and efforts to decrease the occurrences of complaints**.**

Prohibition of retaliation
Retaliation is the adverse treatment of an individual because he/she made a supported complaint alleging bullying, opposing bullying, or cooperating with an investigation of a complaint alleging

bullying. This Policy also prohibits retaliation for reporting or opposing bullying, or encouraging the cooperation of an investigation of a complaint about bullying. Complaints alleging retaliation are to be filed and processed under this policy in the same manner as are the complaints of bullying.

False Allegations

Persons making false allegations of violations of this policy may be treated by the Civility Committee as falling under the terms of this policy or other policies of the University and University related to such behavior as but not limited to: harassment and discrimination. In such cases the Civility Committee will refer the case to the appropriate committee or person (s) under the relevant policy.

Electronic bullying and the use of social media

Electronic bullying is a term used to refer to bullying through electronic media. In sending emails all staff and students should consider the content, language, and appropriateness of such communications. The use of social media for appropriate purposes has grown considerably over the last few years. The following guidance is also relevant for both students and staff:

- Avoid using language which would be deemed to be offensive to others in a face-to-face setting as the impact on an individual will be much the same
- Avoid forming or joining an online group that isolates or victimizes students or colleagues
- Ensure that you never use such sites to access or share illegal content If instances of what might be online harassment or bullying are reported they will be dealt with in the same way as if they had taken place in a face-to-face setting.

Victimization

Victimization is when a person (A) subjects another person (B) to a detriment because they have (or person A believes they have), in good faith, made allegations of harassment or discrimination, intend to make such an allegation, or have assisted or supported a person in bringing an allegation. Examples of victimization may include labeling an individual a 'troublemaker' and/or refusing to advance them academically or professionally, refusal to provide a reference once the working or learning relationship has ended, or treating them in any way less favorably as a result of their actions. Victimization is unlawful under harassment and discrimination legislation and will be treated as a form of harassment under this Policy.

SOCIAL DIVERSITY AND INCLUSION POLICY

Introduction

Diversity is any collective mixture characterized by differences, similarities, and related tensions and complexities, within a certain group of various people, for example, a workgroup, year cohort, or committee. Our society is becoming increasingly diverse, which is a trend that the Nobel International Business School (NiBS) warmly welcomes. If we wish to optimize students' academic development and further the course of science as a whole, we believe it is vital to facilitate communication and knowledge sharing within an inclusive environment that is geared towards everybody's welfare and embraces interpersonal differences instead of avoiding them and prioritizes equity among people.

It is NiBS' job to prepare our students – the vanguard of tomorrow – to play leading roles in the dynamic and ever-changing society of the future and to blaze a trail at the forefront of this change. This requires a more proactive strategy than simply addressing how to manage the increasing levels of diversity among our student body and staff.

How can NiBS ensure an inclusive learning and work environment that enables all students and staff to feel at home and increase the quality of our teaching, our, research, and our societal impact? That is the subject of this document. NiBS is committed to promoting a diverse and inclusive culture that offers equality and opportunity for all by eliminating unlawful discrimination, advancing equality of opportunity, and promoting respectful relations on campus.

NiBS maintains a zero-tolerance principle regarding, insults, stereotyping, physical harassment, and other undesired conduct. These behaviours are strictly prohibited regardless of circumstances, including actions done due to peer pressure, subtly, or covertly. NiBS acknowledges that people differ with regard to their choices concerning political beliefs, religious convictions and life choices.

NiBS' diversity and inclusion ambitions can be broken down into the following strategic objectives:

- Guaranteeing an inclusive culture;
- Strengthening our core tasks (education, research and valorization) by increasing diversity;
- Improving accessibility of rooms/physical spaces, support, and facilities;
- Striving towards more diverse student and staff populations.

Aims

This policy promotes positive attitudes toward diversity and inclusion, to ensure that everyone working, living, and studying at NiBS is treated fairly and with dignity and respect. This policy aims to ensure that no people employed, studying, or visiting NiBS campus shall receive less favourable treatment on the grounds of age, race, colour, nationality, ethnic origins, disability,

HIV status, sexual orientation, gender, marital or parental status, gender reassignment, religious belief or non-belief, political belief or social or economic class, pregnancy, and maternity or any other basis that cannot be shown to be properly justifiable. This policy sets out NiBS' ethos in support of equality in the key areas of current legislation and highlights existing equality policies and schemes that NiBS will adhere to.

Protected characteristics

A safe and free NiBS environment is grounded in feeling at home. For several years, the management of NiBS has been concerned about ensuring a productive environment where everyone can realize their full potential and which is safe in both a social and physical sense. A summary memorandum of all ongoing initiatives was formulated. This policy includes the following areas:

- Strengthening the organizational (culture) of social safety and prevention;
- Combating inappropriate behaviour and sexual harassment;
- An accessible system for dealing with questions, complaints, and incidents;
- Monitoring and identification;
- A physical environment free of factors that might cause people to feel unsafe.

The processing of complaints is important in this regard. Policy and monitoring can cover more than 90%, but this does not guarantee a feeling of safety for all. Both the knowledge that every complaint is taken seriously, as well as registering the signals this provides, contribute to a further increase in safety.

Age

NiBS celebrates and values the diversity of people of all ages and aims to ensure that all people are treated fairly and with dignity irrespective of their age. It is direct age discrimination to deny people opportunities or affect their employment contract because of their age unless there is an objective reason for doing so.

Disability

NiBS is committed to disability legislation compliance and offers its full support to staff, students, and visitors with disabilities. NiBS provides advice and support to student and staff disability needs on campus.

Gender reassignment

NiBS celebrates and values the diversity of its staff and students and aims to ensure that all transgender students and staff are treated fairly and with dignity and respect before, during, and after gender reassignment.

Marriage and Civil Partnership

NiBS aims to ensure that all students and staff who are in a marriage or civil partnership are treated fairly and with dignity and respect. Civil partnership is recognized and reflected in NiBS policies in accordance with the law.

NiBS aims to provide an environment where its people are supported and treated fairly and with

dignity and respect during pregnancy, maternity leave, paternity leave, and whilst breastfeeding. This policy of equality is extended to staff with immediate family carer responsibilities and staff who have adopted children.

Race

NiBS is committed to racial equality in employment and student life on and off campus. This includes a zero tolerance of threatening, abusive or insulting words or behaviour, materials and public acts that are likely to cause offence on the grounds of race.

Religious belief and non-belief

Religion or belief should be taken to mean the full diversity of religious beliefs and affiliations within Ghana, including non-religious and philosophical beliefs such as Christianity, Islam, traditional, atheism, agnosticism, and humanism. NiBS staff and students must be mindful of the legislation in relation to their role in promoting academic freedom. NiBS is committed to its duty to promote equality of opportunity between people of different religious beliefs and opinions.

Sex (Gender)

NiBS is committed to embedding gender equality throughout the staff and student community. NiBS will proactively address underrepresentation, for example, the progression of women in their chosen careers and gender balance in particular academic courses.

Sexual Orientation

NiBS celebrates and values the diversity of its staff and students and aims to ensure that students are welcomed and treated fairly and with dignity and respect on and off the campus.

NiBS Services

All NiBS staff will take account of this equality policy and ensure NiBS community remains fair and open to all; however, the following staff has specific responsibilities within this policy:

Student Admissions

NiBS is committed to excellence in admissions and aims to provide a professional and fair service for applicants. The school aims not only to select students who have the ability and motivation to benefit from the programs which they intend to follow and who will make a contribution to school life, but also to ensure that no prospective or existing student is treated less favorably on any grounds based on the protected characteristics listed above.

Widening participation

NiBS is committed to widening participation in higher education and is keen to see a socially and culturally diverse staff and student population at the school. To help achieve this NiBS offers a wide range of activities for schools, parents, and teachers. NiBS is involved in many projects which aim to raise aspirations and encourage progression to NiBS. Therefore, there is imperative that NiBS demonstrates good practice and adheres to the principles of equality and fairness.

Teaching, learning, and assessment

NiBS values the diversity of backgrounds and experiences that staff and students bring to the academic environment and is committed to meeting the needs of a diverse and changing University community. NiBS aims to ensure that all teaching, learning and assessment strategies are equitable, undertaken with awareness of the different needs of students, and are directed towards the encouragement of academic and personal development for all campus personnel. NiBS recognizes the importance of encouraging diversity to be reflected in the content of courses, teaching methods and forms of assessment.

Facilities and services

All facilities and services provided by or in association with NiBS operate in accordance with NiBS' Equality and Diversity Policy for staff, students, and visitors. This includes catering facilities, accommodation services, sports provision, retail outlets, conferences, and social activities.

Harassment and bullying

NiBS has a zero-tolerance of harassment and bullying in any form. Harassment and bullying mean any unwanted behaviour that makes someone feel intimidated, degraded, humiliated, or offended. Harassment and bullying behaviour are not always obvious or apparent to others and may happen in the workplace or student environment without awareness. All University staff and students have an important role to play in creating an environment where harassment and bullying are totally unacceptable. Staff or students experiencing harassment or bullying in any form can access a staff member, line manager, or supervisor who will offer the first point of contact to anyone experiencing harassment or bullying[3].

Monitoring

NiBS is committed to equality monitoring of undergraduate and postgraduate applications, admissions, progression and achievement, and key staff employment data such as recruitment, pay, and training. Comparisons are currently made by ethnicity, age, gender, under-represented groups, and disability. The results of such monitoring will be reviewed by the Registrar. Any further action NiBS pursues may be based on the findings of this monitoring.

Implementation and responsibilities

NiBS seeks to ensure that, as far as is reasonably practicable members of NiBS are informed of this policy and any associated procedures. All members of NiBS are responsible for familiarizing themselves with this policy and its implementation.

The following groups and post holders have particular responsibility for various aspects of the diversity and inclusion policy for staff and students.
- The Registrar is responsible for monitoring the achievement of equality and embedding a culture of diversity and inclusion across NiBS is met.

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[3] NiBS Anti-bullying Policy

- Unit Heads, and senior managers have direct responsibility for ensuringthis policy and all NiBS diversity and inclusion policies, training, and support are carried out within their areas of responsibility. NiBS unit Heads and senior managers must actively support and promote a culture of inclusivity and diversity within their areas of responsibility. Faculties and managers must remain fully engaged and committed to NiBS' diversity and inclusion agenda.

STUDENT WITHDRAWAL/DISMISSAL POLICY

Introduction
The Nobel International Business School is committed to graduating students before the maximum permissible period for all Programs. This is encapsulated in the Graduate-on-time Module. This policy details the processes and protocols undertaken by NiBS, when a student overstays the required period for their Program or fails to meet the minimum academic credits to facilitate the completion of the Program which will lead to withdrawal or dismissal from the Program.

Policy Statement
It is NiBS' mandate to graduate students on time, and by so doing provide the necessary and ethical support to all students. All students are expected and encouraged to make optimal use of all support services and all NiBS resources in order to graduate on time. For details on academic support for doctoral students, please refer to NiBS' policy on Doctoral Student Support and the RF support Policy. It is a student's full responsibility to complete all requirements, including classes, assignments, and exams, within the expected time period assigned.

Timelines for completing doctoral and EMBA Programs
- Ideally, all students should complete every course requirement within the first year of enrollment. Thesis Supervisors will be assigned to every student who completes the mandated course requirements. For details of Assigning Supervisors, please refer to NiBS' Thesis Supervision Policy.
- The standard time for completing an EMBA Programs is 12 to 15 months. An extension of a one-year maximum which attracts additional fees and charges may be given.
- The standard time for completing all Professional Doctorate Programs is three (3) to Four (4) years. An extension of two (2) years maximum, which attracts additional fees and charges, may be given.
- The standard time for completing a Ph.D. Programs is three (3) to four (4) years. An extension of three (3) years maximum, which attracts additional fees and charges, may be given.
- Failure to complete the Program within the standard and extension period without any convincing reasons that are backed with evidence will lead to a withdrawal from the Program

Process for determining extension period

- The Program Director is responsible for tracking the progress of each student and identifying students who have outlived the standard completing time for all Doctoral Programs.
- The Program Director must write a report on all such students and present it to the Academic Board for review.
- The extension is given on a yearly basis, renewable after the academic year is exhausted until the maximum allowable extension is reached. The student is required to re-register for each renewed year, detailing the reasons for which they are to be granted an extension.
- The Program Director must write a report on all students who have reached the maximum period for their Programs and present it to the Academic Board for review. The report, in addition to other content, must compile all the reasons given by the student on the re-registration form, as well as all other verbal reasons given.
- The Academic Board, chaired by the President of NiBS, with membership Program Directors, a non-voting secretary, and relevant academic staff then deliberates and investigates the reasons for students overstaying the maximum allowable years for their Programs.

Eligibility criteria for withdrawal or dismissal

The academic board may withdraw or dismiss a student base on the following conditions:

1. The student has stayed in the Program over the standard and extension period designated for every Program but has still not completed the program.
2. Any student who earns between a 0.000 and 0.500 grade point average (GPA) in the student's first semester at NiBS.
3. Any continuing student on academic probation who does not achieve a minimum 2.00 GPA after the first academic year in the Program.
4. Any full-time student in the first semester at NiBS or on academic probation who receives (F= fail) for seven or more credit hours grades in the first year

Possible decisions by the Academic Board

The Board may decide further extension for a student under the following conditions:

- The student suffered ill-health with evidence, but failed to formally defer from the Program
- The student is in finishing stages of the thesis and had fulfilled all course requirements
- The student deferred but has not been considered in earlier extension requests

Beyond these reasons, the Board may withdraw the student from the Program, for example:

- The student has overstayed beyond the standard and extension time required to complete the Program but is unable to complete the Program.
- The student still has substantial course requirements to fulfill
- The student has substantial work to be done on the thesis
- The student has a track record of long absence from contact with supervisors

Procedure for dismissal or withdrawal

- The Program director writes a report to the office of the registry stating reasons why the student should be withdrawn or dismissed.
- The registrar examines the report and recommends it to the President.
- The President looks at the evidence and convenes an Academic Board meeting.
- The board meets on the issue and makes a decision based on the evidence and substance of the issue.
- The decision is then communicated to the student and the student is given the right to appeal within 10 working days after receiving the decision from the board.

Appeal

Students who have been withdrawn or dismissed from a Program reserve the right to appeal the Board's decision by writing officially to the registar. Appeals must be based on recent circumstances that were beyond the control of the student. Details of the appeals procedure are:

a. The appeal letter must be composed, typed, signed by the student and sent to the office of the registrar. The appeal letter may be delivered personally or sent by mail, from the student's NiBS account to the official email address of the registrar with a copy to the President. The letter must include all pertinent documentation for the appeal to be considered.

b. Appeal letters for withdrawal or dismissals must be received by the registrar no later than 10 working days after the student has received the final withdrawal decision from the Academic board.

c. Appeal letters must include the following:
- An explanation of the extenuating circumstances, such as personal illness/injury, critical family illness, or other situations of sufficient severity that they may have adversely affected academic performance. These circumstances must be documented by providing physician statements or other appropriate official documents.
- Proof of consistent satisfactory academic performance prior to the occurrence of the circumstances believed to be the cause of the withdrawal or dismissal. These efforts must be documented and supported with all the necessary evidence.
- A detailed plan of action for achieving academic success in the event that the appeal succeeds and the student is enrolled again in the Program.
- The student's full name, NiBS ID number, current and permanent mailing addresses, current and permanent telephone numbers, and NiBS e-mail address.

Appeals that do not meet these guidelines will not be reviewed.

Reinstatement

Reinstatement after withdrawal or dismissal from NiBS is neither automatic nor guaranteed. A student may be reinstated only:

a. If the student provides convincing evidence of probable academic success if permitted to return to the university.

b. The student provides convincing evidence of the student's motivation to continue and of the student's specific efforts during the period of withdrawal or dismissal to eliminate previous weaknesses. After evaluating the application for reinstatement and all supporting materials, the President will inform the student of the reinstatement decision.

c. A student who is reinstated is automatically placed on probation until good academic standing is attained. Academic requirements will be determined by the program directors at the time the student re-enrolls at the university.

STUDENT COMPLAINT POLICY

Introduction

The Nobel International Business School strives to rapidly and equitably address any grievances a student may have regarding various facets of his or her interaction with the school. Relationships with academic or administrative employees, any concerns regarding any services, such as catering or finance, and any issues regarding academic programs or the implementation of such programs are some examples of these characteristics.

NiBS is dedicated to handling grievances in a manner that:
- is prompt and effective to facilitate a speedy resolution;
- is fair and transparent to all parties;
- promotes informal conciliation when appropriate; and
- promotes feedback and best practices to inform service departments, faculties, and institutions and improve the student experience.

Aims and objectives

This policy aims to provide an opportunity for anybody who is or was enrolled as a student at the Nobel International Business School (NiBS) to address any grievances relating to various aspects of their relationship with the School. Any person, male or female, who is now enrolled in, has previously been enrolled in, or is currently provisionally enrolled in, any program of study offered by NiBS, as well as any person who has recently graduated from the School, is referred to as a "student."

The goal of this policy is to guarantee that complaints from students are handled fairly and effectively by outlining for staff and students how the student(s) in question can voice their opinions and obtain a suitable response. In compliance with data protection laws and the school's data policy, all complaints will be handled with the utmost discretion. The Student Alumni Association also provides support for this procedure to faculty and staff.

Scope of the Complaints Policy

This policy's objective is to address grievances regarding the standard of instruction or supervision, as well as other services or situations pertaining to the conduct of students at NiBS. Relationships with academic or administrative employees, as well as complaints regarding any of

the School's services, may fall under this category. This does not include sexual harassment complaints, as NiBS sexual harassment policy paper provides precise information on such complaint procedures. The procedure to be followed under the Student Complaints Policy does not cover the following situations:

i.   criticism of other pupils. These should initially be addressed to the Head of Registry or the Program Directors of the aggrieved student's program of study.

ii. Complaints relating to disciplinary issues or harassment and bullying by other students. These are described in full in NiBS bullying policy.

iii. Applications for extenuating circumstances. Students should bring up their concerns with NiBS Alumni President so that they can be brought up at the appropriate committee if they disagree with a particular School policy or regulation but do not wish to contest the fact that the policy or regulation has been applied to them fairly and correctly. In certain situations, it is not appropriate to use the Student Complaints Procedure.

iv. Allegations of criminal behavior are not covered under the student complaints policy. These accusations will be reported right away to the police and the head of student services.

The Registrar should be informed if a specific set of circumstances legitimately supports both an academic appeal and a formal complaint. The Registrar will then decide how the issue will be handled after speaking with the appellant or complainant. The requirements of the applicable rules and procedures will be properly observed.

Guiding principles

The Student Complaints Policy is largely focused on the student experience and making sure that the necessary frameworks are in place to ensure that NiBS students have a high-quality experience. It also aims to assist personnel by outlining transparent, fair, and well stated processes and procedures.

Definitions

Feedback

The difference between a complaint and feedback should be made clear. NiBS encourages student opinions and actively seeks them out. Without violating this policy, any student may offer criticism that will be helpful to a faculty, institute, department, or service when assessing its rules and procedures. Students are encouraged to give quick and helpful comments to the relevant school, department, or service provider at the local level.

Complaint

For the purposes of this policy, a complaint may be defined as "an expression of discontent by one or more students over the School's activity or lack thereof, or against the level of service given by or on behalf of the School." An informal complaint made orally or in writing, such as an email, to the Program Direct may be substituted with a formal complaint filed using the Student Complaints Form and submitted to the Registry.

Principles

The objective of NiBS is to establish a balance between the rights of the complaining student and those of anybody else. All parties must be treated decently and with respect.

- When a staff member is the target of a complaint and the staff member conducting the investigation could have a conflict of interest, an impartial investigator will be selected. Students must not expect any negative consequences or retaliation in order to file a complaint in good faith. Immediately bring any proof of retaliation to the Head of Student Services' attention. However, if a complaint is determined to be intentional or vexatious, the student in question may face disciplinary action.
- The staff person to whom the complaint is made may suggest that the complaint continue immediately to the formal step if it is not possible or suitable to address the problem informally. The only complaints that will be handled formally are those that are made through the student complaints form.
- If one student designates themselves as the main complainant and point of contact for communication, a group of students may utilize the method detailed below to file a collective complaint. This does not imply that all of the complainants' pupils will experience the same consequence as a result of the complaint, though.

- Any student who wants to complain is urged to do so in person. A complaint from a person other than the student will only be taken into consideration if the student is hospitalized or incapable for medical reasons. The Head of Student Services or a designate may also decide to allow this in extreme cases.
- Anonymous complaints won't be taken into account.

Policy Implementation

The implementation of this policy is the responsibility of all NiBS employees and students. All staff members, current students, and prospective students will have access to this policy.

Process and procedures

Deadlines for resolving complaints

Level of complaint	NiBS will aim to resolve complaints within:
Informal level	2 weeks
Formal review	5 weeks
Appeal	3 weeks

The deadlines mentioned above may be extended by the School in extreme situations, but only if there are valid justifications. In these situations, the student will be given written notice of the extension along with a new date for resolution. If all phases are necessary, NiBS is dedicated to making sure that every complaint is handled completely within 90 days of the original complaint being received. Wherever feasible, complaints should always begin at the informal level. Students are urged to maintain track of the steps taken to resolve their concerns at all stages of the process, as well as copies of any pertinent communication. As long as a student complaints form hasn't been obtained, all concerns will be treated as informal.

Informal level

Students are required to make an effort to immediately and amicably settle grievances with the individual in question. In some rare circumstances, it can be preferable for the student to get in touch with their program director. When a student complains about another student, the complainant should speak with the appropriate Program Coordinator or Director.

All complaints should be made within two weeks of the perceived unsatisfactory circumstances occurring. The School reserves the right not to progress any complaint which is submitted outside of this deadline.

The student is expected to explain clearly what the problem is and what outcome they are seeking,
and the member of staff is expected to listen to the complaint. Staff dealing with complaints are encouraged, whenever practical, to meet with the student to establish the precise cause of dissatisfaction, to explore the remedy sought by the student and to foster a mutual understanding of
the issues involved. Complaints will, as far as is reasonable, be treated confidentially. Although the complaint is considered to be informal at this stage, the member of staff will take reasonable action to remove the cause of the complaint and prevent recurrence. It may be, however, that further discussion about the overarching principles of a complaint is required in meetings or committees before the matter can be resolved. Specific details of complaints or complainants will not be discussed at such meetings. Where appropriate, the complainant will be informed of the outcome of any School discussions relating to their complaint.

Written informal complaints won't receive an official response from Nobel International Business School. The student may go to the official review of the complaints procedure if their complaint is not sustained or if they feel that the resolution of their complaint is unsatisfactory. The majority of complaints are anticipated to be settled at this informal level.

Formal Review

Within one month following the incident, students may file a formal complaint if their complaint is unresolved or the informal student complaints procedure does not result in a suitable resolution for them. In certain situations, the student is required to fill out a Student Complaints Form to detail:

- What their complaint is;
- What the evidence is that supports it;
- Why informal resolution of the complaint was unsuccessful; and
- What result(s) they hope to obtain.

Every complaint form must be accompanied by supporting documentation. Signed witness testimonies, letters, emails, and any other pertinent data may be included in this. The completed form should be sent in person or by email to the appropriate Program Director. The student will be required to submit the form again within five working days in a way that permits appropriate processing of the complaint to take place if it does not clearly and concisely state the concerns

mentioned above. After reviewing the form to establish if the complaint is covered by the student complaints policy or whether the student should be sent to another authority, the director will confirm receipt of the form within five working days.

A record of the complaint will be kept and recorded to the Complaints Log if it is determined that the student has reasonable grounds for a complaint and has provided adequate supporting documentation. A complaint that lacks sufficient justification, supporting documentation, or is incomplete will be forwarded to the complainant for clarification. The Registrar will next look into the situation after the complaint has been entered into the complaints log.

The Registrar will do appropriate research to determine the case's facts. Any individual whose cooperation is requested will be informed in advance of any investigative sessions that any questions, responses, remarks, or the submission of documents pertain to an inquiry into a formal complaint. Any student or staff member taking part in an investigation under this procedure has the right to have the following people with them:
- Student alumni representative, parent, friend, or disability advocate.
- Staff member who represents a trade union or professional association at their place of employment.

The inquiry will be fair and reasonable, as will its conclusion. An ad hoc Student Complaints Panel will be formed to decide appropriate resolution to the complaint. They will receive confirmation of this along with their investigation report. The Registrar of NiBS or their representative will preside over the Complaints Panel, which will consist of the following individuals:
- Registrar (Chair)
- Relevant Program Director;
- Senior Academic Member of Staff;
- Head of Human Resources;
- Student Representative
- Secretary from Registry or nominee;

If the upheld complaint implies staff member incompetence or misconduct, either explicitly or implicitly, the case may be sent to the human resources division for inquiry. The results of the complaint inquiry will not be considered undisputed assertions of fact under the staff disciplinary procedure; rather, they will be used as evidence in that investigation. If the student's complaint is not upheld or if they believe their complaint was not resolved satisfactorily, they will be informed of the next step in the student complaints procedure.

Within five weeks after receiving the student complaint form, the chair of the complaints panel will send a written response. In rare cases, the student will be informed by the complaints officer of the cause and an anticipated response date if it is anticipated that the inquiry will take no more than five weeks. By getting in touch with the designated person in charge of the investigation, complainants and others identified in complaints can receive an update on the status of their complaints at any time.

Note: Complaints about senior staff (The Registrar, The President or other senior members) should be made online by sending an email to: nibsstudentcomplaint@edu.gh . Such complaints will be received by the Chairmen of the Governing Board and the appropriate measures taken to address them accordingly.

Procedure for addressing student complaints

Here is a step-by-step procedure for Nobel International Business School (NiBS) to address students' concerns, covering various aspects including delays in getting feedback, change of supervisor, concerns on the provision of service, quality of lecturers, concerns or complaints about staff attitude, grades, and scores:

1. Student Concern Submission:
- Students should submit their concerns in writing using the official NiBS Complaint Form, available at the Student Affairs Office or online.
- Clearly articulate the nature of the concern, providing specific details and supporting documentation where possible.

2. Initial Acknowledgment:
- NiBS will acknowledge receipt of the concern within 5 working days.
- Provide the student with a unique reference number for tracking the progress of their concern.

3. Concern Categorization:
- Categorize the concerns based on their nature (e.g., academic, administrative) to ensure they are directed to the appropriate department for investigation.

4. Investigation and Fact-Finding:
- Assign a designated staff member or committee to conduct a thorough investigation into the concerns.
- Gather relevant information, interview involved parties, and collect any supporting documentation.
- Maintain confidentiality throughout the investigation process

5. Communication with Involved Parties:
- Inform the individuals involved in the concern about the investigation process and request their input.
- Emphasize the importance of cooperation and provide a deadline for their response.

6. Resolution Proposal:
- Based on the findings, develop a resolution proposal that addresses the specific concerns raised.
- Ensure that the proposed resolution is aligned with NiBS policies and guidelines.

7. Communication of Resolution:
- Communicate the resolution to the student within 10 working days of the acknowledgment.
- Include a detailed explanation of the resolution and any actions or changes that will be implemented.

8. Appeal Process:
- Establish an appeal process for students dissatisfied with the initial resolution.
- Clearly outline the steps for submitting an appeal, including deadlines and required documentation.

9. Appeals Committee Review:

- Form an Appeals Committee, including faculty, administrators, and student representatives.
- Conduct a thorough review of the appeal, considering all relevant information.
- Provide a final decision within 15 working days.

10. Documentation and Reporting:
- Maintain comprehensive records of all concerns raised, investigations conducted, and resolutions proposed.
- Generate periodic reports summarizing the types of concerns received and the outcomes of the resolution process.

11. Continuous Improvement:
- Periodically review and assess the effectiveness of the concern resolution process.
- Solicit feedback from students on their satisfaction with the process and implement improvements as needed.

12. Support Services:
- Ensure that students have access to support services, such as counseling or academic advising, throughout the concern resolution process.
- Communicate the availability of these services to students.

13. Policy Awareness:
- Regularly communicate NiBS's concern resolution policy to students through handbooks, websites, and orientation sessions.
- Conduct awareness campaigns to ensure students are aware of the processes available to address their concerns.

Appeal

A student has the right to appeal against the investigator's decision if they feel that the student complaint procedures have not been followed properly, new evidence has been presented that was not taken into account as part of the original complaint, their complaint has not been appropriately addressed, or the decision regarding the outcome of their complaint is unreasonable. If there is a valid excuse as to why new evidence was not presented at the start of the official inquiry stage, the School may take it into consideration.

In certain situations, Student Services must receive the "Appeals Form: Student Complaints" together with any necessary supporting documentation. Within five working days, Student Services will acknowledge receiving the appeals form. In collaboration with the Registrar, the President will assess the appeal form and determine if any new information has come to light or whether the Student Complaints Procedure was properly followed.

After receiving notified of the conclusion of the Complaint Panel of the student complaints procedure, you have five working days to submit all appeal forms. The School retains the authority to reject any appeal that is received after this cutoff time. Without sufficient justification and/or supporting documentation, an appeal form will be rejected and the appellant notified. The Complaints Log will be updated if the President determines after reading the appeals form that the student has adequate grounds for an appeal and has submitted appropriate documentation. Membership of the Appeal Panel:
- Senior academic staff member;

- Senior Program Manager;
- Student representation;
- Secretary from Registry; or nominee

The Appeal Panel has the right to restart the inquiry and interview new witnesses. The panel will have the following options available to them:

- Uphold the appeal and determine an appropriate resolution; in this case, a written explanation of the decision will be provided to the student and the investigator.
- Decide on a suitable resolution and partially uphold the appeal; in this scenario, the student and the investigator will both receive written notification of the decision. The complaint will also get a letter stating that the process has been completed.
- Reject the appeal; in this instance, the student will receive a written answer outlining the grounds for doing so, and the complaint will receive a letter stating that the procedure has been completed. There will be a complaint.

If the upheld appeal implicitly or explicitly implies that a staff member has engaged in misconduct or incompetence, the case may be submitted to the Human Resources department for inquiry. The results of the complaint inquiry will not be considered undisputed assertions of fact under the staff disciplinary procedure; rather, they will be used as evidence in that investigation.

PLAGIARISM POLICY

Introduction

Plagiarism is the presentation of someone else's work as your own. When done deliberately, it is cheating, since it is an attempt to claim credit for work not done by you and fails to give credit for the work of others. Plagiarism applies not just to text but to graphics, tables, formulae, or any representation of ideas in print, electronic, or any other media.

In some cases work can be plagiarized inadvertently, but this is usually due to carelessness and poor academic discipline. Whether deliberate or inadvertent, plagiarism undermines scholarship, is a form of academic misconduct, and conflicts with the ethos of the School. Much of this policy document is aimed at informing postgraduate students about plagiarism. In almost any academic pursuit, one learns from the ideas and the work of others. Therefore, in preparing any work to be presented as part of one's course or for research or scholarship, one must rely on other people's work to develop one's own. It is imperative, however, that this work is fully acknowledged, following the standard referencing practice within the particular discipline.

At a minimum one must indicate when any material is being quoted directly (e.g. by enclosing it in quotation marks [" "] in the case of text) and cite the source. Also, one must acknowledge the influence of other sources even when they are not being quoted directly. Acknowledgments must be provided at the appropriate point in one's work – it is not enough simply to list the sources at the end of one's work. In some cases, particularly in the professional academic arena, plagiarism will also be a breach of copyright, which can expose the copier to civil or even criminal legal proceedings. However, plagiarism is not confined to cases of breach of copyright, since it can relate to unpublished material, such as someone else's notes, which may not be covered by copyright. Also, while copyright has an expiry date, no such date applies to plagiarism.

Collusion is a form of plagiarism. If one allows someone else to copy one's work, this is collusion and both parties are guilty of plagiarism. Also, if one presents work as one's own individual effort, where it has in fact been developed jointly with others, this is regarded as collusion. This would obviously not be the case where students work as groups and submit one assignment as a group. Appropriate cognizance should be taken of this fact in departmental or course plagiarism policies.

Best practices

While the policy outlined here applies across the institution, there is also a need for policies to take account of the different cultural and other issues that arise amongst different disciplines. NiBS is obliged to make all candidates aware of the plagiarism policy through lecture(s), handbooks, handouts, and the web, etc. Also, each NiBS Unit should provide adequate training early in the academic year on plagiarism and collusion and on best practices to be followed when submitting work for assessment. When providing such information for candidates, departments should not merely warn them of the penalties for plagiarism, but should also help those students who put excessive constraints on themselves out of fear of infringing any plagiarism regulations. In this regard, it is recommended that all departments give at least one lecture where standard referencing conventions are explained and defined. This should take place in the first year of any course.

Transition to best practices

Unless one has informed students that their work will be checked for plagiarism, the abrupt enforcement of this policy would be unfair. It is therefore recommended that in the interim NiBS requires students to sign a declaration that the submitted thesis is entirely their orignsl own work.

Procedure and penalties

Where a supervisor, examiner, or course professor suspects plagiarism, then s/he should follow the procedures set out under this policy. These regulations cover assessments undertaken as part of examinations and also those undertaken outside of examinations. The relevant sections of the Guide are given in the next section. The penalties for plagiarism are outlined in the Guide. In the case of assessments that are not part of invigilated examinations, the Regulations allow the Registrar to exercise discretion to pursue the cases of suspected plagiarism/cheating internally within the school. This should be done in cases of minor breaches of the plagiarism regulations where they are the first offense and are due to carelessness, poor academic practice, or where they relate to a very small proportion of the overall assignment. Penalties for more extensive plagiarism are based on the principle that students should gain no marks whatsoever for plagiarized material. Students have a right of appeal when they believe that they have been treated unfairly by the plagiarism procedures. Such appeals would normally be dealt with through the standard NiBS Examination Appeals Committee (which has independent legal oversight).

Penalties for plagiarism in particular affecting the content of theses/dissertations can to some extent be influenced by factors outside NiBS as well as the procedures and penalties outlined above. Theses/dissertations are subject to External Examination and an External Examiner is entitled to fail any thesis in which significant plagiarism is detected. Students have the right to file an appeal against such decisions by External examiner.

Plagiarism detection and prevention

Plagiarism has been dealt with largely as a disciplinary matter after it has been detected (by an ad hoc mixture of electronic and non-electronic methods). Over the next few years, it is the intention that NiBS moves towards a transparent, non-confrontational approach that will prevent much plagiarism. Students will be able to submit any material (in electronic form) for scrutiny by the Turnitin software that assigns originality scores to their work. As far as students are concerned, it is intended that assignments will be submitted to their teachers after they have conducted such scrutiny themselves (together with the Turnitin scrutiny report). It will be for Director/Coordinator to determine the proportion of assignments that are dealt with in this fashion.

GENDER POLICY

Introduction

There is a growing awareness in the Noble International Business School, (NiBS) of the need to improve gender equity and equality. This policy reflects NiBS' commitment and responsibility to gender equity and equality as stated in NiBS Corporate Strategic Plan 2022-2025. In light of this, NiBS recognizes the need to create a more conducive environment for learning and work for both men and women, and realizing the need to promote, support, and consolidate gender mainstreaming and equity in its community; and is cognizant of the existence of some degree of gender imbalances and the need to move beyond the present gender indifferent disposition, set out this Gender Policy for use in the school's community.

Scope and objectives of the gender policy framework

The Gender Policy defines the school's gender vision and strategies to achieve this vision. It seeks to create an enabling environment for all staff and students of the School and implement Programs aimed at achieving gender equity and equality of opportunities.

Vision

The purpose of this Gender Policy Framework is to establish a clear vision and set of mainstreaming guidelines for the school, for the development of services, policies, procedures, and practices based on equity between women and men. Furthermore, it suggests the development of specific interventions to meet the practical and strategic needs of female staff and students in order to ensure their empowerment towards the achievement of the School's objectives.

Mission

- To advocate for gender equity at the Institutional level and create an effective enabling environment to guide the process of achieving equality of opportunity and empowerment for the achievements of the objectives of the school;
- To promote the equal rights of women and men with regard to studies, work, recruitment, and other conditions of work as well as development opportunities within the university; and
- To promote an integrated system of teaching and learning, research, training, information, and documentation in the gender mainstreaming activities of the school.
- To promote and enhance gender equity in NiBS, the School shall:
- Ensure that all staff and students are fully aware of and accept their responsibilities to perform their roles in a way that genuinely promotes fairness and respect for one's self and others
- Address any perceived barriers in providing and promoting inclusive practices for all staff and students and target areas to remove inequities
- Ensure that any breaches of the policy are reported and dealt with in an appropriate way

Guiding Principles

The policy is founded on the principles of equity of all persons as a principle enshrined in the 1992 Constitution of Ghana, UNESCO Chair on Gender Policy and Human Rights (418)

established in 1997 as well as the Staff Development Policy of the School.

The School believes in the following principles as the basis of all the strategies of this policy:

- That both men and women have equal rights and must be treated equally and optimally served at all levels and in all functions.
- Fairness to all is a basic and fundamental human right
- Right to information and the right to be heard is a fundamental human right, which demands that all stakeholders are given a voice through representation in the key decision-making processes and channels to air out concerns
- All individuals have the right to be safe and must be protected and this School has the responsibility to offer protection to all community members.
- There is a need for a channel for communication, thus the establishment of the Gender Unit/committee

General Strategies

The School shall establish a Gender Committee to advise management on matters of gender equity:

The Committee shall execute the following functions:

- Identify the sources of equal opportunities and treatment of men and women in the School
- Promote equal opportunities in the School and partner with other institutions
- Women Organizations as well as other key stakeholders to help empower women
- Receive and monitor complaints of members of the Schools' community regarding Gender discriminatory practices and incidences of harassment.
- Ensure general compliance with the School's Gender policy through constant monitoring and evaluation
- Report on Gender issues to the Academic Board annually.

The Gender Committee shall include representatives from all key stake holding groups in NiBS community, which shall include one male and female representatives from the academic and from non-academic. Two students shall be represented on the Gender Committee with one being a female or a male

The Gender Unit, in consultation with departments and faculties, develops key frameworks for delivery. To perform efficiently, the Gender Unit will draw upon the skills of the Gender Committee for the School's Gender Program. The functions of each Unit have been spelt out in the diagrams below.

Responsibilities of key players

Every part of the school has a responsibility for ensuring compliance with the duties of the gender policy. All staff and students must ensure compliance.

i. The President has the ultimate responsibility for ensuring that the school complies with the Gender Policy;

ii.   The Registrar is responsible for ensuring that the school's Gender Policy is implemented, and that appropriate action is taken against individuals who do not abide by the precepts of thepolicy;

iii.   The staff has to create and maintain an environment where discrimination is considered to be unacceptable. They should help with the promotion of equity and discard discrimination on thegrounds of gender.

iv.   Students have a role to play in making the school an environment that is free from discrimination and harassment. All students should work towards the promotion of gender equity and not discriminate on grounds of gender. Incidence relating to gender should be reported to any of the members of the Gender Committee, member ofstaff, or the Head.

Monitoring and evaluation

The Gender Committee shall monitor and evaluate the effectiveness of the implementation of the Policy and report to the Registrar on an annual basis. For the effective implementation of the policy, the school will give the policy a two-year implementation period for both staff and students. During this period the Gender Committee will conduct an annual assessment to monitor and evaluate progress made. The findings will be presented during Annual General Meetings. A comprehensive evaluation will be conducted at the end of the two years.

LATE SUBMISSION POLICY

Introduction
This policy is the outcome of the Registry review of the Nobel International Business School (NiBS) approach to the late submission of assignments. The aim of the policy is to ensure an institution-wide approach to handling the late submission of students' assignments. The policy is underpinned by a commitment to the fundamental objective of supporting students in their studies and recognition of the respective responsibilities of students and staff. This policy must be implemented in line with the following other related policies: Assessment and Feedback Policy and the Examinations Policy.

Definition of late submission of coursework
An assignment is deemed to be late when it is submitted after the published deadline without an agreed extension and in the absence of exceptional circumstances. The policy acknowledges the need to differentiate between regular assignments and other summative assessments such as dissertations and group projects, where there are integrated assessment tasks with time-sensitive marking and feedback requirements. For example: where required for practical reasons, the range and timing of penalties for late submission/contribution of certain forms of assessment such as group work, team projects, and presentations may be determined in the light of local circumstances, but should be applied according to agreed procedures. In cases where the scheduling of elements of the assessment (e.g., presentations and orals as part of larger pieces of assessment) and/or where the turnaround time for marking is less than ten working days, Departments/ Schools are authorized to introduce appropriate variations to the penalty scheme set out below.

Scope
The policy applies to all taught and research elements of postgraduate degrees.

Principles and guidelines for implementation
All staff should adhere to the following guiding principles and procedures in handling coursework/assignments that are submitted late.

Coursework/assignment submission window
In the quest to live up to the mission of NiBS' core marketing message which centers on its Graduate-On-Time (GOT) Model, and to strive to adhere to the feedback guidelines, students have one (1) month to submit their post-seminar assignments on the midnight 11:59 GMT.

Assessment fees
Assessment fees are used to fund the remarking or initial marking of the script by different facilitators. The same marking fee is paid for remarking a script that had initially failed to pass, or the remarking of a script that is contested by the student. The fee for each of the above is $50. A fee exemption has to be approved by the Registrar of NiBS.

- All submitted assessments will be marked at face value with feedback provided, irrespective of the mark formally recorded. That is, all students should be made aware of the mark awarded prior to the application of any penalty for a late

submission.

- In cases where a student can demonstrate that unforeseen, unanticipated problems have arisen before the midnight deadline on the day of submission, they must contact either the program coordinator or the registrar to indicate the nature of the issue. Following formal notification, students will be granted an automatic exceptional period of extension on the day of submission thereby allowing time to mitigate against unforeseen personal events, issues, etc. on the day of submission.
- During the exceptional period of extension, IT issues and travel problems would be accepted as grounds for an extension of the deadline, although alone they would not be grounds for lengthier extension requests.

Extensions

Students can request an extension to their coursework submission deadline when they feel they have circumstances that are impacting their ability to meet the submission date. The length of an extension will be decided by delegated staff, however, extensions to the submission deadline will normally be limited to the date by which feedback on the assessment is returned to students. Coursework accepted following the approval of an extension will be assessed in the normal way. Students must submit their request for an extension as early as possible, and in line with the Policy on Extensions to the Submission of Coursework/Assignment, this must normally be before the coursework deadline. Students must be made aware that ongoing, longer-term mitigating circumstances impacting their studies, in general, must receive official approval from the registrar of NiBS.

Program Units have oversight of student submission patterns

- The Program Units should maintain records of late submission of coursework in order to identify students who may require pastoral or academic support.
- Students should be contacted if more than two consecutive submission deadlines are missed, with a view to appropriate support being offered.

Roles and responsibilities

Program coordinators, and RFs are responsible for:
- Ensuring this policy is implemented consistently across courses; and
- Using records of late submission to identify students who may require support.

Students are responsible for:
- Understanding the requirements of individual assessments, and actively engaging with assessment tasks by devoting appropriate time and effort;
- Finding out where, how, and when work is provided;
- Communicating to staff any personal circumstances that are negatively impacting their studies via the processes outlined in the Personal Circumstances and Academic Appeals Procedure; and
- Requesting extensions to the deadline for coursework submission in line with the Policy on Extensions to the Submission of Coursework.

SEXUAL HARASSMENT POLICY

Preamble

An equal opportunity policy is a priority at the Nobel International Business School (NiBS). As a result, everyone who works or attends the school is treated equally and impartially, regardless of their gender, age, ethnicity, physical or mental capabilities, sexual orientation, religion, or faith. NiBS sees the prevalence of sexual harassment as a matter that needs special consideration in this setting. NiBS will take action to prevent sexual harassment and will not accept it. The School's reaction to a sexual harassment claim is described in this document. All NiBS employees, students, and visitors are subject to the Sexual Harassment Policy outlined below

Terms and definitions

Sexual Harassment

Sexual harassment is defined as:

Unsolicited sexual advances, requests for sexual favours, and other verbal or physical acts of a sexual nature, whether on a one-time basis or over the course of several incidents, that may cause offence, humiliation, awkwardness, or embarrassment, or that may be reasonably construed as imposing a sexual condition on employment, promotion opportunities, academic performance, or other rights,

NiBS' sexual harassment policy considers any nonconsensual sexual activity to be unlawful. Sexual harassment includes, but is not limited to, the following:

a. Any type of communication—verbal, physical, written, digital, or visual—relating to gender or sex that has the intention or effect of unreasonably interfering with a person's academic or professional performance and that makes the receivers feel hostile, disrespectful, or intimidated.

b. Comments, allusions, gestures, or other kinds of personal attention that are unwanted and unsuitable for an academic, professional, or residential setting—such as a classroom, dormitory, or office—and that might be properly interpreted as making sexual advances or demeaning a person.

c. A request for sexual favours where acceptance or denial of such a proposal could be considered as a foundation for evaluative judgements impacting an individual's future.

d. Sexual imposition refers to unwanted touching or any other sexually suggestible behavior that is not consenting.

e. Abuses of power so that people are treated unfairly because of their gender or sexual orientation.

f. Sexual interaction that is not voluntarily consented upon by both parties; sexual compulsion or threat.

g. Rape: an instance of sexual assault that usually entails having intercourse with the victim or indulging in other types of sexual penetration without the victim's consent.

It should be noted that several of the terminology used above are ambiguous. More subtle kinds of sexual harassment may be hard to see, although overt ones are typically clear. The perpetrators may not be aware that their actions are "unwanted" or improper. Any behavior that results in the harassment of another person is unacceptable and will subject the offender to disciplinary action.

Consent

Consent is the act of deciding to partake in a certain sexual activity. Both parties must have sound judgment and a common knowledge of the nature of the conduct they are consenting to in order for their consent to be considered legitimate. Silence is not always a sign of approval. The behavior must end right once if consent is ever revoked. In situations where there is a power imbalance and when there are opportunities to receive advantages, sexual contact between people cannot be regarded as consenting.

Sexual relationships

Sexual relationships that are consented to are not encouraged by the school. NiBS does not support intimate relationships between senior members and staff, students, or any other group of people where one of the parties is in a position of authority.

Retaliation

 a. Retaliation against those who may have reported sexual harassment to the Sexual Harassment Committee, given statements, helped with, or participated in an inquiry under the Policy is forbidden at the Nobel International Business School.

 b. Retaliation refers to any act of vengeance committed against a person who has reported sexual harassment to the Sexual Harassment Committee in relation to behavior that has been forbidden under the Sexual Harassment Policy.

 c. Retaliation may take the shape of academic or employment choices that are made in response to a complaint about behavior that is forbidden by the Policy or involvement in its enforcement by a specific individual. It may also take the shape of forceful, intimidating, threatening, or discriminating verbal, physical, or written behaviors.

Hostile Environment

When employees, students, or lecturers are routinely exposed to elements of the aforementioned attitudes or behaviors, which when combined result in an unpleasant, unfavorable work environment, this can produce a hostile atmosphere. A productive, healthy, and supportive work environment cannot exist in such an atmosphere.

  a. A hostile environment is determined by looking at all of the circumstances, including, but not limited to, whether:

  b. The claimed harassment is routine;

  c. The reported harassing behavior ranges in severity;

d. Such behavior hinders the ability of a worker to execute their job, the academic performance of students or lecturers, or the full enjoyment of NiBS' programs or services;

e. Such conduct has the effect of emphasizing one's gender or sexuality in a manner offensive to a reasonable person;

f. Such behavior results in the creation of an intimidating or hostile environment at work, in or outside of the classroom; and

g. Even after the accused victim made the alleged offender aware of the inappropriate and insulting nature of the behavior, nothing has changed.

Offense

The offences listed above or those mentioned in this text are all treated seriously by Nobel International Business School. All save the last two violations will have their sanctions decided by the committee, in collaboration with all parties involved, due to the individuality and complexity of each sexual offense case. All parties involved will be informed of the findings and suggestions made as a consequence of these discussions, and the President of the School, whose decision is final, will receive a written summary of the findings and recommendations. Typically, the proper adjudicating authority will be consulted for the final two categories.

Any non-consensual sexual conduct is an offence. Examples of offences include, but are not limited to:

a) Sexual Harassment: Any unwelcome sexual attention, including but not restricted to sexually inappropriate or threatening behavior.

b) Sexual Imposition: Non-consensual sexual touching

c) Sexual Assault: Non-consensual sexual activity, such as vaginal penetration, anal penetration, and oral sex. Non-consensual sexual activity includes, but is not limited to, unwanted kissing of lips, mouth, breast, or other body parts, touching of breasts or chest, buttocks, thighs, vagina, penis, or other body parts, and oral sex. This group may fall under a serious enough category to be referred to Ghana's legal authorities.

d) Rape: forced, uninvited penetration of the vagina, oropharynx, or anus by a male penis or any other instrument. According to Ghanaian law, this category is one that is typically addressed to legal authorities for explanation, verification, and judgment.

Sexual offences

It is important to note that sexual harassment offences may be:

a) Verbal: containing offensive statements, ideas, and recommendations, harmful rumors, jokes, and music based on someone's ethnicity, age, ability, sexual orientation, or gender.

b) Non-Verbal: Graffiti, offensive email, text messages or photos on mobile devices, offensive literature or images (hard copy or digital), stalking, whistles, or catcalls are examples of offensive material.

c) Physical: such as unwanted touching, gesticulation, or assault.

Note on Mode of dress

Mode of dress has been cited as sexually harassing behaviour. Although NiBS holds to the belief that it would undermine the integrity and educational agenda of an academic and democratic institution to curtail freedom of expression and of choice, dress styles can be considered a form of sexual harassment if they fail to cover body parts that general society and culture consider as sex organs. As a result, NiBS will not tolerate unacceptable attire on its campus or at any off-campus events the School hosts. NiBS has the right to exclude anybody from an ongoing activity if their attire makes other participants uncomfortable, regardless of status, color, gender, religion, or creed.

Procedures

Making a complaint

The President, Registrar, and Program Director may receive a formal or informal complaint of sexual harassment as specified in the Complaint Policy, after which the Civility Committee will conduct investigations as specified under the Complaint Policy.

Protection of Parties

The Contact Person must use the required methods to ensure the complainant's safety if they are in immediate danger. This might entail going to a doctor's office, hospital, or police station. The formal procedure is available if a complaint cannot be handled using the aforementioned methods or if the accused offender is uncooperative during the Informal Procedure.

Making a Police Report

The complainant will have the freedom to choose whether to file a formal police report in the situations mentioned above. If the complainant selects this course of action, the Sexual Harassment Committee and the Contact Person will communicate and work closely with the Police.

Confidentiality

To the extent allowed by law and NiBS' policy, any information sent to the Sexual Harassment Committee must be kept private. The need of confidentiality to the whole sexual harassment mediation process must be underlined. Any member of the committee, contact person, school administration, support person, or other interested party must not have a justification for breaching the confidentiality of any of the process participants.

Response to a complaint

Once the Committee receives notice of possible sexual misconduct:
   a. The complainant will be informed of applicable institutional policies and provided appropriate, confidential support and other options. These will include counseling and medical treatments.

b. In response to a report, the School will take the necessary action to stop and/or remedy retaliatory behavior.

c. If asked, relevant support services and information may also be provided to other process participants (such as witnesses).

d. The Committee may carry out any necessary immediate interim measures. This could include separating the living arrangements of the complainants and responders. The intervention(s) in question may remain in effect until the review or appeal procedure is over.

Guidelines

All complaints will receive fast, comprehensive, procedurally fair, and effective responses from the Committee. The committee will attempt to finish its review as soon as it receives a report, but no later than 21 working days after receiving a pertinent request.

The following guidelines shall apply:

a. In order for the Committee to take further action, the complainant must formally request it.

b. The Committee must inform the accused offender that additional action is being conducted and that disciplinary action may be imposed.

c. Unless both the complainant and the accused offender agree to a combined meeting, the Committee will arrange separate investigatory sessions with the complainant and the alleged offender to try to address the issue.

d. Any participant in the process—whether a complainant or a respondent—may attend any meeting pertaining to the review of the reported sexual misconduct with a counsellor or support person (other than a lawyer), so long as the meeting is sanctioned by the Committee.

Investigation and Notification of Results

On every case, the committee chair will be present. Court counsel is not permitted because this is a mediation procedure and not a legal case. The support person need not be a professional, even though they can accompany both the complainant and the accused if the committee deems it necessary. Members of the committee are not certified attorneys, nor is it a court of law. Therefore, allowing legal advice at this point would be detrimental to the mediation process and undermine its goals of teaching and support rather than conflict resolution. The case must be brought before the proper legal authorities if any side wishes to pursue legal action. However, without turning to the courts or having legal counsel present in any of its procedures, the School, through the committee, is empowered to make its own independent decisions and recommendations.

The Committee shall prepare a written report at the conclusion of an investigation. The following shall be
adhered to:

1. Within seven days following the conclusion of the hearing, the Civility Committee should provide a report summarizing the results of the investigations, including any recommendations made and any sanctions imposed.

2. The draft report of the Committee must include:
   a. a synopsis of the complaints made by the complainant;
   b. a synopsis of the respondent's statements in response to the complaints;
   c. a description of the pertinent data provided by witnesses or gleaned from documents, including comments made in response to the draft report; and
   d. the Committee's analysis and conclusions.

3. A Complainant or Respondent will be given the opportunity to offer comments either their own statements or the offered investigative report. They must respond within five (5) calendar days after receiving the invitation from the Sexual Harassment Committee.

4. The Committee will fix any detected factual errors or misconceptions as necessary after receiving any comments and will then reach a decision.

5. The Committee's final written report, which must be given to the President, must include the following information, but is not limited to:
   a. A summary of the investigation
   b. The Committee's findings
   c. A summary of the Committee's rationale in support of the findings and Recommendations and Interventions
   d. The President shall study the report and the recommendations of the Sexual Harassment

6. Committee and decide on the proposals in the end.

The Appeals Process

The complainant or the accused offender has a right to appeal within seven days if they are unhappy with the findings of the investigations or the course of action. The President, who serves as the final arbitrator, will request any information that she/he deems essential in assessing the case. The President must consider the matter and make a judgment as quickly as practicable, but no later than twenty-one (21) working days.

Sanctions

If the Respondent is determined to have engaged in the alleged misconduct, NiBS will launch a sanctioning procedure intended to end the misconduct, stop it from happening again, and redress its effects while upholding the School's duties under its purpose and vision. These penalties should also enhance safety and discourage academics, staff, and students from engaging in similar behavior in the future. The Sexual Harassment Committee and/or the President may impose sanctions that are individually created for each individual instance. These sanctions may include, but are not limited to, the following:

- An apology is a written expression of regret, sadness, or regret for sexually harassing another person. It should be sent to the complainant with copies sent to the president and the sexual harassment committee.
- Formal Reprimand: A formal warning that the Respondent violated the school's anti-sexual harassment policy and that any further violations might result in harsher punishment.
- Completion of an educational project that was created expressly to assist the respondent in comprehending why particular behavior was improper and in preventing it.
- No Contact: Prohibition against accessing a certain space or against making any contact with a specific individual.
- Suspension: Exclusion from the School for a predetermined amount of time or until a set of requirements is satisfied.
- Referral to the proper law enforcement agency: These would be the CHRAJ and DOVVSU.
- NiBS personnel may be denied a promotion or have their employment terminated in this situation.
- Students may be subject to expulsion, dismissal, and/or withholding of results.
- Support and assistance for victims of sexual harassment Any member of the university community who files a complaint about sexual harassment will be given a counselor who will help them throughout the whole process. This will be carried out with the help of the sexual harassment committee, under the president's supervision. As long as all parties think it necessary, the Sexual Harassment Committee is in charge of providing assistance for the victim. This additional support might come in the form of counseling, a recommendation for medical attention, or a suggestion for a suitable spiritual or religious figure. Never should the victim be left without the necessary help to deal with the effects of the harassing occurrence.
- NiBS is accountable for swiftly implementing the President's and the Sexual Harassment Committee's recommendations.

If the complainant is found to have fabricated the offense against them, he/she could have the underlisted sanctions as applicable, applicable to them. This may also include other processes that could involve law suits by the respondent.

Nobel International Business School shall be responsible for assuring immediate adherence to any disciplinary actions recommended by the Committee and the President.

POLICY ON THE DISTRIBUTION OF HANDBOOK TO STUDENTS

Policy Statement
This policy outlines the procedures for the distribution of NiBS Student Handbook to all enrolled students. The Student Handbook serves as a valuable resource that contains essential information about the institution, its policies, procedures, and student rights and responsibilities. It is the responsibility of NiBS to ensure that every student receives a copy of the Student Handbook and has easy access to it.

Distribution Responsibility
Distribution channels: NiBS Student Handbook will be distributed to students through the following channels:
   a. Physical Copy: All new students will receive a printed copy of the Student Handbook during orientation, and existing students can request a printed copy from the Registry.
   b. Digital Copy: An electronic version of the Student Handbook will be available on the institution's official website, accessible to all students, faculty, and staff. All students will be informed about the availability of the digital version.

Timing of Distribution: NiBS Student Handbook will be distributed to students according to the following schedule:
   a. New students: A printed copy of the Student Handbook will be provided during the orientation program at the beginning of each academic term
   b. Returning students: Returning students who did not receive a printed copy during their first term of enrollment will be able to request one at any time during the academic year from the Registry
   c. Digital Copy: The electronic version of the Student Handbook will be made available on NiBS website prior to the start of each academic term.

Notification and Access
   1. **Orientation:** During the orientation program, new students will be informed about the Student Handbook's availability and its significance in understanding NiBS policies and procedures. Students will also be educated on how to access the digital version.
   2. **Notification to Returning Students:** Returning students will be reminded of their option to request a printed copy of the Student Handbook through official institutional communication channels such as email and the institution's website.

Additional Considerations
   1. **Revisions and Updates:** NiBS will periodically review and update the Student Handbook. Students will be notified of any revisions, and the updated version will be made available online.
   2. **Accessibility:** NiBS will ensure that the Student Handbook is provided in formats accessible to students with disabilities. Any student needing an alternative format should contact the Registry for assistance.

3. **Cost:** The distribution of printed copies will be funded by NiBS. There will be no additional cost to students for receiving a printed copy.

Compliance
This policy is applicable to all NiBS students, faculty, and staff involved in the distribution of the Student Handbook. Non-compliance with this policy may result in disciplinary actions.

Review and Approval
This policy shall be reviewed when the need arises, usually every two years, by the office of the Registrar, and approved by the President and management to ensure its effectiveness and relevance.

CURRICULUM DESIGN AND REVIEW POLICY

Introduction

Curriculum development and reviews at Nobel International Business School (NiBS) are integral to the overall quality assurance strategy, focusing on understanding students' learning and experiences within a program. The curriculum development and review process constitutes the action plan for developing programs and enhancing the quality of programs that are offered at NiBS, in collaboration with our affiliates. The procedures in this policy also apply to the development of reviews of programs that will be independently offered by NiBS, after obtaining our Presidential Charter. This policy is, to a great extent, influenced by Ghana's Education Regulatory Bodies Act, 2020 Act 1023.

Purpose

The purpose of this policy is to ensure that courses offered at NiBS are innovative and offer the best learning outcomes to students by taking into account the multiple purposes of higher education, the national regulatory framework for higher education, and the demands of the competitive job market in Ghana, Africa, and beyond.

This policy is to ensure that the curriculum of each program is accountable to the students, government, industry, and the wider society. It is also to guarantee plans for regular curriculum review to respond to changing disciplinary, educational, and social circumstances.

Scope

This policy applies to all academic staff, lecturers, professors, course coordinators, and heads of academic units.

Policy Statement

The policy is expected to:

1. Direct curriculum design to enhance student learning and experiences;
2. Provide an opportunity for critical reflection on new program curricula, while articulating the strengths of new programs;
3. Provide opportunities for student voice and input in developing relevant programs in reflecting on and strengthening teaching and learning practices.
   a. The policy therefore takes into account the recommendations of prior tracer studies and reports of student experience
4. Elicit evidence to guide decision-making within the program.
   a. This covers practitioner opinions and reviews of the curricula;
   b. It also includes conducting surveys among various stakeholders and presenting them to the Curriculum Development Committee;
5. Help all decision-makers understand the relationship among courses within the program; and
6. Identify specific actions to strengthen academic programs.

Guiding principles
The anticipated benefits from curriculum development may be realized based on several guiding principles.

a. **Stakeholder collaboration**: This involves engaging and getting feedback from academic staff-led investigations, contributions from and collaboration among instructors, and also with affiliate partners in the curriculum design.

b. **Evidence-informed decision-making**: This may be achieved through several data sources used to inform discussions about the curriculum and data sources that may include curriculum mapping data, student feedback, instructor feedback, and an environmental scan.

c. **Focus on student learning**: The discussions are to be framed to focus on enhancing the student learning experience. Fourth, the curriculum is to be based on a program-level perspective. The curriculum development committee examines the program and considers students' learning experiences throughout the program.

d. **Continuous improvement**: This is guided by an action plan guiding the implementation of changes over time.

e. **Equity and redress**: Curricula must be designed to meet the educational needs of all the students admitted to the University.

f. **Diversity**: The curriculum design should be sensitive to the different backgrounds and outlooks of those engaged in the teaching and learning processes.

Roles and Responsibilities
a. **Academic Board**
- Oversees and facilitates the development and review process with the Curriculum Development Committee;
- Reviews and approves curriculum drafts to be finalized by the Curriculum Review Committee;

b. **Curriculum Development Committee-** Spearheads the draft, revision, presentation, and finalization of curricula. The Committee is to:
- Draft guiding questions for eliciting expert and professional opinions in the curriculum development and review process;
- Coordinates curriculum mapping activities;
- Coordinates processes to ensure all stakeholders have opportunities to engage and provide feedback;
- Presents draft curricula and reviews to the Academic Board; and
- Finalises all curricula based on the recommendations of the Academic Board

c. **Academic staff -** Includes all full-time faculty members
- Help develop and approve guiding questions for the curriculum development of each program;
- Provide feedback on program-level learning outcomes;

- Invited to participate in data analysis and generating the action plan.

d. Students

Students from NiBS' current master's and doctoral programs may be invited to join a session on curriculum development. Because students have direct experiences within the program under review, their feedback is essential to the curriculum development and review process.

Students can also be involved in curriculum development and reviews in other ways:

- Some of the student representatives (class presidents) may be included in curriculum reviews; and
- The Curriculum Development Committee engages and gets feedback from the student body through the alumni association at strategic points of the process and input into the action plan.

e. Educational Development Consultants

- Five practitioner-scholars from relevant fields are consulted, and their views are sourced in developing the objectives, learning outcomes, and other sections of the courses to be delivered;
- They provide expected consultative expertise when needed; and
- Provide consultation and facilitative leadership for working sessions based on availability

f. Affiliate institutions

In the case of developing a course that is associated with any of our affiliate academic institutions, representatives of the affiliate will be invited to review the respective curriculum. They are required to critically review the curriculum according to national and international standards and provide detailed feedback in writing for administrative purposes. They are also required to help with subsequent reviews and will be invited to the Academic Board meeting to review the curriculum for final approval.

Processes in Curriculum Development

1. The curriculum review process is initiated by the Head of the Quality Assurance Unit. This is done after careful analysis and tracking of student experience reports, tracer studies, program director's reports, and other relevant developments external to the School. The QA Head will present a report on curriculum review to the Academic Board for consideration. This is done annually.
2. If the recommendations are approved, the 3-member Curriculum Development Committee convenes to discuss how to inculcate the recommendations in the relevant curricula.

3. The Curriculum Development Committee conduct interviews and engages relevant stakeholders in reviewing the curriculum and then writes a report with recommendations to the Academic Board.
4. The Academic Board discusses the report and revised curriculum, and makes recommendations where relevant. At this stage all relevant stakeholders, such as representatives of affiliates, students, and relevant practitioners are invited to the Board meeting.
5. All recommendations are then implemented by the Curriculum Development Committee and presented again to the Academic Board for approval.
6. Upon approval, the revised curriculum is shared with program heads to be communicated to students, and for the student handbook to be updated with the revised curriculum.

STUDENT ASSESSMENT OF COURSES AND FACILITATORS POLICY

Purpose and Scope

The purpose of this policy is to establish a structured and transparent process for students at NiBS to provide feedback on their courses and facilitators at the end of each academic term. This feedback system aims to improve the quality of education, enhance teaching effectiveness, and promote continuous improvement in the learning experience.

Policy Statement

NiBS recognizes the value of student input in assessing the quality of courses and facilitators. This policy ensures that students have a formal mechanism to evaluate courses and facilitators in a confidential, constructive, and impartial manner.

Course Assessment

Timing: Course assessments will be conducted at the end of each module.

Method: NiBS will provide an online platform and printed version for students to complete course assessments. The assessments will be anonymous to encourage honest and candid feedback. Students will receive notifications and instructions on how to access and complete the assessments.

Content of course assessment

- Course assessments will cover various aspects, including but not limited to:
- Course content and materials
- Clarity of learning objectives
- Effectiveness of instructional methods
- Assessment methods and fairness
- Relevance of assignments and projects

Course Content and Materials: This aspect assesses the quality and relevance of the content presented in the course. Students evaluate whether the materials provided, such as textbooks, lecture notes, readings, and multimedia resources, effectively support their learning objectives. Questions may focus on whether the content aligns with the course objectives and whether it is up-to-date and appropriate for the level of the course.

Clarity of Learning Objectives: Learning objectives are specific statements that describe what students should know or be able to do after completing the course. This aspect assesses how well students understand these objectives. Students provide feedback on whether the objectives are clearly stated, measurable, and achievable. They may also comment on whether the objectives align with the course content and assessments.

Effectiveness of Instructional Methods: This aspect examines the methods used by instructors to deliver course content and facilitate learning. It assesses the extent to which these methods engage students and enhance their understanding. Questions may focus on the use of lectures, discussions, group activities, multimedia resources, or other instructional strategies. Students evaluate the effectiveness of these methods in promoting their learning.

Assessment Methods and Fairness: Assessment methods refer to the types of evaluations used in the course, such as exams, quizzes, essays, projects, or presentations. This aspect evaluates whether these methods are appropriate and fair. Students assess the clarity of assessment guidelines, the consistency of grading, and the fairness of assessments in measuring their understanding of the course material. They may also provide feedback on the diversity of assessment types used.

Relevance of Assignments and Projects: This aspect focuses on the practical application of course concepts through assignments and projects. It assesses the relevance of these tasks to the course content and learning objectives. Students evaluate whether assignments and projects are meaningful, challenging, and directly related to the skills and knowledge they are expected to gain from the course. They may also comment on the real-world applicability of these tasks. These aspects of course assessments aim to gather feedback from students on various facets of their learning experience. By evaluating these elements, universities can gain insights into the effectiveness of their courses, instructional methods, and assessments, ultimately leading to improvements in the quality of education provided to students.

Facilitator Evaluation
Timing: Facilitator evaluations will also be conducted at the end of each module, in conjunction with course assessments.
Method: NiBS will provide an online platform for students to complete facilitator evaluations, and in case the course is in person, students will be given a printed version of the assessment to fill in class. Similar to course assessments, facilitator evaluations will be anonymous.

Content of facilator assessment
- Facilitator evaluations will encompass various aspects, including:
- Teaching effectiveness
- Communication skills
- Responsiveness to student inquiries
- Availability during office hours
- Ability to create an engaging learning environment

Teaching effectiveness: Teaching effectiveness evaluates how well the facilitator conveys course content, engages students, and fosters a positive learning environment. It includes an assessment of the facilitator's ability to communicate complex concepts, encourage critical thinking, and adapt teaching methods to meet diverse learning styles.

Communication skills: Communication skills assess the facilitator's ability to articulate ideas clearly, use effective verbal and non-verbal communication, and create a conducive learning atmosphere. This includes the clarity of instructions, the ability to explain complex concepts, and the use of language that resonates with students.

Responsiveness to Student Inquiries: This aspect evaluates how promptly and effectively the facilitator responds to student questions, concerns, and requests for clarification. It includes

responsiveness through email, online platforms, or during face-to-face interactions. Timely feedback is crucial for students' understanding and engagement.

Availability during office hours: Availability during office hours assesses the accessibility of the facilitator for additional support and clarification outside of scheduled class time. Students evaluate whether the facilitator is approachable, willing to provide guidance, and creates an environment that encourages students to seek assistance when needed.

Ability to Create an Engaging Learning Environment: Creating an engaging learning environment involves the facilitator's efforts to make classes interesting, interactive, and relevant. This includes the use of multimedia, incorporating real-world examples, and encouraging student participation. The goal is to enhance student motivation and interest in the subject matter. These aspects of facilitator evaluations aim to provide a comprehensive understanding of the facilitator's role in the teaching and learning process. By assessing teaching effectiveness, communication skills, responsiveness, availability, and the ability to create an engaging learning environment, students can provide valuable feedback to help facilitators refine their instructional methods and contribute to continuous improvement in the educational experience.

Confidentiality and Data Security
All course and facilitator assessment responses will be kept confidential. The collected data will be securely stored and only accessible to authorized personnel responsible for analysis and reporting.

Use of Feedback
The use of feedback collected from students is a multi-faceted process that involves analysis, reflection, and action. It serves as a powerful tool for course facilitators to enhance their teaching methods, informs faculty development initiatives, drives curriculum enhancements, and contributes to program evaluations, ultimately leading to improved teaching and learning experiences at NiBS.
- Feedback collected from students will be analyzed and shared with course facilitators and relevant academic departments.
- Facilitators are encouraged to use this feedback to reflect on their teaching methods and make necessary improvements.
- NiBS will use the aggregated feedback to inform faculty development initiatives, curriculum enhancements, and program evaluations.

Analysis and Sharing of Feedback
- The feedback collected from students will undergo a thorough analysis. This analysis involves reviewing the responses and identifying patterns, trends, and areas of concern or strength.
- Once analyzed, the feedback will be shared with the respective course facilitators and relevant academic departments. This step ensures that the individuals directly responsible for the course receive feedback specific to their teaching and can take appropriate actions.

Facilitator Reflection and Improvement
- Facilitators are encouraged to utilize the feedback provided by students as a valuable resource for self-assessment and professional growth.
- They can reflect on the feedback to gain insights into their teaching methods, communication skills, and overall effectiveness in the classroom. This self-reflection is a crucial step in identifying areas where improvements can be made.

Informing faculty development initiatives
- The aggregated feedback collected from various courses and facilitators can be used to inform faculty development initiatives.
- By identifying common themes or areas that need improvement across multiple courses or instructors, NiBS can tailor faculty development programs to address these specific needs. This ensures that professional development efforts are aligned with the institution's goals for improving teaching and learning.

Curriculum enhancements
- The feedback received from students may also reveal insights into the curriculum itself, including the relevance of course content, alignment with learning objectives, and the effectiveness of assessment methods.
- NiBS can use this feedback to make curriculum enhancements, such as updating course materials, revising learning outcomes, or modifying assessment strategies to better meet student needs.

Program evaluations
- Aggregated student feedback can be valuable for program evaluations. It can provide insights into the overall quality of programs and whether they are meeting the educational goals and expectations of students.
- This information can be used to make data-informed decisions about program improvements or adjustments, ensuring that programs remain relevant and effective.

Reporting and Transparency
- A summary of course and facilitator assessment results for each academic term will be made available to students, faculty, and relevant academic units.
- The university will ensure transparency by sharing data in an aggregated format that does not reveal individual student responses.

Encouragement of Participation
- NiBS strongly encourages all students to participate in course and facilitator assessments to contribute to the improvement of the educational experience.
- While participation is voluntary, it is viewed as a responsible and valued part of a student's role in the learning process.

Responsibilities

- Faculty members are responsible for facilitating student participation in course and facilitator assessments.
- The Office of Institutional Research and Assessment will oversee the administration and analysis of assessments.
- NiBS administration will ensure that appropriate actions are taken based on feedback received.

Policy Review

This policy will be reviewed periodically to assess its effectiveness and relevance in enhancing the quality of education at NiBS.

STUDENT ENGAGEMENT POLICY

Introduction

Regular engagement is an important aspect of learning and the student experience. Students who fully engage with all aspects of their Programs are more likely to succeed in their studies. This policy is designed to support student achievement by encouraging students to engage actively with all learning activities and support offered. NiBS expects students to engage fully with their Program of study, join all timetabled on-campus teaching events, and participate in any online teaching events that are part of their Program. NiBS recognizes that engagement with a Program of study takes many forms including participation in on-campus teaching, group work, workshops, and online interactive content, and completion of non-interactive content, coursework, and assessments. This policy sets out the school's expectations on student engagement and the potential consequences of non-engagement.

Scope

This policy applies to all campus-based and postgraduate taught Programs. The policy:

- Articulates the School's expectations with respect to engagement with timetabled on-campus teaching
- Outlines expectations around student online engagement
- Explains action taken when the expectations are not met

Principles

This policy evidences an ongoing commitment to delivering a student experience that engenders success, supported by a strong focus on retention and engagement and on identifying and supporting students who may need help and guidance to help them succeed in their studies. NiBS believes that active engagement with all learning and teaching activities is an important factor in enabling students to achieve academic success. It is important that Program teams monitor student engagement with a variety of learning activities to identify students who may have circumstances that are affecting their studies and provide support to them where appropriate. This policy seeks to ensure that all students are treated fairly and with equity in respect of their engagement, whilst recognising that students may face specific challenges during their studies. Where there is a concern around a student's engagement, the School will contact them to ensure that they are aware of the support available and the courses of action open to them.

Engagement Requirements

All students are expected to participate in all timetabled teaching events associated with their Program of study in order to achieve the maximum benefit from the learning opportunities offered to them. On certain Programs of study students are required to engage at a specified level to qualify for their award. Where there are such requirements, they will be stated in module specifications and communicated to students in Program handbooks and other Program information. Equally, where engagement through timetabled events is optional, students will be notified in Program handbooks and other Program information.

Levels of Engagement and Expectation

NiBS Student engagement should happen at every corner of the institution centralized under five main themes:

Decision Making Process: There should be a student representative on the institutions Governing Board.

Teaching, Learning and Supervision:
- Student assess and evaluate the course content, teaching techniques etc. of each professor after every class
- Feedback from the evaluation is used to improve the quality of the teaching and learning process.
- Supervision schedule of supervisors is made available to students so as to know when they can meet their supervisors
- Supervisors organize monthly meetings with students to monitor their progress and assist where necessary
- Class attendance and student participation are monitored and students are graded for attendance and participation after each class.

During Quality Assurance process:
- Bi-annually are to be held the president with all the student cohorts
- These meetings are held for the purpose of getting to know the challenges and grievances of the students so as to institute effective measures to deal with such challenges
- The feedback from such meetings should be tailored before the board and use in the improvement of the quality assurance process of the institution.

Students Complaints:
- Students fill a complaint and send it to the office of the registry to address their complaints such as inability to reach their supervisor or research fellow, undue delay in getting feedback among others
- These claims must be investigated anonymously and appropriate measures instituted to take care of such complaints.

Service Improvement: Periodic survey and tracer studies are to be conducted to obtain the views of students on the services provided and where there is the need for improvement. Among some of the issues that should be captured in such surveys and tracer studies include but not limited to:
- Course content and relevance to their work
- Timely issue of transcript or other services when requested by students.
- Quality of internet services, Library resources etc.

Students are expected to be on campus for mandatory in-person teaching events scheduled in their timetables. The schools will monitor participation in on-campus teaching events and will

judge whether the level of participation is appropriate in the context of students' individual circumstances.

A limited amount of teaching on all campus-based Programs may be delivered online where there is a strong pedagogical reason. The expectation is that students will engage fully and regularly with online content, which may include:

- Synchronous (live) interactive sessions, such as seminars, and tutorials
- Pre-recorded lectures and other asynchronous teaching content
- Practical-based teaching sessions.

Students must submit all assessments, including coursework and examinations by published deadlines. Regulations governing the late submission of work continue to apply.

Authorized Absences

Students who will be absent from on-campus teaching for a short period should notify their School at the earliest opportunity providing clear and credible reasons for the absence. Students must take full responsibility for the completion of outstanding academic work. Students who are absent due to illness or due to self-isolation should inform the University at the earliest possible opportunity so that appropriate action can be taken. Students in this position should continue to access online materials regularly, if they remain well. Schools will liaise directly with students who indicate they are unfit to study. In accordance with Regulation of NiBS, students may request permission from their Program team for short periods of absence for personal or religious reasons. If a student has been unable to sit an examination or submit coursework for assessment due to circumstances which have caused them to be absent from scheduled teaching events, they should submit a mitigating circumstances claim.

Non-engagement

The University will proactively both support and monitor student engagement to help students achieve the best possible academic outcome. The school will monitor students' engagement with online materials and activities as well as on-campus teaching events on a weekly basis. Students who do not engage sufficiently with their studies will be considered to be 'at risk' and will be contacted by their RF or Program coordinator to determine what support is required. The schools will continue to monitor 'at risk' students and may withdraw students who, after supportive and appropriate intervention fail to engage or re-engage within one calendar month or any other reasonable timeframe agreed by the School.

Patterns of Dis-engagement

The School will monitor students' overall engagement with their Program. If patterns of engagement give cause for concern that a student may be experiencing difficulty in engaging with their studies, then the reasons for this will be explored directly with the student and the School may decide to move the student to the 'at risk' category.

Examples of patterns of engagement that may be explored with students include:

- Patterns of non-engagement with on-campus events, particularly mandatory teaching events or sessions, where students are not known to have authorized absence from such events
- Patterns of non-engagement with online course materials related to a specific module, or specific event types such as tutorials

- Patterns of non-engagement with assessment
- Patterns of non-engagement with placements or other external activities

OUTREACH AND COMMUNITY ENGAGEMENT POLICY

Introduction

The Nobel International Business School (NiBS) recognizes the importance of community engagement and outreach as integral parts of its mission. The College is committed to being an active and responsible member of the community. This policy outlines the establishment and guidelines for the Community Engagement and Outreach Program (CEOP). The policy establishes the guidelines for the CEOP to create meaningful partnerships, foster experiential learning, and promote social responsibility while enhancing the well-being of the local community**.**

Aims

The aims of the policy are to:
- Define community engagement and outreach
- Contextualise community engagement internally and externally
- Explain processes and means of engagement with communities, the public and stakeholders
- Explain processes and structures for implementing and governing community engagement.

Objectives
- The objective of the CEOP is to build mutually beneficial relationships between the university college and its surrounding communities.
- The objectives of the CEOP include fostering community partnerships, promoting social responsibility, and providing experiential learning opportunities for students.

Definition of terms

Community: are the stakeholders who are a part of NIC sphere of influence or interest but who are not under its direct control. The stakeholders include service providers, students, alumni, family homes, groups of individuals, and external institutions, organizations, and institutions.

Community engagement: is defined as the academic activity of research and teaching that incorporates external communities and stakeholders in cooperative efforts that solve the socio-economic needs of Ghana and the African continent while also enhancing NiBS goals for teaching, learning, and research.

Outreach: is described as the giving of time and/or resources to a community or its institutions, such as nonprofit, faith based, or community-based organizations, in one's role as an employee of NiBS. This is done to improve the residents of the community's quality of life. Activities for outreach cut beyond academic boundaries. In this policy, outreach means a community service using knowledge, technology, products, or services fostered or originated by NiBS.

It is important to recognise the connection between community engagement and outreach initiatives since these latter might potentially open new doors for community engagement initiatives or projects. To control expectations and make sure that communities do not anticipate

longer-term engagement as a required consequence of community outreach, this policy suggests a Memorandum of Understanding with partners in outreach efforts wherever this is practical.

Guiding principles

Social responsibility

Community engagement activities are guided by the principle of social responsibility. NiBS strives to share and translate knowledge generously to address developmental challenges in communities.

In applying the principle of social responsibility, NiBS acknowledges that many communities might be excluded from access to knowledge by virtue of being resource-poor and might as a result be excluded from opportunities for development.

Reciprocity and equality

- At NiBS, effective community involvement means using our knowledge and expertise for the good of communities while also enhancing staff and student research, teaching, and learning.
- At NiBS, community involvement is a collaborative endeavour with our community partners that entails an exchange of information and skills that benefits both parties, rather than a separate or unique activity. Engaged learning, teaching, and research yield knowledge results and products that are beneficial to both the academic community and the public.
- Knowledge is created and disseminated in conjunction with communities and stakeholders for the equitable benefit of everyone through community engagement, which is a reciprocal, cyclical, and continuing process.
- Members of the community are respected as the "experts" in their area and are essential to ensure that initiatives and programs are pertinent and suitable for the selected areas. Thus, community involvement is the method by which the public actively participates in decision-making about programs or initiatives.
- Members of the community must perceive themselves as responsible citizens with the ability and authority to make decisions and to enact the changes they desire.

Ethical engagement

a. When engaging with internal and external stakeholders and communities, NiBS staff members should uphold the same values outlined in NiBS Code of Ethics.

b. All research procedures and activities at NiBS are governed by the research and ethics policy. Through research efforts, this policy also directs community and outside stakeholders.

c. Engaged academics should carefully prepare their community involvement projects. However, research ethics committees should think about awarding ethical clearance ex post facto if possibilities to publish on a topic or themes emerge because of a range of unanticipated engagement activities over time.

Program structure
- The CEOP shall have a designated director or coordinator responsible for   program oversight.
- It will consist of staff, faculty, and student volunteers engaged in community outreach activities.

Types of engagement

Community partnerships
- Establish and maintain strong partnerships with local organizations, schools, non-profits, and businesses.
- Collaborate with community partners to identify projects and initiatives that benefit both the community and the university college.

Service-learning
- Promote the integration of service-learning into the curriculum to provide students with hands-on experience while addressing community needs.
- Encourage faculty to develop service-learning courses that align with academic goals and community priorities.

Outreach events
- Organize regular outreach events, such as workshops, seminars, and cultural exchanges, to connect with the community
- Ensure that outreach events are accessible to and inclusive of the local population.

Assessment and evaluation
- Establish metrics and methods to assess the impact of community engagement and outreach efforts
- Use evaluation data to continually improve and adapt the CEOP to better serve the community and meet university college goals.

Communication and reporting
- Regularly communicate with community partners, stakeholders, and the university college community about CEOP activities and achievements.
- Provide transparent reports on the program's progress and outcomes.

Funding and resources
- Allocate adequate resources and budgetary provisions to support the CEOP's operations and initiatives.
- Seek external funding opportunities and grants to expand the program's reach and impact.

Review and evaluation
- This policy will be reviewed periodically to ensure its effectiveness and relevance.
- Solicit feedback from community partners and stakeholders to improve the CEOP.

PEER-TO-PEER REVIEW POLICY

Introduction
This policy establishes the framework for conducting peer reviews of teaching performance for lecturers and professors at NiBS University. The objective of this policy is to promote excellence in teaching, provide opportunities for professional development, and maintain high teaching standards.

Definition of terms
Peer Review: A systematic and collaborative process for evaluating teaching methods, course materials, and the effectiveness of lecturers and professors, conducted by colleagues within the university.
Reviewer: A faculty member who conducts the peer review of a colleague's teaching performance. Reviewers should have expertise in the subject matter and relevant experience in the field.
Reviewee: The lecturer or professor whose teaching performance is being evaluated.
Teaching Performance: This encompasses a lecturer or professor's instructional methods, curriculum design, classroom management, assessment techniques, and interactions with students.

Objectives
- To ensure that teaching methods are effective, engaging, and aligned with the university's educational goals and standards
- To provide lecturers and professors with opportunities for continuous professional development and improvement
- To enhance communication and collaboration among faculty members and share best practices
- To maintain high teaching standards, uphold accountability, and improve overall teaching quality.

Frequency of Reviews
- All lecturers and professors will undergo a peer review of their teaching performance at least once every academic year.
- Additional reviews may be conducted as needed, based on specific circumstances or requests for professional development, such as promotion or tenure evaluations.

Peer Review Process
- Reviewers will be selected based on their expertise and experience in the subject matter and their familiarity with the lecturer or professor's teaching methods.
- The review process will be a collaborative and non-evaluative process with a focus on constructive feedback and professional growth.
- The reviewee will provide the reviewer with relevant course materials, syllabi, teaching methodologies, and any other necessary documents well in advance of the review.

- The reviewer may observe teaching sessions, review course materials, and collect student feedback, if applicable.
- Following the review, the reviewer and reviewee will meet to discuss the findings, provide constructive feedback, and set achievable goals for improvement.
- A written report summarizing the review findings, commendations, and recommendations for improvement will be prepared and submitted to the faculty member. This report is intended for professional development and self-improvement and will not be used for employment decisions.

Feedback and Improvement
- Reviewees will be encouraged to reflect on the feedback provided by reviewers and to develop a plan for improvement, including specific actions and timelines.
- The university will offer support, such as mentoring, workshops, access to educational resources, or opportunities for further training to help lecturers and professors address areas identified for improvement.
- Improvement plans and their outcomes will be documented, and the subsequent peer reviews will assess progress made in addressing the identified areas for improvement.

Confidentiality
- The peer review process and all associated documents, including review reports, will be kept strictly confidential. They will only be shared with the reviewer, reviewee, and relevant administrators involved in faculty development.
- The feedback and outcomes of peer reviews will not impact a faculty member's employment status, compensation, or promotion decisions.

Appeals
If a lecturer or professor wishes to dispute the outcome or findings of a peer review, they may follow the established university procedures for appeals, ensuring a fair and transparent process.

Review and Revision
This policy will be periodically reviewed and revised, taking into account feedback from faculty members, to ensure its effectiveness and alignment with the university's goals and educational standards. Faculty input and feedback will be considered when revising the policy to make it more effective and equitable. This comprehensive peer review policy for lecturers and professors at NiBS University outlines a structured and supportive process for evaluating and enhancing teaching performance. It promotes professional development, maintains high educational standards, and upholds accountability while ensuring the confidentiality and constructive nature of the review process. All faculty members should be well-informed about this policy and encouraged to actively participate in the peer review process for the benefit of the university's educational community.

GUIDANCE AND COUNSELLING POLICY

Introduction

This policy sets out the goals for academic guidance and counselling at the Nobel International Business School (NiBS) and defines the related roles and responsibilities. The aim of academic guidance and counselling is to facilitate students' learning, help them make choices about their studies and promote the smooth and timely progression of their studies. NiBS offers guidance and counselling services in support of the development of academic expertise and continuous learning. The School has issued separate guidelines that set forth the principles that govern the supervision of students working on their thesis. As set out in the School's quality assurance policy, all feedback from applicants, students, student advisors and external stakeholders, as well as follow-up and assessment data is utilized to develop the quality of education and academic guidance and counselling services.

General guidelines

NiBS aims to offer academic guidance and counselling services that not only support the wellbeing of students but also help them satisfy their academic and degree requirements and graduate within the normative timeframe. The quality of guidance and counselling services is developed in collaboration between the Program Units, staff, and the Quality Assurance Unit. Guidance and counselling services are both integrated into the curriculum and provided as separate services.

In the light of the above, NiBS does the following:
- Planning and implementing curricula, learning environments and courses to allow students to make effective academic progress and graduate within the normative timeframe;
- Oversees and systematically develops the accessibility and safety of different functions and services;
- Ensures that all students are treated equally;
- Develops multichannel guidance and counselling services as part of the digital campus to supplement face-to-face services;
- Ensures that students have the opportunity to receive professional guidance and counselling services either individually and/or in groups especially at an early stage of their studies and when they are making choices about their studies and moving on to a different degree level. Services are provided in both finnish and english;
- Offers special advisory services in english and finnish to students, when necessary. Special advisory services are offered when students have questions, for example, about learning, time management, motivation, career planning or special arrangements. The person who provides special advisory services must have special expertise in the area in question;
- Offers basic and advanced training to persons who provide academic guidance and counselling services (such as targeted training for academic tutors and dissertation supervisors and courses) and facilitates collaborative working through networks;

- Guides the persons who provide academic guidance and counselling services to develop their instructional skills by attending training and participating in development activities and peer activities.

Guidelines for providing doctoral students with instructional support and promoting their academic progress
- Thesis supervisors and Program Directors must pay special attention to the guidance and advice provided to doctoral students at the beginning of their studies.
- The supervisors of doctoral students must help them prepare and update their research plan and personal study plan.
- Doctoral students must receive high-quality supervision while writing their thesis to ensure that they are able to make effective progress. The School has issued separate guidelines that describe the roles and responsibilities of dissertation supervisors and students in the Doctoral Supervisory and Support Policy and the Group Supervision Policy.
- All doctoral students will be assigned a supervision team. As doctoral students write their dissertation under the guidance of multiple team members, they have access to a broad base of expertise and receive support for expanding their professional network and help for addressing potential gaps in supervision and any other problems. The members of the follow-up group possess expertise that improves not only the quality of supervision and feedback provided to the student but also the quality of the completed dissertation.
- On an annual basis, Program Directors will monitor doctoral students' progress towards their degree and review feedback concerning academic guidance and counselling services.
- Supporting the development of doctoral students' research skills is a collaborative effort that involves all staff and the Research and publications Unit.

Ethical considerations
The policy and procedural framework and the options adopted there in will be guided by the under listed overarching ethical considerations. Adherence to these considerations will be the responsibility of the University administrative unit tasked with the implementation of the relevant policy option.
  i)   There will be protection of persons guided and counseled from the effects of guidance and counseling;
  ii)   There will be insistence on securing consent from persons counseled;
  iii) There will be assurance of confidentiality;
  iv)   There will be assurance of avoidance of unethical use of information gained during guidance and counseling sessions;
  v)   There will be assurance of a credible offer of the option of anonymity to individuals guided and counseled.

POLICY ON THE APPOINTMENT OF PROGRAM DIRECTORS AND UNIT HEADS

Introduction

NiBS is dedicated to upholding the highest standards of academic excellence and administrative efficiency. The appointment of Heads of Units and Program Directors plays a pivotal role in achieving these objectives. NiBS places great importance on maintaining its reputation for academic and administrative excellence by ensuring that Heads of Units and Program Directors meet high academic and leadership standards. This policy sets out a comprehensive framework for the appointment of these key roles, emphasizing the importance of qualifications, leadership abilities, and a strong commitment to the School's mission and values. It serves as a guide for ensuring the School's continued growth and development while promoting internal talent and excellence.

Objectives

The primary objectives of this policy are as follows:

- To ensure the appointment of competent and experienced individuals as Heads of Units and Program Directors;
- To maintain academic and administrative excellence within the School;
- To promote internal growth and development.

Eligibility

To be eligible for the position of Head of Unit or Program Director, an applicant must meet the following criteria:

Academic Qualification: Applicants are required to have a PhD. This requirement ensures that candidates possess the necessary expertise to lead academic units effectively.

Teaching Experience: Applicants must hold the position of a Senior Lecturer at the time of application. This criterion demonstrates a commitment to promoting internal talent and rewarding experience.

Leadership Skills: Candidates should demonstrate effective leadership skills. This includes the ability to inspire, guide, and manage teams, as well as a strong commitment to the values and goals of NiBS.

Professional Experience: In addition to academic qualifications, candidates must possess relevant professional experience in the field of study. This requirement ensures that candidates bring a practical perspective to academic leadership.

Research and Publications: A strong record of research and publications in the field is highly desirable. This criterion underscores the importance of academic scholarship and contributions to the field.

Selection Procedure

The selection process for Heads of Units and Program Directors will follow these steps:

Announcement of Vacancy: When a vacancy arises, the School will formally announce the position of Head of Unit or Program Director. The announcement will provide comprehensive details about the role and outline the eligibility criteria.

Application: Interested senior lecturers who meet the eligibility criteria may submit their applications. These applications should include their detailed curriculum vitae, relevant supporting documents, and a statement of intent.

Screening: The School will constitute a selection committee responsible for screening applications. The purpose of this step is to ensure that applicants meet the minimum qualifications and eligibility requirements outlined in the job announcement.

Interview: Shortlisted candidates will be invited for an interview with the selection committee. The interview aims to assess candidates' qualifications, experience, leadership capabilities, and their vision for the respective Unit or Program.

Assessment: Following the interview, the selection committee will make a recommendation based on a comprehensive assessment of each candidate's qualifications, experience, and leadership qualities. This recommendation will be forwarded to Management for final approval.

Appointment: Upon approval from the University Management, the selected candidate will be formally appointed as the Head of Unit or Program Director. An appointment letter will be issued, detailing the terms and conditions of employment. This letter will include information on responsibilities, duration of the appointment, reporting structure, and any specific expectations.

Responsibilities of Heads of Units and Program Directors
Heads of Units and Program Directors are expected to fulfill the following responsibilities:

Provide Academic and Administrative Leadership: Heads of Units and Program Directors should offer academic and administrative leadership within their respective areas. This leadership is crucial for fostering a culture of excellence, innovation, and continuous improvement.

Curriculum Development: These leaders are responsible for and assist in the development, review, and ongoing improvement of curricula and academic programs within their Units or Programs.

Mentorship and Support: Heads of Units and Program Directors should actively mentor and support junior faculty members within their Units or Programs, helping them develop their academic and administrative skills.

Research and Scholarship: Fostering research, scholarship, and collaboration within their areas is vital for academic growth and development.

Representation: They are also responsible for representing their Units or Programs in organisation-wide matters, ensuring effective communication and collaboration.

Review and Renewal: The appointment of Heads of Units and Program Directors will undergo regular review. At the end of the appointment term, an evaluation will assess the performance and contributions of the appointee. A decision will be made regarding renewal or the appointment of a new candidate.

<center>**STAFF TRAINING AND DEVELOPMENT POLICY**</center>

Introduction

Nobel International Business School (NiBS) aims to advance the culture of excellence through the development and implementation of a human resources strategy that focuses on the review, development and support of all our staff. The School also aims to support staff in terms of continuing professional development in relation to their current role and within resource constraints, potentially changing roles within the School in order to fully develop their potential. This is to develop the overall competencies of its staff to ensure the flexibility and adaptability of its workforce and its capacity to change, and that it continues to achieve high standards of research, teaching and learning and operational effectiveness. In terms of this strategy therefore this document outlines the school's policy regarding the training and development of all staff at NiBS.

Aims

This policy aims to ensure that staff have the skills and knowledge required to fulfill their duties effectively and can contribute to fulfilling the School's strategic objectives.

Principles

- The School is committed to equal opportunities and therefore all staff will have equal access to, and opportunity to participate in, the School's training and development provision;
- The School is committed to the development of its staff and therefore where possible on-going support in terms of continuing professional development will be provided; and
- The purpose of all training and development for staff will be aligned with the strategic direction of the School.

Scope of the Policy

This policy covers all training and development activities for all teaching and non-teaching staff in the School.

Training and Development Approaches

- The key approach of the School is that training and development is needs-driven and not provision-driven to ensure that the development provided is strategically driven by the needs of the School.
- The needs-driven approach also aims to ensure that the learner is central to the process and it is the role of the development providers to ensure that the interventions provided are, where possible, adapted to best address the needs of the learner.
- All the training and development providers aim to ensure that best practice is reflected in all the development provision and processes in the School to ensure innovative and high quality provision.
- The training and development provision and process developed by the School are all done in consultation with staff and managers to ensure that its systems are effective and transparent.

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Training and Development Process

Training and Development Plans

Faculty and Administrative Staff Training and Development Plans will form the basis of the School Training and Development Plan to ensure that where possible there will be generic provision of training that allows for economies of scale and provide faculty-administrative cooperation and communication. The annual Training and Development Plans are the responsibility of the relevant Head of the Quality Assurance Unit.

Identifying Training and Development Needs

Staff training and development needs will primarily be identified through the School's Performance Review scheme. However, identifying training needs will also be an on-going process at all levels of the School. Other routes for identifying development and training needs will include annual quality enhancement returns, reports from quality audits and valuations and external examiners' reports. The needs analysis will not only identify individual needs but also inform the annual School and Administrative Staff Training and Development Plans that identify the key training and development needs for the following year.

Training and Development Provision

Internal Training Provision: Centrally run training and development provision will be provided on campus and by either internal or external resource persons.

External Provision: NiBS will sponsor faculty and staff at training workshops and conferences.

Training and Development Methods and Interventions

Staff development and training can be achieved through a variety of methods and interventions such as; workshops, on-the-job training and development, peer review, participation on external committees and professional bodies, self-directed study, self-reflection, shadowing and coaching and mentoring and undertaking new roles and responsibilities.

Evaluation of Training and Development

In order to identify whether learning objectives have been met and to ensure continuous improvements to the School's provision, evaluation is an essential element of the training and development process. Evaluation of the School's provision will be an on-going process undertaken by the Staff Development Appointed Officer in the School. The President will annually undertake a formal evaluation of the effectiveness of the training and development that has taken place in the school the previous year. This evaluation process will be supported by the relevant Unit Heads and will be a precursor to faculty and staff drawing up their Training and Development Plans for the following year.

Training Records

Training records, in the form of reports, will be maintained by the Head of the Quality Assurance Unit.

Resourcing Training and Development
Travel and subsistence relating to any approved internal or external development activities will be met by NiBS.

Responsibilities
Individual Members of Staff: All members of staff are responsible for their own development and are expected to engage in the performance review process in order to effectively identify their development needs.

Heads of Programs and Units - All those who lead and manage staff should ensure that their staff have the skills and knowledge to undertake their role and responsibilities effectively. Managers should undertake annual performance reviews with their staff and should ensure that development needs are identified and addressed within resource constraints.

President and the Executive Team are responsible for resourcing the staff development programs in the School and for annually reviewing the effectiveness of the training and development.

Head of Quality Assurance Unit: The key responsibility of this officer is supporting management in the introduction and management of the Performance Review Scheme, the Induction Program, Management and Leadership Development, and the Personal Skills Program.

Professional Qualifications Support

The School provides support to assist staff for whom it is necessary to follow a formal professional, occupational or vocational qualification that is essential for their role and continued development. Examples of these qualifications could include professional accountancy, human resource, marketing and engineering qualifications. This covers formal courses that lead to professional vocational and occupational qualifications and does not cover applications to undertake undergraduate or academic or research-based degrees. Support will be considered if the application supports the School's overall strategy and is directly related to the skills and knowledge needed for the role.

Making an Application for Support
- An application must be made by writing formally to the President
- If approval is given a Professional Development Contract must be signed by the President and the relevant member of staff. If approval is not given the reasons for not supporting the application will be given in writing to the applicant by President.

The level of support provided by the School
The level of support provided by the School is as follows:

Costs:
- Following approval, the School will pay all tuition and examination fees. However, all other related costs such as travelling costs and books etc. must be paid for by the applicant.

- Membership of professional bodies will not be paid for by the School.
- Books and related materials should be paid for by the member of staff.

Time Off to attend Courses and Study Leave:
- Where possible, it is expected that staff will attend courses outside their normal hours of work. However, if domestic commitments prevent attendance outside the normal hours of work then the School will discuss possibilities with the member of staff and aim to be as flexible as possible within the context of the operational needs of the School.
- Paid time off up to a maximum of four days will be given to staff to sit examinations, revise for examinations and / or undertake assignments.

Other Relevant Issues

Repeating Courses and Re-sitting Examinations: The School will not normally contribute to costs or allow time off for a member of staff who wishes to repeat courses or re-sit examinations. In exceptional circumstances members of staff who wish to receive School funding and time off to repeat courses or re-sit examinations must reapply for approval to the President.

Non-completion of Courses: If a member of staff does not complete a course within an academic year or the agreed timeframe for the course he / she must reimburse the course costs for that period. The School must arrange a jointly agreed timetable with the member of staff to reimburse the costs to the School. Costs must be reimbursed within two years of the repayment agreement made between the member of staff and the School.

Resigning during a Course: If a member of staff resigns, he / she must reimburse the full course costs of the academic year in which they are leaving the School's employment. The School must arrange a jointly agreed timetable with the member of staff to reimburse the costs to the School.
iv If a member of staff, following the completion of a professional course, leaves the employment of the School within two years of completion he / she will be required to reimburse the School 50% of the total cost of the course. This repayment will be arranged with the relevant School.

In all the above situations, in exceptional circumstances, the School may decide not to ask for reimbursement of costs. Approval and support (in terms of financial support and time-off) for all professional, occupational and vocational courses will be dependent on sufficient financial resources and operational needs in the School.

Support for Staff following Academic Qualifications at NiBS
- All NiBS School employees are eligible to be considered for a fee waiver on sub-degree and postgraduate courses. Certain terms and conditions apply:
- The member of staff should have a contract of employment valid from the date of registration until the end of the 'current' fee charging period (e.g. academic year).
- The contracted working hours should be greater than 12 hours per week.

- Where the contract of employment terminates part way through a subsequent fee charging period (e.g. next academic year), fees will be charged on a pro-rata basis from the end of the contract.
- Where fees have been charged on a pro-rata basis from the end of a contract, the fees will be recalculated or reimbursed as appropriate if a contract is extended or a new contract is issued.
- Any additional charges (e.g. study visits, dissertation submission, etc) will still be payable. In the case of all postgraduate students the granting of a fee waiver will be subject to an agreement with the President
- Support for fees and study leave for undergraduate or postgraduate qualifications with Institutions other than NiBS will be at the discretion of the School.

Induction
- The School's Induction Program is a mandatory program to effectively introduce all new staff to the School through ensuring that they have a clear understanding of their role, understand the goals and functions of the School and are aware of relevant School policies and procedures.
- Managers should ensure that during a member of staff's probationary period that he / she receives sufficient training and guidance to ensure that he / she can undertake their role and responsibilities effectively.

STAFF APPOINTMENT AND PROMOTION POLICY

Introduction

The purpose of this policy is for the appointments and promotions of teaching and non-teaching staff of NiBS to be in tune with the Statutes of the School.

These criteria, among others, are to help:

i.	Facilitate the appointments and promotions of staff;
ii.	Grade Senior Members according to their qualifications and experiences;
iii.	Recognize and reward sustained excellence and scholarship;
iv.	Ensure that appointments and promotions are considered only on merit; and
v.	Ensure that appointments and promotions are transparent, fair, and consistent with the principles of equal opportunity without regard to sex, ethnicity, age, disability, cultural background, religion, and membership of trade union or by nature of their contract.

The Statutes of NiBS provide some procedures for the appointment and promotion of staff; however, this policy will streamline appointments and promotions within the School. There shall be an Appointments and Promotions Committee whose composition and functions shall be as prescribed in the Statutes of NiBS.

Criteria for Appointments and Promotions of Teaching Staff

Appointments

Applicants for appointment shall be assessed on:

i.	Qualification
ii.	Experience
iii.	General Knowledge
iv.	Reliability
v.	Background
vi.	Aptitude.

At each level of assessment, the following will be checked:

i.	Quality and impact of research output
ii.	Satisfactory promotion of scholarly work
iii.	Contribution to discipline/profession
iv.	Quality and effectiveness of teaching and contribution to all aspects of teaching and learning
v.	Demonstrated leadership in discipline/profession and community.

Procedure and Criteria for Promotion

Subject to the provisions dealing with basic qualifications, Staff applying for promotion will be evaluated on the basis of:

i. Teaching
ii. Research, Scholarly, and Innovation works
iii. Community Service
iv. Professional Activities

(i) Teaching

(a) Where teaching is the primary and core duty of a senior member, the candidate for promotion shall be required to demonstrate an ability to teach effectively in addition to his /her other responsibilities.

(b) In judging a candidate's effectiveness in teaching, the appointing authority shall consider the candidate's command of the subject, continuous growth in the field, ability to organize and present materials with clarity, ability to excite intellectual curiosity in the students, and to stimulate advanced students to original work; and the extent of skill of participation in the general guidance/ counseling of students.

(c) The appointing authority is required to consider the following factors and criteria in the evaluation of teaching performance:
   i. Demonstrated competence in the subject matter in the classroom and public presentations, including seminars, colloquia, conferences and lectures;
   ii. Effectiveness in the development and use of innovative methods in teaching;
   iii. Guidance and leadership in student activities;
   iv. Initiation and participation in curriculum development (e.g. introduction of new courses or programs);
   v. Effectiveness in supervising research projects and graduate students; and
   vi. Teaching load.

(ii) Research, Scholarly and Innovation Works

(a) For purposes of appointment and promotion of staff, the appointing authority shall take account of research and creative scholarship of demonstrable quality. Evidence of research and scholarship should be based upon the senior member's published research in refereed journals, conference proceedings, monographs, technical reports, or original professional work such as architectural or engineering designs, computer software film or drama productions, or other creative works.

(b) In the evaluation of a candidate's research and scholarly contribution, the following shall be recognized:
   • *Independent Research:* This is based on the candidate's own interests and needs;
   • *University-Sponsored Research:* This is research based on specific areas of interest of NiBS.

- *Published Text and Reference Books*: This is research aimed at publishing textbooks and reference questions.

The research may be either basic or applied;

- *Contract Research:* This is research based upon the needs and interests of external client materials and includes a translation of specialized scientific and scholarly works, reviews of rare books, and published research by scientific societies approved by the Academic Board;
- *Inventions and Novelties:* This research consists mainly of scientific inventions or new discoveries that have been patented by the researcher or the School with recognized patent agencies in any part of the world.

(c) The appointing authority shall also consider the following in the evaluation of a senior member's research and scholarly accomplishments:
- Contributions in the area of coordination of knowledge, such as survey articles and book reviews;
- Service on editorial boards of scholarly journals;
- Membership of technical committees of international
- Refereed, published, or accepted-for-publication technical reports from specialized research centers or other internationally recognized research and policy institutions;
- Refereed translation of specialized scientific books and other scholarly works;
- Refereed books and research reports published by scientific societies approved by the Academic Board;
- Inventions and novelties that patents from recognized patent agencies approved by the Academic Board; and
- Distinguished creative activities in accordance with criteria approved by the Academic Board.

(d) In the evaluation of books, articles, technical reports, inventions and novelties, and other scholarly works accepted as publication, the key ingredient should be significance, not volume. The faculty/evaluator is required to judge the significance of a publication by ensuring that it is done in approved faculty peer-reviewed journals. In the case of a textbook, it should have been published by a recognized publisher. or national conferences or symposia;
- Technical reports authored;
- Prizes and awards received for scholarly achievement; and
- High-level consulting work.

(e) For purposes of this section, publication shall mean:
- Papers in internationally recognized refereed journals;

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- Papers in refereed proceedings in international conferences and specialized symposia

(iii) Professional Activities

The professional activities of a senior member shall be recognized in the evaluation of their applications for appointment and or promotion. In particular, an account shall be taken of the candidate's contribution to the development of his/her profession through those activities where appropriate.

Other factors that may be considered include:

    (a) The recommendations of the Appointments and Promotions Committee
    (b) Applicant's formal qualifications

Eligibility for Appointments

The applicant shall be assessed based on capacity or potential for:

    i.   Teaching;
    ii.   Scholarship;
    iii.   Research;
    iv.   Leadership;
    v.   Industry-related innovation, inventiveness, and resourcefulness; and
    vi.   Extension works and/or service to NiBS' stakeholders and the nation.

Procedure and Criteria for Appointments and Promotions
Vacancies

    i.   Vacancies shall be announced by internal and/or external advertisement as appropriate:
    ii.   The vacancies may be filled through:
        (a) Application by individuals on their own initiative.
        (b) A recommendation to the President by the faculty in consultation with the program director as appropriate.
        (c) Technical assistance from NiBS to other agencies.
        (d) Secondment from other universities under a scheme of staff exchange.

Faculty Appointments and Promotions Review Committee

    (a) There shall be an Appointments and Promotions Committee appointed by the Academic Board for a two-year term with the president as the chairperson.
    (b) Appointments and Promotions Committees may be constituted where necessary, the chairman of which shall be appointed by the president.

(c) The composition of the Appointments and Promotions Committee shall be as stated in NiBS' Statutes.

(d) The Committee may co-opt others as appropriate to assist its work.

(e) The Appointments and Promotions Committee shall meet at least twice a year.

(f) The review process shall include a report from the Program Directors' assessment of the applicant.

(g) An application shall not be withheld from the Appointments and Promotions Committee.

Appointments and Promotions of Assistant Lecturer

For appointment to the rank of Assistant Lecturer candidates must have attained the following:

(a) The Assistant Lecturer position is a temporary one designed for prospective Lecturers;

(b) An Assistant Lecturer must hold a relevant Researched Master's degree. Such a candidate shall be appointed for a period of two (2) years and renewable for a further period of two (2) years only;

(c) The appointment of the Assistant Lecturer may be terminated unless the candidate registers for and obtains a terminal degree to qualify for appointment as a Lecturer within the above–mentioned period and

(d) The Assistant Lecturer must go through the relevant Appointments and Promotions procedure.

Lecturer

For appointment to the rank of Lecturer, candidates must have attained the following:

i. Applicant must hold a master's degree or its equivalent professional qualification in a relevant subject area;

ii. Appointment to the position of Lecturer shall be for a term of six (6) years and may be renewed for a second term based on satisfactory performance;

iii. A Lecturer's appointment may be renewed up to a maximum of two (2) terms, that is, a total of twelve (12) years upon which the appointment may be terminated, unless the applicant qualifies for promotion or able to complete Ph.D. studies

iv. Lecturers already in service with a Researched Master's degree must upgrade by the end of the second term renewal.

Promotion to a Senior Lecturer

For promotion to the rank of Senior Lecturer, candidates must have attained the following:

i. Applicant must have a terminal degree (PhD) or its equivalent;

ii. Must have served satisfactorily as a Lecturer for a minimum of five (5) years;

iii. Evidence of practical and applied scientific research and innovation shall be required;

iv. Applicant shall demonstrate the capacity for continuous research and publication;

v. Applicant must support his/her application with a minimum of six (6) publications in recognized, reputable peer-reviewed journals;

vi. In addition, evidence of practical research in research and innovation shall be considered. Original works and productions such as technical designs, scientific inventions and productions, and creativity with write-ups shall also be considered.

Promotion to Associate Professor

For promotion to the grade of Associate Professor, candidates must have attained the following:

i. Applicant must have a terminal degree (PhD) or its equivalent;

ii. Must have served as a Senior lecturer for a minimum of five (5) years and shown evidence of outstanding performance in teaching, research, and innovation in the candidate's subject area, as well as contribution to the intellectual reputation of NiBS;

iii. Evidence of practical and applied scientific research and innovation shall be required;

iv. Applicant shall demonstrate the capacity for continuous research and publication;

v. Applicant must support his/her application with a minimum of ten (10) publications in recognized reputable peer-reviewed journals after promotion to Senior Lecturer grade;

vi. Original works and productions such as technical designs, scientific inventions and productions, and creative artworks supported with write-ups shall also be considered, and

Promotion to a Professor

For promotion to the grade of Professor, applicants must have attained the following:

i. Appointment or promotion to the grade of Professor shall be on the basis of the candidate being nationally and internationally acknowledged as a teacher, scholar and innovator in the candidate's field with significant contribution to industrial innovations, as well as his/her contribution to the intellectual and professional NiBS' reputation;

ii. Applicant must have a terminal degree (PhD) or its equivalent;

iii. Must have served for at least four (4) years as an Associate Professor;

iv. Evidence of practical and applied scientific research and industry-related innovation shall be required. The applicant shall demonstrate the capacity for continuous research and publication;

v.   Applicant shall present a minimum of ten (10) cumulative relevant publications in recognized, reputable peer-reviewed journals after promotion to Associate Professor Grade;
and

vi.   The applicant must be assessed and recommended for promotion by at least two (2) members of the Promotions and Appointment Committee on his/her research work, inventiveness in industry, and extension services.

Visiting Faculty

i.   Appointments of visiting scholars shall be upon the commendation of the Program Director in consultation with the register.

ii.   The applications shall be reviewed by the Appointments and Promotions Committee, which shall submit a recommendation, including curriculum vitae, to the Academic Board.

iii.   Such appointment shall be for a period of one (1) year in the first instance and may be renewed upon satisfactory performance.

iv.   In consultation with the Registrar or Program Directors, the President may, in urgent cases, approve a temporary appointment for a period of up to one year, to which the designation "visiting faculty" shall apply.

Adjunct Appointments

The Appointments and Promotions Board may appoint adjunct Lecturers/Senior Lecturers and Professors upon consideration of applications from respective applicants through the approved procedures for an appointment. Such appointments may not necessarily be based on academic qualifications but on rich and relevant industrial experience.

Appointment and Promotion Criteria for Non-Teaching Staff
Areas for Consideration

i.   Ability in work – this relates to:

(a) Resourcefulness of the applicant in performing his/her schedule or prescribed duties. Attention is given to the ingenuity of the officer in the manner he or she approaches his/her tasks i.e. the skills/cleverness that allows /aids the officer to perform a specified task. The Program Director is expected to submit a confidential report when the officer applies for the position.

ii.   Promotion of work – Knowledge in Administrative Matters:

(a) Capability or competency to further or advance the prescribed task or schedule.

(b) Ability to come out with proposals that are accepted and implemented. Points should be awarded for innovation and novelty of ideas or methods to improve existing practices.

This includes activities performed by the officer to improve the execution of his schedules. The aim is to reward officers and encourage others to think outside the box.

The Program Director is expected to submit a confidential report when the officer applies for the position.

    iii.   Human Relation – this relates:
        (a) Ability to relate well with both the internal and the external environment since staff are seen as agents of NiBS It is imperative that officers of the institution form constructive relations with all and sundry.
        (b) Internally, staff's ability to relate well and coordinate with superiors, colleagues, and subordinates alike should be appreciated when it comes to promotion purposes, as it creates an enabling environment for growth and development.
        (c) The ability to uphold the image of NiBS when approached by the public or when nominated to represent the institution is also paramount.

The Program Director is expected to submit a confidential report when the officer applies for the position.

    iv.   Community Service – This relates to Services rendered by officers other than their job schedules towards the development of the local community in which the institution is located and the country at large. Points should be awarded for staff constructive contributions to social issues and activities acceptable as:
        (a) Ad Hoc Committees

        (b) Consultancy work
        (c) Resource Person for Seminars, training, and workshops. The Program Director is expected to submit a confidential report when the officer applies for the position.

Assessment for Promotion of non-teaching staff
    i.   Candidates shall be required to produce a write-up on work done at their current grade for assessment by Head of Unit. The Annual Performance Appraisal should also be used;
    ii.   Candidates must show clear evidence of ability to hold schedule(s) without supervision;
    iii.   Candidate must be computer literate;
    iv.   For all Senior Management r, a the Appointment and Promotions Committee shall recommend suitable candidates the Governing Board for consideration.

POLICY ON INDUSTRY COLLABORATION

Policy Statement

Nobel International Business School (NiBS) recognizes the critical importance of fostering collaboration with industries to enhance the quality of education, research, and practical experiences for its students, faculty, and staff. This policy outlines the principles, guidelines, and procedures governing industry collaboration activities to ensure mutual benefits, ethical conduct, and the advancement of knowledge and skills.

Objectives of Industry Collaboration:

Enhanced Educational Experience:

- *Real-world Insights:* Industry collaboration provides students with exposure to real-world scenarios, challenges, and solutions, enhancing their understanding of practical applications beyond theoretical concepts. This exposure allows students to bridge the gap between academic knowledge and industry practices, making their educational experience more comprehensive and applicable.
- *Practical Skills Development:* Collaborating with industries enables students to acquire practical skills that are directly relevant to their future careers. Hands-on experiences, internships, and industry projects empower students to apply theoretical knowledge in practical settings, fostering a deeper understanding of their chosen field.
- *Exposure to Industry Practices:* Industry collaboration offers students insights into current industry practices, methodologies, and standards. This exposure helps students align their academic learning with the dynamic and evolving trends within the industry, ensuring they graduate with relevant and up-to-date knowledge.

Research and Innovation

- *Collaborative Research Projects:* Industry partnerships provide a platform for collaborative research projects between academic institutions and businesses. This collaboration fosters innovation by combining academic expertise with industry insights, addressing real-world challenges, and contributing to the development of cutting-edge technologies and solutions.
- *Knowledge Transfer:* The exchange of knowledge between academia and industry is crucial for driving innovation. Industry collaboration facilitates the transfer of academic research findings to practical applications, creating a two-way flow of information that benefits both the academic and industrial sectors.
- *Development of Industry-Relevant Knowledge:* By working closely with industries, academic institutions contribute to the creation of knowledge that is directly relevant to the needs and demands of the industry. This ensures that research efforts are aligned with practical applications, enhancing the impact and applicability of academic contributions.

Professional Development:

- *Opportunities for Faculty and Staff:* Industry collaboration offers faculty and staff opportunities for professional development, including workshops, seminars, and training sessions. Engaging with industry professionals allows educators to stay updated on the latest industry trends, technologies, and best practices, enriching their teaching methodologies.

- *Networking Opportunities:* Collaborating with industry partners provides faculty and staff with valuable networking opportunities. Establishing connections with professionals in their field enables educators to broaden their professional network, potentially leading to collaborative research projects, guest lectures, and industry partnerships.
- *Staying Abreast of Industry Trends:* Continuous interaction with industry partners ensures that faculty and staff remain informed about the latest developments in their respective fields. This knowledge not only enhances their teaching but also enables them to guide students towards areas of study that are aligned with current industry trends.

Community Engagement:
- *Outreach Programs:* Industry collaboration allows academic institutions to engage with the broader community through outreach programs. This may include educational workshops, seminars, and initiatives aimed at enhancing the understanding of industry-related topics among the general public.
- *Knowledge Dissemination:* Collaborative efforts between academia and industry contribute to the dissemination of knowledge to a wider audience. Sharing research findings, best practices, and innovations through various channels helps educate the community and promotes a culture of continuous learning.
- *Social Responsibility Initiatives:* Industry collaboration can be leveraged for social responsibility initiatives. Academic institutions and industry partners can work together on projects that address societal challenges, promoting sustainability, diversity, and ethical practices. This collaboration fosters a sense of social responsibility within both the academic and industrial communities.

Types of Collaboration
Joint Research Projects
- *Knowledge Exchange:* Joint research projects serve as a platform for NiBS (assuming it stands for a specific educational institution) faculty and industry partners to exchange knowledge and expertise. Collaborative initiatives enable the integration of academic insights with practical industry experience, fostering a holistic understanding of research topics and promoting innovation.
- *Interdisciplinary Collaboration:* Joint projects often involve interdisciplinary collaboration, bringing together experts from academia and industry with diverse skill sets. This interdisciplinary approach enhances the depth and breadth of research outcomes, addressing complex challenges that may require expertise from multiple domains.
- *Practical Applications:* The collaboration on joint research projects ensures that academic research is grounded in real-world applications. Industry partners can provide valuable insights into the practical implications of research findings, contributing to the development of solutions that are not only academically rigorous but also relevant to industry needs.

Guest Lectures and Workshops
- *Practical Insights for Students:* Inviting industry professionals for guest lectures and workshops provides students with firsthand insights into industry practices, challenges, and trends. This exposure helps bridge the gap between academic theory and practical

application, giving students a more nuanced and realistic perspective on their chosen field.

- *Networking Opportunities:* Guest lectures and workshops create networking opportunities for students and faculty to connect with industry professionals. This networking can lead to potential internships, job opportunities, and collaborative projects, enriching the overall learning experience and providing valuable connections for future career development.
- *Professional Development for Faculty:* Engaging industry professionals in guest lectures and workshops enhances the professional development of faculty members. Exposure to real-world case studies and experiences allows educators to update their teaching methodologies, ensuring that the curriculum remains relevant and aligned with industry standards.
- Corporate Sponsorships and Scholarships:
- *Financial Support for Students:* Establishing partnerships for corporate sponsorships and scholarships provides financial support to students, reducing the financial burden of education. This support can include tuition assistance, research funding, or resources for internships, allowing students to focus on their studies and career development.
- *Closer Ties with Industries:* Corporate sponsorships and scholarships create a mutually beneficial relationship between the educational institution and industry partners. By investing in the education of students, industries demonstrate a commitment to talent development and the future workforce. In return, educational institutions strengthen their ties with industries, potentially leading to increased collaboration on research projects and other initiatives.
- *Promoting Diversity and Inclusion:* Corporate sponsorships and scholarships can be strategically designed to promote diversity and inclusion within the student body. Industries may support underrepresented groups or specific academic programs, contributing to a more diverse and inclusive learning environment and workforce.
- *Industry-Ready Graduates:* Financial support from industry partners can be tied to certain educational outcomes, ensuring that scholarship recipients possess the skills and knowledge sought by the industry. This alignment between industry expectations and academic programs enhances the employability of graduates, making them more attractive candidates for employment.

Guidelines for Collaboration

Ethical Conduct
- *Integrity in Research:* Upholding ethical standards is paramount in collaborative activities. This includes ensuring the integrity of research by avoiding plagiarism, accurately representing data, and conducting studies with honesty and objectivity. Researchers should adhere to established ethical guidelines and protocols, especially when dealing with human subjects or sensitive information.
- *Confidentiality:* Maintaining confidentiality is crucial in collaborative efforts. Institutions and industry partners must establish clear guidelines on the handling of sensitive information, trade secrets, and proprietary data. This fosters trust between collaborators and protects the interests of both parties.
- *Transparency:* Transparent communication is essential for ethical conduct. All stakeholders should be informed about the goals, methodologies, and potential impacts of

collaborative activities. This transparency ensures that decisions are made with a shared understanding and that any conflicts of interest are appropriately addressed.

- Academic Freedom:
- *Research Independence:* Academic freedom in collaborative activities emphasizes the importance of maintaining the independence of research and teaching. Faculty and researchers should have the freedom to pursue inquiries, publish findings, and engage in discussions without undue influence from industry partners. This independence safeguards the integrity and credibility of academic work.
- *Conflict of Interest Policies:* Institutions should have clear policies regarding conflicts of interest. These policies help identify, disclose, and manage situations where personal, financial, or professional interests could potentially compromise the objectivity of research or teaching. Transparency in managing conflicts of interest is vital for maintaining academic credibility.
- *Open Dialogue:* Establishing open channels of communication between academic institutions and industry partners is essential. Regular communication ensures that expectations are aligned, potential conflicts are identified early, and collaborative efforts are guided by shared goals while respecting academic freedom.

Agreements and Contracts

- *Scope Definition:* Formal agreements should clearly define the scope of collaborative activities, including the objectives, responsibilities of each party, and the expected outcomes. This clarity prevents misunderstandings and sets the foundation for a successful partnership.
- *Terms of Engagement:* Agreements and contracts should outline the terms of engagement, including the duration of the collaboration, resource commitments, and any financial arrangements. This ensures that both parties have a clear understanding of their roles and responsibilities throughout the collaboration.
- *Legal Review and Approval:* Before finalizing any collaborative agreement, it is crucial to undergo a thorough legal review. Legal experts should assess the terms to ensure compliance with relevant laws and regulations. This step provides legal protection to all parties involved and helps mitigate potential risks.

Quality Assurance

- *Assessment Metrics:* Establishing clear metrics for assessing the quality and effectiveness of collaborative programs is essential. These metrics may include student outcomes, research impact, industry relevance, and overall program success. Regular assessments help identify areas for improvement and ensure that collaborative activities align with academic objectives.
- *Continuous Improvement:* Collaborative programs should undergo continuous improvement based on feedback and evaluation results. This iterative process allows for adjustments to be made to enhance the quality and impact of collaborative efforts over time.
- *Alignment with Academic Objectives:* Regular reviews should assess the alignment of collaborative programs with the overarching academic objectives of the institution. This ensures that collaborative activities contribute positively to the educational mission and goals of the institution while meeting the needs of industry partners.

Implementation and Oversight

- *Comprehensive Evaluation:* The President or his representatives provide a diverse and comprehensive perspective when evaluating collaboration proposals. This committee ensures that proposals align with academic standards, industry needs, and the overall strategic objectives of both partners.
- *Resource Management:* Centralizing collaboration activities allows for efficient resource management. The President's Office oversees the allocation of resources, including personnel, funding, and facilities, to support successful partnerships and maximize the impact of collaborative efforts.
- *Ongoing Monitoring:* Beyond the initial evaluation, there is also an ongoing monitoring of collaboration activities. This includes tracking progress, addressing challenges, and ensuring that the collaboration remains in alignment with the agreed-upon goals. Regular meetings facilitate communication and the exchange of feedback between academia and industry representatives.
- *Guidance and Expertise:* Industry representatives bring real-world insights, while academic representatives contribute their knowledge and understanding of educational objectives. This collaborative approach enhances the quality and relevance of collaboration activities.
- *Periodic Reports:* Requiring periodic reports on collaboration outcomes and impact ensures accountability and transparency. These reports should cover various aspects, including academic achievements, research milestones, industry partnerships formed, and community engagement initiatives. This information helps assess the overall effectiveness of collaboration efforts.
- *Continuous Assessment:* The reporting and evaluation process facilitates continuous assessment, allowing the institution to identify strengths, weaknesses, and areas for improvement in collaboration activities. Regular feedback loops help refine strategies, address challenges, and optimize the impact of industry partnerships over time.
- *Decision-Making Support*: The data collected through reporting and evaluation provide valuable insights for informed decision-making. The institution can use this information to prioritize collaboration initiatives, allocate resources strategically, and make adjustments to enhance the success of ongoing partnerships.
- *Stakeholder Communication:* The results of reporting and evaluation can be shared with relevant stakeholders, including faculty, students, industry partners, and the broader community. Transparent communication about the impact of collaboration activities fosters trust, strengthens relationships, and highlights the positive contributions of the institution to its various constituencies.

Review and Amendments

This policy will undergo regular reviews to ensure its relevance and effectiveness. Amendments may be proposed based on changing industry landscapes, educational needs, or institutional goals.

POLICY ON PARTNERSHIP AND COLLABORATION WITH OTHER UNIVERSITIES

Introduction

Nobel International Business School (NiBS) recognizes the importance of fostering partnerships and collaborations with other universities to enhance research opportunities, promote knowledge exchange, and improve the overall research output of the institution. This policy aims to provide guidelines for seeking funds and grants, establishing collaborative research initiatives, and creating opportunities for students and faculty to share their research knowledge.

The office of the President will be responsible for overseeing and coordinating all partnership and collaboration activities with other universities. The office will work closely with relevant stakeholders, including faculty members, research centers, and administrative units, to facilitate effective collaboration.

Objectives

1. To seek external funds and grants for research projects
2. To establish collaborative research initiatives with other universities
3. Create opportunities for students and faculty participation in collaborative research projects
4. Improve the overall research output of NiBS through Strategic Partnerships and Resource-Sharing

Partnership Development Process

a. Identification of Potential Partners:

- **Rationale:** The process begins with the Identification of Potential Partners to ensure that collaborative efforts are well-matched and aligned with NiBS' academic and research objectives. This step involves the strategic selection of partner universities that bring complementary strengths, expertise, and resources to collaborative initiatives.
- **Implementation:** The President's Office, working closely with academic departments, will conduct a thorough analysis of potential partner universities. Criteria for selection may include shared research interests, academic reputation, faculty expertise, and the potential for reciprocal benefits. Consultative discussions with faculty members, research centers, and relevant stakeholders will inform the selection process.
- **Outcome:** Successful identification of compatible partners will lay the foundation for productive, long-term collaborations, enhancing the overall impact and success of joint research endeavors.

b. Proposal Development:

- **Rationale**: Proposal Development is a critical phase that transforms collaborative ideas into tangible, actionable projects. Comprehensive research proposals provide a roadmap for the collaborative initiative, articulating its goals, methodologies, and anticipated outcomes. This stage is also instrumental in securing external funding to support the collaborative project.
- **Implementation**: Faculty members, in collaboration with the President's Office, will take the lead in developing research proposals. These proposals will be detailed and

include clear articulation of the project's objectives, scope, methodologies, and expected outcomes. Faculty members will work in consultation with potential partner universities to ensure that the proposals reflect shared goals and mutual benefits.

- **Budgetary Considerations**: The proposal will include a detailed budget, outlining the financial requirements for the collaborative project. This includes costs related to research equipment, travel, personnel, and any other resources necessary for the successful execution of the project. Emphasis will be placed on clearly indicating the need for external funding and justifying the budgetary allocations.
- **Outcome**: A well-developed research proposal serves as a comprehensive document that not only guides the collaborative project but also becomes a crucial tool for securing external funding and garnering support from both institutions involved.

c. Legal and Ethical Considerations:
- **Rationale**: Legal and Ethical Considerations are paramount to ensure that all collaborative activities are conducted with integrity, transparency, and in compliance with relevant laws and regulations. This step safeguards the interests of both collaborating institutions and underscores a commitment to responsible research practices.
- **Implementation**: All collaboration agreements, including the research proposal, will undergo rigorous legal review. Legal experts, in coordination with the President's Office, will scrutinize the agreements to ensure that they adhere to national and international laws, institutional policies, and ethical standards. This includes considerations related to intellectual property rights, data sharing, and confidentiality.
- **Ethical Considerations**: Prioritizing ethical considerations involves a commitment to upholding the highest standards of research integrity. This includes obtaining informed consent, ensuring privacy and confidentiality, and adhering to ethical guidelines specific to the research discipline. Ethical considerations are integral to maintaining the credibility and reputation of collaborative research efforts.
- **Outcome**: Thorough legal and ethical review ensures that collaborative agreements are robust, legally binding, and ethically sound. This step mitigates risks, builds trust between collaborating institutions, and sets the foundation for a successful and sustainable partnership.

Seeking Funds and Grants
Grant Application Process
a. Rationale:
- Purpose: The Grant Application Process is integral to securing external funds that propel collaborative research initiatives. It serves as a strategic mechanism to financially support projects aligned with NiBS' academic and research goals. External funding enhances the institution's research capacity and allows for the pursuit of innovative and impactful research endeavors.
- Opportunity Identification: The President's Office, in collaboration with academic departments, will proactively identify funding opportunities from a diverse range of sources. This includes governmental agencies, private foundations, and industry partners. The aim is to cast a wide net to ensure that funding options are explored comprehensively.

- Support for Faculty Members: Faculty members will receive dedicated support from the President's Office throughout the grant application process. This support includes workshops, training sessions, and access to resources that enhance grant writing skills. Faculty members will be encouraged to collaborate with the President's Office to develop competitive grant proposals.

b. Implementation:
- Proposal Development Support: The President's Office will assist faculty members in developing compelling grant proposals. This involves providing guidance on structuring proposals, articulating research objectives, detailing methodologies, and ensuring alignment with the criteria set by funding agencies. The office will also facilitate peer review processes to enhance the quality of grant applications.
- Budgetary Considerations: An essential aspect of the grant application is the development of a detailed budget. The President's Office, in collaboration with faculty members, will work to outline budgetary needs, ensuring that each component of the research project is adequately funded. Clear and justified budgetary allocations are crucial for successful grant applications.
- Timeline Management: The grant application process involves adhering to specific timelines set by funding agencies. The President's Office will work closely with faculty members to ensure that proposals are submitted well before deadlines, allowing for thorough reviews and revisions.

c. Outcome:
- Successful Grant Acquisition: The primary outcome of the Grant Application Process is the successful acquisition of external funds. This success demonstrates the institution's ability to secure financial support for research initiatives, enhancing NiBS' reputation and contributing to the advancement of knowledge in relevant academic domains.
- Project Viability: Through the grant application process, NiBS ensures that proposed research projects are not only aligned with institutional goals but also meet the criteria set by funding agencies. This contributes to the overall viability and impact of collaborative research initiatives.

Resource Allocation
a. Rationale:
- Effective Utilization of Funds: Resource Allocation is a critical aspect of managing secured funds judiciously. It involves allocating financial resources to various components of the research project in a manner that optimizes project outcomes and ensures efficient use of funds.
- Infrastructure and Support: Beyond monetary considerations, resource allocation involves identifying and providing the necessary infrastructure and support for the successful execution of collaborative research projects. This includes laboratory equipment, research tools, travel funds, and personnel support.

b. Implementation:
- Collaboration with Units: The President's Office will collaborate closely with relevant academic units to identify the specific needs of each collaborative research project. This

involves discussions with project leads, faculty members, and researchers to ensure that resource allocations align with the project's requirements.

- Budget Implementation: The budget developed during the grant application process serves as the basis for resource allocation. The President's Office will work with project leads and department heads to implement the budget effectively, ensuring that funds are disbursed according to the project timeline and objectives.
- Monitoring and Oversight: Continuous monitoring and oversight are integral to effective resource allocation. The President's Office will establish mechanisms for tracking expenditures, providing regular updates to project leads and stakeholders, and ensuring that funds are utilized in a manner that maximizes the impact of the research project.

c. Outcome:
- Optimized Research Outputs: Effective resource allocation contributes to the optimization of research outputs. By ensuring that funds are directed towards critical project components, the institution can enhance the quality and quantity of research outcomes, fostering a culture of excellence and productivity.
- Stakeholder Satisfaction: Proper resource allocation contributes to stakeholder satisfaction, including funding agencies, collaborating institutions, faculty members, and students. Transparent and accountable resource management builds trust and enhances the institution's credibility in the research community.

Knowledge Exchange Programs
a. Rationale:
- Purpose: Knowledge Exchange Programs are designed to facilitate the exchange of ideas, expertise, and experiences between NiBS and partner universities. These programs contribute to the development of a dynamic academic environment, fostering collaborative learning and enriching the research and educational experiences of faculty and students.
- Enhanced Learning Opportunities: Knowledge exchange programs provide faculty and students with opportunities to engage in collaborative research projects, attend workshops, and participate in conferences organized in partnership with other universities. This exposure enhances their academic and research skills and broadens their perspectives.

b. Implementation:
- Program Design: NiBS will design and implement structured Knowledge Exchange Programs that encourage active participation from faculty and students. These programs may include collaborative research projects, joint workshops, academic exchanges, and participation in conferences hosted by partner universities.
- Communication and Promotion: NiBS will actively communicate and promote Knowledge Exchange Programs within the institution. This includes providing clear information about program objectives, eligibility criteria, and application processes. The President's Office will play a central role in disseminating information and facilitating program logistics.
- Faculty and Student Engagement: Faculty and students will be encouraged to actively engage in Knowledge Exchange Programs. Faculty members may collaborate on research

projects, contribute to joint publications, and participate in academic events, while students can benefit from hands-on research experiences and exposure to diverse learning environments.

c. Outcome:
- Enriched Academic Experiences: Knowledge Exchange Programs contribute to enriched academic experiences for both faculty and students. Faculty members gain insights into different teaching methodologies and research practices, while students benefit from exposure to diverse learning environments and cultural contexts.
- Collaborative Research Output: The active participation of faculty and students in collaborative research projects through Knowledge Exchange Programs contributes to increased research output. Joint publications, presentations, and shared intellectual contributions enhance the academic reputation of NiBS and its partner universities.
- Strengthened International Partnerships: Knowledge Exchange Programs foster stronger international partnerships between NiBS and collaborating institutions. The exchange of knowledge, ideas, and experiences builds lasting relationships, creating a network of academic collaborators that extends beyond individual projects.

Reporting and Evaluation
Periodic Reports
a. Rationale:
- Purpose: The requirement for Periodic Reports serves as a mechanism to gather detailed information on the progress, outcomes, and challenges of ongoing collaborative research projects. These reports are essential for maintaining transparency, accountability, and ensuring that collaborative initiatives align with the established goals.
- Continuous Assessment: Periodic reports provide a means for continuous assessment of collaborative projects. Faculty members engaged in collaborative research will be required to submit regular updates, allowing the President's Office to monitor progress, address challenges, and identify opportunities for improvement.

b. Implementation:
- Reporting Schedule: The President's Office will establish a reporting schedule, specifying the frequency and format of periodic reports. This schedule will be communicated to faculty members at the beginning of collaborative projects, ensuring that reporting becomes an integral part of the project timeline.
- Comprehensive Reporting: Faculty members will be required to submit comprehensive reports that cover various aspects of the collaborative project. This includes detailing achieved milestones, outlining project outcomes, addressing any challenges encountered, and providing insights into the impact of the research on academic and institutional objectives.
- Feedback and Support: The President's Office will provide feedback and support to faculty members based on the information presented in the periodic reports. This feedback may include recommendations for overcoming challenges, optimizing project outcomes, and ensuring that the collaborative efforts remain aligned with academic goals.

c. Outcome:
- Transparent Communication: Periodic reports contribute to transparent communication between faculty members and the President's Office. This transparency fosters an environment of openness, where challenges can be addressed proactively, and successes can be celebrated.
- Data for Continuous Improvement: The information gathered from periodic reports serves as valuable data for continuous improvement. By analyzing trends and patterns across multiple reports, the President's Office can identify areas where additional support is needed, refine collaborative processes, and enhance the overall effectiveness of collaborative projects.

Annual Evaluation

a. Rationale:
- Purpose: Annual Evaluation provides a structured framework for assessing the overall success and impact of partnership and collaboration initiatives. This evaluation aims to measure progress against established goals, identify areas of strength and improvement, and ensure that collaborations contribute meaningfully to the academic objectives of NiBS.
- Feedback Collection: The annual evaluation process involves collecting feedback from multiple stakeholders, including faculty members, students, and partner universities. This comprehensive feedback loop ensures that the evaluation is holistic and considers perspectives from all parties involved in collaborative efforts.

b. Implementation:
- Evaluation Criteria: The President's Office will establish clear evaluation criteria aligned with the goals and objectives of NiBS' partnership and collaboration policy. These criteria may include research output, academic impact, successful grant acquisition, and the fulfillment of broader institutional objectives.
- Stakeholder Consultation: Feedback will be collected through stakeholder consultations, surveys, and structured interviews. Faculty members engaged in collaborative projects, students participating in knowledge exchange programs, and representatives from partner universities will be among the key stakeholders providing input.
- Data Analysis: The President's Office will analyze the collected data to assess the overall success and impact of collaborative initiatives. This analysis will involve identifying trends, patterns, and key insights that inform decision-making for future collaborations.

c. Outcome:
- Strategic Decision-Making: The annual evaluation serves as a foundation for strategic decision-making. By evaluating the success and impact of collaboration initiatives, NiBS can make informed decisions about the continuation of existing partnerships, the pursuit of new collaborations, and the allocation of resources for maximum impact.
- Continuous Improvement: The feedback collected during the annual evaluation process provides actionable insights for continuous improvement. Areas of strength can be reinforced, and strategies can be developed to address challenges, ensuring that collaborative efforts evolve in line with the institution's objectives.

- Stakeholder Satisfaction: Through an inclusive evaluation process, the institution can gauge stakeholder satisfaction. Considering the perspectives of faculty, students, and partner universities ensures that collaborative initiatives not only meet academic objectives but also contribute positively to the overall satisfaction of those involved.

Communication and Outreach

The President's Office will ensure transparent communication with stakeholders, providing regular updates on collaboration activities, successful grant applications, and notable research achievements. This information will be disseminated through various channels, including newsletters, websites, and community outreach programs.

Review and Revision

This policy will be subject to periodic review to ensure its continued relevance and effectiveness in achieving the objectives outlined. Any necessary revisions will be made in consultation with relevant stakeholders and in accordance with the evolving needs and priorities of NiBS.

ACADEMIC FREEDOM AND AUTONOMY POLICY

Preamble

Nobel International Business School recognizes the fundamental importance of academic freedom and autonomy in fostering a vibrant intellectual environment, ensuring the pursuit of knowledge, and upholding the highest standards of academic excellence. This policy is designed to safeguard and promote the academic freedom and autonomy of the School's Academic Board, Governing Board, various committees and staff.

Principles of Academic Freedom

Freedom of Inquiry: All members of the university community, including faculty, are entitled to freely pursue scholarly and creative inquiry without undue interference. This foundational principle ensures that faculty members have the autonomy to explore and investigate topics of their choice. This freedom extends to the selection of research methodologies, data interpretation, and the pursuit of innovative ideas. The School recognizes that unrestricted inquiry is vital for the advancement of knowledge, intellectual curiosity, and the overall academic growth of both individuals and the institution.

Freedom of Expression: The School encourages open discourse and the free exchange of ideas, ensuring that diverse perspectives can be expressed and explored. This commitment to freedom of expression fosters a rich intellectual environment where individuals feel empowered to share their thoughts, challenge prevailing notions, and engage in constructive dialogue. It acknowledges that a diversity of perspectives enhances the overall learning experience, stimulates critical thinking, and contributes to a more inclusive academic community.

Curricular Freedom: The Academic Board retains the authority to design and revise academic programs, curricula, and assessment policies, fostering a dynamic and innovative learning environment. Curricular freedom means that decisions related to the structure and content of academic programs are made with the primary goal of promoting student learning and academic excellence. This authority allows the Academic Board to respond to emerging trends, technological advancements, and evolving industry needs, ensuring that educational offerings remain relevant and impactful.

Research Independence: Faculty members have the right to conduct research independently and disseminate their findings, contributing to the advancement of knowledge. Research independence acknowledges that faculty members are experts in their respective fields and should have the autonomy to initiate, conduct, and publish research without undue influence. This freedom ensures that the School remains at the forefront of discovery, innovation, and the generation of new knowledge, ultimately benefiting both the academic community and society at large.

Faculty Appointment and Tenure: Decisions related to faculty appointment, promotion, and tenure are made based on academic merit, following transparent and merit-based processes. This commitment underscores the importance of fairness, objectivity, and excellence in faculty-related decisions. Faculty members are appointed and promoted based on their contributions to teaching, research, and service, with clear and transparent evaluation criteria. Tenure decisions,

critical for academic freedom, are guided by the principle of recognizing and protecting scholars who have demonstrated sustained excellence in their academic pursuits.

Protection against External Influences: The School ensures that academic decisions are shielded from external pressures, political influences, or commercial interests that may compromise academic integrity. This safeguard is crucial for maintaining the credibility and independence of academic pursuits. Protection against external influences means that decisions related to curriculum, research priorities, and faculty appointments are guided by academic considerations rather than external agendas. It preserves the integrity of the academic enterprise and ensures that the pursuit of knowledge remains unbiased and uncompromised.

Independent Decision-Making: The commitment to independent decision-making ensures that the Academic Board, Governing Board, and Committees have the authority to make decisions autonomously on academic matters. This includes crucial areas such as curriculum development, assessment policies, and faculty appointments. The University recognizes the significance of allowing these bodies to exercise their expertise without external interference, thereby fostering an environment where decisions are driven by academic considerations, educational goals, and institutional priorities.

Clear Governance Structure: To uphold autonomy, the School establishes a clear governance structure that explicitly defines the roles, responsibilities, and decision-making authority of the Academic Board, Governing Board, and Committees. This includes a delineation of the scope of their powers, the processes for decision-making, and the areas where their authority is paramount. A transparent governance framework ensures that each body operates within well-defined boundaries, enhancing accountability and preserving the integrity of their decision-making processes.

Conflict of Interest Policies: The implementation of robust conflict of interest policies is crucial to prevent undue external influence. Members of the Academic Board, Governing Board, and Committees are required to disclose any potential conflicts of interest transparently. These policies not only promote accountability but also safeguard against external pressures that could compromise the independence of decision-making. By managing conflicts openly, the University ensures that decisions are made with the institution's best interests in mind.

Protection against Retaliation: Policies are in place to protect members of the Academic Board, Governing Board, and Committees from retaliation for expressing dissenting opinions, challenging prevailing views, or engaging in academic pursuits. This protection against retaliation is vital for fostering a culture of open discourse and intellectual inquiry. It encourages members to voice diverse perspectives without fear of adverse consequences, ensuring that decision-makers can contribute freely to discussions and decision-making processes.

External Review Processes: While external input is valued, any external reviews or evaluations are considered advisory rather than prescriptive. The autonomy of the Academic Board, Governing Board, and Committees is preserved, and external reviews serve as consultative mechanisms rather than mandates. This approach maintains the integrity of internal decision-making processes, allowing the institution to benefit from external expertise without

compromising its ability to make decisions aligned with its unique mission, values, and academic goals. The emphasis is on leveraging external insights as complementary rather than directive, preserving the institution's autonomy in determining its academic direction.

Governance Structure

Academic Board: The Academic Board serves as the primary authority for academic decisions, policies, programs, and curriculum development. It operates independently within the framework of the institution's mission and values. This autonomy allows the Academic Board to respond dynamically to academic challenges, changing educational landscapes, and emerging opportunities. By maintaining a focus on academic excellence and aligning decisions with the university's overarching goals, the Academic Board plays a crucial role in shaping the institution's intellectual identity and educational offerings.

Governing Board: The Governing Board acknowledges and respects the academic autonomy of the Academic Board. While overseeing broader strategic, financial, and policy matters, the Governing Board avoids undue interference in academic affairs. This distinction allows the Academic Board to function with a specialized focus on academic quality, curriculum design, and program development. The Governing Board's commitment to non-interference safeguards the integrity of academic decision-making processes, ensuring that educational considerations remain at the forefront while strategic and policy matters are addressed at the governance level.

Committees: Various committees, spanning areas such as curriculum, research, and faculty affairs, are granted autonomy within their defined scopes. These committees are entrusted with the responsibility to make informed decisions and recommendations that contribute to the overall academic vibrancy of the institution. Autonomy within their respective domains enables committees to delve deeply into specific areas, respond to unique challenges, and propose initiatives that align with the university's mission. This decentralized decision-making structure fosters agility and expertise within specialized areas, promoting a collaborative approach to addressing the diverse facets of academic life.

Continuous Improvement

Periodic Evaluation: The School is committed to regularly assessing the effectiveness of its academic freedom and autonomy policies through systematic and comprehensive evaluations. This process involves soliciting feedback from various stakeholders, including faculty, students, and external contributors. By actively seeking input, the university aims to identify strengths and areas for improvement in the implementation of these policies. This commitment to periodic evaluation demonstrates the institution's dedication to continuous improvement, ensuring that academic freedom and autonomy remain robust and responsive to evolving needs and challenges.

Professional Development: Ongoing professional development opportunities are a cornerstone of the university's commitment to academic freedom and autonomy. Members of the Academic Board, Governing Board, and Committees are provided with regular training sessions focused on governance principles, ethical considerations, and best practices in academic leadership. These opportunities contribute to the professional growth of individuals involved in academic decision-making, equipping them with the knowledge and skills necessary for effective governance. By

investing in continuous learning, the university reinforces a culture of informed decision-making and ethical leadership within its academic bodies.

Legal Protections: The School prioritizes the establishment of a robust legal framework explicitly designed to protect the academic freedom and autonomy of the Academic Board, Governing Board, and Committees. This legal protection ensures that academic decisions remain insulated from undue external influences or pressures. By clearly outlining the rights and responsibilities of these bodies within the legal framework, the School provides a solid foundation for safeguarding the integrity of academic processes. Legal protections serve as a bulwark against potential challenges to academic freedom, affirming the institution's commitment to upholding the principles of autonomy and intellectual independence.

Conclusion

This Academic Freedom and Autonomy Policy reaffirms Nobel International Business School commitment to fostering an environment where academic freedom is cherished, intellectual inquiry is celebrated, and the autonomy of key academic bodies is preserved. The School recognizes that these principles are essential for the pursuit of knowledge, the development of critical thinking, and the achievement of excellence in education.

POLICY ON STUDENT INVOLVEMENT IN INSTITUTIONAL GOVERNANCE

Introduction

Nobel International Business School (NiBS) is dedicated to fostering a dynamic and inclusive governance environment that values the active participation of its student body. This policy outlines the comprehensive framework for meaningful student involvement in various governance facets within the university, with a specific emphasis on the inclusion of a student representative on the Governing Board.

Student Representation on Governance Bodies

Governing Board Representation: Nobel International Business School (NiBS) recognizes the critical importance of ensuring direct student representation on the Governing Board, the highest decision-making body within the institution. This commitment is grounded in fostering a governance structure that is inclusive, representative, and responsive to the diverse perspectives of the university community.

Affirmation of Significance:

- The inclusion of a student representative on the Governing Board reflects NiBS' acknowledgment that students are integral stakeholders whose insights and experiences contribute significantly to the overall dynamics of the institution.
- Students bring a unique perspective to governance discussions, representing the immediate and evolving needs, concerns, and aspirations of the student body.

Transparent and Equitable Election Process:

- The process of electing a student representative to the Governing Board is designed to be transparent and equitable. This involves clear communication of the election process, eligibility criteria, and the timeline to ensure the entire student body is well-informed.
- The electoral process prioritizes fairness, accessibility, and inclusivity, allowing all eligible students an equal opportunity to participate and express their preferences.

Full Membership Status:

- The student representative, once elected, assumes a full membership status on the Governing Board. This means that they are entitled to engage in all discussions, participate in decision-making processes, and cast votes on matters relevant to the governance of the institution.
- This status is not honorary but underscores the genuine commitment to affording students an impactful role in shaping policies, strategic directions, and key decisions that influence the university's trajectory.

Role of Student Representative:

- The student representative acts as a conduit between the student body and the Governing Board, ensuring that the diverse perspectives, concerns, and aspirations of the students are effectively communicated during Board deliberations.

- This role extends beyond mere representation; the student member actively engages in discussions, contributes valuable insights, and collaborates with other Board members to make well-informed decisions.

Encouraging Student Participation:
- NiBS recognizes that student involvement in governance is not only about having a seat at the table but also fostering an environment where students feel encouraged to participate actively.
- Measures are in place to facilitate the engagement of the student representative, creating avenues for them to express opinions, raise issues, and propose initiatives that enhance the overall student experience.

Educational and Developmental Aspect:
- Serving as a full member of the Governing Board provides a unique educational opportunity for the student representative, offering insights into organizational leadership, strategic planning, and decision-making at the institutional level;
- This exposure contributes to the student's personal and professional development, preparing them for future leadership roles and instilling a sense of responsibility and accountability.

Qualifications and Responsibilities:
- The student representative must be a registered full-time student at NiBS and maintain good academic standing.
- Responsibilities include actively participating in Board discussions, presenting student viewpoints, and providing insights on matters impacting the student community.

Election Process:
- NiBS will conduct annual elections to choose the student representative for the Governing Board.
- The election process will adhere to principles of fairness, openness, and accessibility, allowing candidates to articulate their visions and engage with the broader student electorate.

Student Involvement in Decision-Making Processes

Nobel International Business School (NiBS) actively promotes student engagement in diverse university committees such students welfare, recognizing the valuable contributions students can make to critical aspects of university functioning. This commitment underscores the belief that collaborative decision-making, enriched by student perspectives, enhances the overall vibrancy and effectiveness of the academic community.

Encouraging Student Involvement:
- NiBS values the active participation of students in committees as an essential element of shared governance. These committees cover a spectrum of areas, including academic affairs, student welfare, and campus life, ensuring that students are represented across various facets of university operations.

- By encouraging student involvement, NiBS aims to tap into the diverse experiences, insights, and ideas that students bring, fostering an inclusive and dynamic university environment.

Appointment and Election Mechanisms:
- Students may be appointed or elected to serve on various university committees, depending on the nature and scope of the committee's responsibilities. This ensures a fair and flexible approach to student representation.
- The appointment or election mechanisms are designed to be transparent and accessible, providing opportunities for students with different backgrounds, disciplines, and interests to contribute to committees aligned with their expertise or passion.

Ensuring Student Voices in Decision-Making:
- Student participation in committees is not merely symbolic but is geared towards actively involving them in decision-making processes. This includes discussions on policies, programs, and initiatives that impact the student body.
- By providing a platform for students to voice their opinions and contribute to decision-making, NiBS aims to create a more responsive and student-centric university environment.

Consultation on Significant Policies:
- NiBS acknowledges the significance of involving students in the formulation of significant institutional policies. This includes policies related to academics, student conduct, and campus development, among others.
- The university ensures that policies affecting students on a broad scale are subject to thorough consultation, fostering a sense of ownership and shared responsibility in the student community.

Diverse Consultation Mechanisms:
- To accommodate diverse student perspectives, NiBS employs a range of consultation mechanisms, including surveys, town hall meetings, and direct representation in policy-formulation discussions.
- Surveys provide a structured yet accessible way for students to express their opinions, town hall meetings offer a platform for open dialogue, and direct representation ensures that student leaders actively participate in policy discussions.

Ensuring Inclusivity and Transparency:
- NiBS is committed to ensuring that the policy consultation process is inclusive, transparent, and accessible to all students. This includes providing timely information, creating opportunities for open dialogue, and incorporating feedback into the policy development process.
- The university recognizes that an inclusive and transparent policy consultation process not only strengthens the policies themselves but also enhances the sense of community and shared governance within the institution.

Accountability and Review

Annual Review:
- NiBS commits to an annual review of the effectiveness of student involvement in governance.
- The review considers feedback from students to identify areas for improvement and enhancement.

Transparent Reporting Mechanism:
- NiBS recognizes the importance of keeping the university community informed about decisions directly influenced by student representatives. A transparent reporting mechanism will be established to document and communicate the impact of student involvement in various governance aspects.
- This mechanism ensures that the university community, including students, faculty, and staff, has visibility into the specific contributions and influences of student representatives in decision-making processes.

Comprehensive Decision Reports:
- Reports will go beyond mere acknowledgment of student involvement, providing comprehensive insights into the decisions that directly result from student contributions. This includes details on discussions, recommendations, and the ultimate impact of student perspectives on the decision-making outcomes.
- By offering a nuanced understanding of the decision-making process, these reports aim to convey the depth and breadth of student involvement, showcasing the tangible outcomes of their contributions.

Accessibility to the Entire University Community:
- Reports on decisions influenced by student representatives will be made accessible to the entire university community. This includes students, faculty, staff, and any other stakeholders interested in understanding the dynamics of institutional governance.
- Ensuring accessibility promotes inclusivity and broadens the understanding of how students contribute to the governance of NiBS, fostering a sense of community engagement and shared responsibility.

Promoting Accountability and Openness:
- Transparency in reporting serves as a cornerstone for accountability and openness within the university. It allows stakeholders to assess the alignment of decisions with institutional values, mission, and the interests of the university community.
- NiBS believes that being transparent about the impact of student involvement fosters an environment of openness, where decisions are subject to scrutiny, feedback, and constructive dialogue.

Feedback and Continuous Improvement:
- The reporting mechanism will also incorporate channels for feedback from the university community. This feedback loop ensures that the impact reports are not only informative but also contribute to continuous improvement in how student involvement is integrated into governance.

- By actively seeking and responding to feedback, NiBS aims to refine its processes, enhance the effectiveness of student participation, and adapt to the evolving needs and expectations of the university community.

Conclusion

Nobel International Business School is dedicated to sustaining a collaborative governance model where student voices are integral to decision-making processes. This policy underscores NiBS' commitment to fostering an environment where students actively contribute to shaping the institution's future.

POLICY ON APPOINTMENT OF EXTERNAL EXAMINERS

Introduction
The appointment of external examiners is a crucial aspect of ensuring the academic rigor and quality of assessments at Nobel International Business School (NiBS). This policy outlines the criteria and procedures for the selection and appointment of external examiners for various academic assessments, including the examination of theses and dissertations.

Objective
The primary objective of this policy is to maintain the highest standards of academic assessment by engaging external examiners who possess the requisite expertise, qualifications, and commitment to providing constructive and critical feedback.

Criteria for Appointment of External Examiners
Terminal Degree: External examiners participating in thesis examinations must have attained the highest academic qualification in their respective fields, commonly known as a terminal degree. This requirement ensures that the examiners possess a deep understanding of advanced concepts and methodologies relevant to the specific discipline. The terminal degree serves as an assurance of the examiner's scholarly competence and expertise, contributing to the credibility and integrity of the assessment process.

Expertise in the area: External examiners are expected to showcase a high level of expertise in the specific area under examination. This entails a comprehensive understanding of the subject matter, encompassing its theoretical foundations, contemporary developments, and methodological intricacies. Demonstrating expertise ensures that the examiner can critically evaluate the nuances of the thesis, providing valuable insights and contributing to the academic rigor of the assessment.

Good Publications in Reputable Journals: External examiners should have good publications in reputable journals (Scopus index and other international high raking journals) in order to emphasize the importance of the examiner's own scholarly contributions. This criterion assesses the external examiner's academic standing and expertise in the relevant field. The phrase "Good Publications" refers to the quality and impact of the examiner's own research work. It implies that the examiner has a record of producing high-quality research outputs that have undergone rigorous peer review and scrutiny. The emphasis on "Reputable Journals" signifies that the examiner has published in well-established and respected academic journals. Reputable journals often have stringent editorial standards, peer-review processes, and editorial boards composed of experts in the field. Publications in such journals indicate the examiner's ability to meet the rigorous standards of scholarly publishing.

Academic Rank: The requirement for external examiners to hold a senior academic position, typically at the level of Senior Lecturer or above, is rooted in the necessity for substantial experience in research supervision and examination. Individuals at higher academic ranks have demonstrated a consistent commitment to academia, including successful research endeavors, supervision of postgraduate students, and a comprehensive understanding of academic

assessment processes. This criterion reinforces the examiner's capability to conduct a thorough and insightful evaluation of the thesis.

Willingness and Availability: External examiners are expected to express a genuine willingness to dedicate the necessary time and effort to the examination process. This commitment is crucial for ensuring a comprehensive and thoughtful assessment of the thesis. Willingness encompasses a readiness to engage with the academic material, provide constructive feedback, and adhere to the stipulated timelines. Availability underscores the importance of the examiner being accessible for necessary discussions, clarifications, and the timely submission of evaluation reports.

Independence and Impartiality: Uphold the integrity of the examination process, external examiners must declare any potential conflicts of interest that could compromise their ability to provide an unbiased and impartial assessment. Independence ensures that examiners approach the evaluation with academic objectivity, free from personal or professional connections that might influence their judgment. This commitment to impartiality safeguards the fairness and credibility of the assessment, fostering a transparent and trustworthy examination environment.

Appointment Process
Nomination: The process begins with the Program Director identifying suitable candidates for the role of external examiner in consultation with the Register. Nominations are made to ensure that individuals possess the requisite qualifications, expertise, academic rank, and commitment to impartial examination. The Program Director plays a crucial role in selecting nominees who align with the academic standards and expectations of NiBS. This stage emphasizes the proactive involvement of academic units in maintaining the quality and integrity of the examination process.

Approval: Following the nomination stage, the selected candidates undergo a thorough review and approval process. NiBS Academic Board or a designated examination committee, composed of academic experts and administrators, evaluates the nominations against the established criteria. This evaluation ensures that the chosen external examiners meet the institution's standards for academic excellence, independence, and expertise. The approval stage serves as a checkpoint to guarantee that only qualified and credible individuals are entrusted with the responsibility of examining theses at NiBS.

Invitation: Approved external examiners receive a formal invitation to participate in the examination process. This invitation includes comprehensive details about the examination expectations, timelines, and procedures. The formal nature of the invitation underscores the importance NiBS places on the role of external examiners in maintaining academic rigor and ensuring the quality of research outputs. Clear communication at this stage fosters a collaborative and transparent relationship between the institution and external examiners, setting the foundation for a thorough and impartial assessment of the theses.

Roles and Responsibilities of External Examiners
Thorough Examination: External examiners play a pivotal role in upholding academic standards by conducting a comprehensive examination of the thesis. This involves a detailed

assessment of various aspects, including but not limited to, the quality of research, originality of ideas, appropriateness of methodology, and the overall contribution of the thesis to the academic field. The expectation of a thorough examination underscores the significance of external examiners in ensuring the scholarly merit and integrity of the research conducted by NiBS students.

Constructive and Critical Feedback: External examiners are not only evaluators but also mentors in the examination process. It is imperative that their feedback goes beyond assessment to provide constructive and critical insights. This involves offering guidance on areas of improvement, highlighting strengths, and pinpointing weaknesses in a manner that facilitates the candidate's academic growth. By emphasizing constructive and critical feedback, NiBS ensures that the examination process contributes positively to the academic development of its students, fostering a culture of continuous improvement.

Timely Submission: The timely submission of examination reports is crucial for the efficient progression of the examination process. External examiners are expected to adhere to stipulated timelines to ensure that the institution can maintain its academic schedules and provide timely feedback to students. This requirement reflects NiBS' commitment to efficiency and responsiveness in managing the examination process. Timely submission is essential for maintaining the credibility and reliability of the examination outcomes.

Recognition and Compensation
Recognition: NiBS recognizes the pivotal role played by external examiners in maintaining academic standards and ensuring the quality of research outputs. The acknowledgment of their contribution is made through formal recognition and appreciation. This recognition can take various forms, such as commendation letters, certificates of appreciation, or public acknowledgment during academic events. By formally recognizing the efforts of external examiners, NiBS reinforces a culture of collaboration and gratitude within the academic community.

Compensation: NiBS values the time and expertise invested by external examiners in the examination process. To reflect this appreciation, external examiners may be eligible for compensation, either in the form of an honorarium or reimbursement for their time and associated expenses. The specific compensation structure is determined by the university's policies and regulations, ensuring transparency and fairness. Offering compensation not only recognizes the external examiners' commitment but also encourages continued participation and ensures that the examination process remains attractive to qualified professionals.

Review and Revision of Policy
Regular Review: This policy will be subject to periodic review to ensure its relevance and effectiveness.
Amendments: Any amendments to this policy will be made in consultation with relevant stakeholders and approved by NiBS Academic Board.

Conclusion

This policy reflects NiBS' commitment to maintaining the highest standards of academic assessment through the appointment of qualified and experienced external examiners. The university believes that adherence to these criteria will contribute to the continuous improvement of academic quality and the overall enhancement of the student learning experience.

STUDENT WELFARE POLICY

Introduction

A student at NiBS is expected to abide by the rules and procedures of the University in order to ensure that he/she conducts herself/himself in a manner expected of him/her. All these are linked to his/her interaction with fellow students and all staff.

Induction

The School shall conduct an orientation Program for all new students before they embark on studies. The orientation Program shall feature, among others, pertinent academic and social issues related to student welfare.

Strategies

The School will:
- i)   Organize a comprehensive orientation Program;
- ii)   Avail necessary documents to students (e.g. Student Disciplinary Rules and Procedures, Examination Regulations; Dress Code; Sexual harassment policy, student welfare policy, gender policy etc.);
- iii) Avail students with Identity Cards.

Students will:
- i)   Fully and actively participate in the orientation Program;
- ii)   Keep and read University instruments relating to student welfare and other issues.
- iii) Issued an ID card;
- iv)   Report the loss of ID card and pay a fee to get a new card.

Medical Services

NiBS shall have a first aid kit for and also keep close contact with Nyaho Hospital to provide medical services to students and staff as well.

Strategies

The School shall:
- Make a deposit at Nyaho on behalf of students to cater for emergencies which the students will pay back
- Provide health services in collaboration with Nyaho Hospital from 08:00 throughout lunch to 17:00 hrs on days of classes or other school activities on campus;
- Address any kind of discrimination in the provision of medical services;
- Take action against any person who causes breach of confidentiality;
- Abide by Government regulations on provision of preventive and curative health services; and

- Provide and encourage preventive health services including medical check-ups and health related counselling/advice.

Catering, Stationery and Basic Shopping Services

The School shall continue to allow private vendors to offer catering, stationary and basic shopping services on campus based on clear conditions including safety and cleanliness standards. NiBS shall take action in case the conditions are breached and where necessary, alarming situations concerning food safety shall be reported to the relevant Government authorities for further action.

Strategies

The School shall:
- Ensure that private food vendors have valid licenses and health inspection documentation for them to provide catering services on campus;
- Ensure that private caterer's operators have valid licenses for them to provide stationary services on campus.
- Report issues that demand Government intervention to relevant authorities;
- Provide clear health conditions to campus outsourced caterers, including the surrounding environment; and
- Take action against unauthorized sale of food, drinks, stationary on campus.

Students shall:
- Report any incidents concerning food safety to the office of the registrar;
- Abide by the rules set by the vendors including payment and cleanliness;
- Avoid consuming food in their hostel rooms; and
- Report unauthorized sale of food or drinks on campus to the Student Affairs Office.

Recreation

Sports and games inculcate the spirit of cooperation, competition and endurance. They are also an opportunity for student interaction and character building. Besides, sports and games as a form of recreation contribute to fitness of the body and the mind. It is therefore imperative to create an environment and put in place facilities for students to participate in sports and recreation activities.

NiBS will:
i) Encourage and coordinate establishment of sports clubs;
ii) Coordinate various recreational activities under their mandate;
iii) Coordinate the joining of students and members of community in various recreational activities;
iv) Associations through appropriate University procedures; and
v) Collaborate with the President in raising funds/resources for sports and related activities.

Students will:
i. Willingly participate in sports and games;

ii.   Establish various sports clubs;
iii.   Carefully balance between sports/recreational activities and academic activities;
iv.   Keep sports and recreational facilities safe and clean

Physical Security

The University shall continue to improve the security system on campus with a view to ensuring that students pursue their social and academic activities peacefully and freely.

The School will:
i)   Engage a reputable security company for purposes of campus security;
ii)   Install appropriate security signs in all its premises;
iii)   Install appropriate fire equipment in all its premises;
iv)   Provide necessary security information from time to time or as need arises;
v)   Educate students on personal security measures while on campus and outside campus;
vi)   Take measures to safeguard all entry points to the School's compound and close all undesignated entry points;
vii)   Take necessary action against all those who will act in ways that breach security or likely to breach security;
viii) Deny unauthorized access to NiBS' equipment and facilities;
ix)   Where necessary, engage the Police in detecting, preventing or handling security
x)   Provide emergency numbers to students.

Students will:
i)   Report security issues to relevant authorities/offices;
ii)   Report behaviour or conduct that jeopardizes security on campus;
iii)   Act responsibly and reasonably in handling properties including electricity systems and appliances;
iv)   Avoid behaviour or conduct likely to cause breach of security;
v)   Familiarize themselves with the use of security measures and systems in place on campus such as fire extinguishers; and
vi)   Park their transport facilities (e.g. cars, bicycles, motorcycles) on designated places.

Counselling and Advisory Services

All issues pertaining to guidance and counselling are addressed in the Guidance and Counselling Policy.

Sexual Harassment

All issues pertaining to sexual harassment are addressed in the Sexual Harassment Policy.

Environmental Cleanliness

NiBS shall maintain a clean and safe environment for students' academic and social activities and calls upon every student to participate in making the environment safe and clean.

Strategies
The School shall:

i)   Take action against all those who negligently or maliciously pollute the environment;
ii)   Engage a reputable company for conducting cleaning activities in designated areas;
iii)   Continue to destroy designated categories of waste by using its incinerator; and
iv)   Install facilities to handle normal and hazardous waste in a sound manner.
v)   Continue greening the environmental.

Students will:
i)   Observe cleanliness and keep the environment clean;
ii)   Keep their places of residence clean;
iii)   Keep classrooms clean;
iv)   Dump wastes in designated areas;
v)   Avoid dumping dangerous materials on NiBS environment; and
vi)   Form a club on environmental matters.

Students with Special Needs

All issues pertaining to students with special needs are addressed in the Disability Policy.

Teaching and Learning Environment

The School shall maintain the required standard of the teaching and learning environment and will continue to improve it in order to meet the learning needs of students with a view to ensuring it is comfortable, convenient, friendly and accessible by all students.

Strategies
The School shall:
i)   Recruit competent academic staff;
ii)   Ensure presence of sufficient library space and resources;
iii)   Ensure availability of teaching and learning aids such as projectors;
iv)   Install and maintain air conditioning facilities in classrooms;
v)   Ensure availability of wireless network at designated places;
vii)   Ensure that offices and learning places are accessible by people with disabilities; and
i)   Ensure that big classrooms are equipped by sound systems.

Students will:
i)   Use teaching and learning facilities wisely and avoid damage;
ii)   Report malicious or negligent damage of teaching or learning facilities;
iii)   Observe the provisions of the Student Disciplinary Rules and Procedures related to handling of University premises and properties; and
i)   Avoid conducts that are likely to cause disturbances or disruptions to the learning or teaching process.

Funeral Support

NiBS shall extend moral and monetary support to the family of a deceased student who passes away during studies.

Strategies
The School shall:

i)   ii) Ensure the University is represented in the burial ceremony by appointed officials;

ii)   Whenever possible, ensure the deceased student receives the last respects of the members of the University; and

iii)   Liaise with the family of the deceased student in facilitating other necessary logistics pertaining to the burial service.

STAFF WELFARE POLICY

Purpose and Scope

The purpose of this Staff Welfare Policy is to establish guidelines and procedures to ensure the well-being and job satisfaction of all employees at Nobel International Business School (NiBS). The policy covers various aspects, including financial support, health insurance, and assistance for significant life events.

Financial Support

Interest-Free Loans from the President

Objective: The interest-free loans offered by NiBS aim to provide financial assistance to staff members, acknowledging the diverse financial needs they may encounter. The primary objective is to support the well-being of the staff and contribute to their financial stability.

Eligibility Criteria: All NiBS staff members are eligible to apply for interest-free loans. The loans can be utilized for various purposes, including but not limited to housing, education, or personal needs. The eligibility criteria ensure that the financial support is accessible to all staff members, fostering an inclusive approach.

Loan Categories and Limits: Interest-free loans are categorized based on the purpose for which they are sought. Categories may include housing loans, education loans, and personal loans. Clear guidelines are established for each category, specifying the maximum loan amount that can be availed. This ensures transparency and clarity in the loan application process.

Application Process: Staff members interested in availing interest-free loans must submit a formal application to the Human Resources Department. The application form will capture essential details, including the purpose of the loan, the requested amount, and any supporting documentation. This step ensures that loans are allocated based on genuine needs.

Loan Terms and Conditions: The terms and conditions of the interest-free loans will be clearly communicated to the staff during the application process. This includes details such as the repayment period, any applicable grace periods, and the consequences of default. Transparent communication ensures that staff members are fully informed before committing to the loan.

Flexible Repayment Plans: NiBS recognizes the dynamic nature of personal finances and is committed to providing flexibility in repayment plans. Staff members facing financial challenges can discuss alternative repayment schedules with the Human Resources Department. This flexibility reflects NiBS' understanding of the unique circumstances of each staff member.

Confidentiality: NiBS places a high value on the confidentiality of financial matters. Information related to loan applications, including personal financial details, will be treated with

the utmost confidentiality by the Human Resources Department. This ensures that staff members feel secure and comfortable in seeking financial assistance.

Financial Counseling and Guidance: In addition to providing interest-free loans, NiBS offers financial counseling services to staff members. This includes guidance on budgeting, financial planning, and responsible borrowing. The aim is to empower staff members to make informed financial decisions and manage their resources effectively.

Regular Review and Feedback Mechanism: The interest-free loan program will undergo regular reviews to assess its effectiveness. Feedback from staff members will be actively sought to identify areas for improvement. Continuous improvement ensures that the program remains responsive to the evolving needs of the staff.

Community Support Network: NiBS encourages a sense of community among its staff members. The interest-free loan program is not just a financial assistance initiative but also a demonstration of the institution's commitment to supporting its community. This creates a supportive network among staff members.

Private Health Insurance
Objective: NiBS recognizes the importance of prioritizing the health and well-being of its staff. The provision of private health insurance is a proactive measure to ensure that staff members have access to comprehensive healthcare services, contributing to a healthy and resilient workforce.

Comprehensive Coverage: The private health insurance coverage offered by NiBS is designed to be comprehensive, encompassing a range of healthcare services. This includes coverage for medical consultations, hospitalization, diagnostic tests, preventive care, and other relevant health services. The goal is to provide staff members with a holistic healthcare solution.

Accessibility and Network: NiBS partners with reputable health insurance providers to ensure that staff members have access to a wide network of healthcare facilities and professionals. The coverage extends to affiliated hospitals, clinics, and healthcare providers, promoting accessibility and flexibility in choosing healthcare services.

Inclusions and Exclusions: The details of the private health insurance coverage, including specific inclusions and exclusions, are clearly communicated to staff members. This transparency ensures that staff members are aware of the extent of their coverage, helping them make informed decisions about their healthcare needs.

Family Coverage Options: NiBS recognizes the importance of supporting the well-being of staff members' families. As part of the private health insurance program, options for family coverage are provided. Staff members can extend the benefits of the health insurance coverage to their dependents, creating a comprehensive family healthcare solution.

Claim Process and Assistance: A streamlined and user-friendly claim process is established to facilitate staff members in availing healthcare services.

Wellness Programs and Preventive Care: NiBS promotes a proactive approach to healthcare by incorporating wellness programs and preventive care initiatives. The private health insurance program may include coverage for wellness check-ups, vaccinations, and health screenings. This emphasis on preventive care aligns with NiBS' commitment to fostering a healthy and preventive healthcare culture.

Health Education and Resources: To empower staff members in making informed health-related decisions, NiBS provides health education resources. This may include workshops, seminars, and informational materials on topics such as healthy living, disease prevention, and stress management. Educated and informed staff contribute to a healthier workplace.

Regular Coverage Reviews: The private health insurance program undergoes regular reviews to assess its effectiveness and relevance. Feedback from staff members regarding their experiences with the insurance coverage is actively sought. Continuous improvements are implemented based on this feedback to ensure that the program meets the evolving healthcare needs of the staff.

Emergency Assistance and Support: In the event of medical emergencies, NiBS ensures that staff members receive prompt assistance and support. This includes facilitating emergency medical services, coordinating hospital admissions, and providing guidance on accessing urgent healthcare. The institution's commitment to emergency support contributes to the well-being and security of its staff. By elaborating on these key points, NiBS aims to create a detailed and transparent framework for providing private health insurance coverage, promoting the health and well-being of its staff.

Funeral Support
Objective: NiBS recognizes the emotional and financial challenges that accompany the loss of an immediate family member. The provision of funeral support is a compassionate initiative to assist staff members during this difficult period, offering financial relief to help cover funeral expenses.

Eligibility Criteria: To ensure fair and equitable distribution of funeral support, NiBS establishes clear eligibility criteria. Typically, staff members are eligible for funeral support in the event of the loss of an immediate family member, defined as a spouse, child, parent, or sibling. The criteria may vary based on the cultural and familial context.

Monetary Assistance: NiBS provides monetary assistance to staff members facing the financial burden of organizing a funeral. The assistance is intended to cover various expenses associated with funeral arrangements, such as funeral service costs, burial or cremation expenses, transportation, and related expenditures. The amount of support is determined based on the institution's policies and may be subject to periodic reviews.

Application Process: To streamline the process and offer timely assistance, NiBS establishes a straightforward application procedure for funeral support. Staff members can submit an application, accompanied by necessary documentation, to the Human Resources Department or a designated department responsible for staff welfare. The institution ensures sensitivity and confidentiality in handling such requests.

Supportive Communication: Upon learning about the loss of an immediate family member, NiBS communicates with the affected staff member in a supportive and empathetic manner. The institution expresses condolences and provides information about the funeral support available, guiding the staff member through the application process and offering assistance as needed.

Timely Disbursement: Recognizing the urgency of funeral-related expenses, NiBS commits to the timely disbursement of funeral support. The institution endeavors to process applications promptly, ensuring that financial assistance reaches the staff member within a reasonable timeframe to facilitate funeral arrangements.

Counseling and Support Services: In addition to monetary assistance, NiBS acknowledges the emotional toll of bereavement. The institution may offer counseling and support services to staff members coping with the loss of a loved one. This holistic approach aims to address both the financial and emotional aspects of dealing with bereavement.

Documentation Requirements: To facilitate the application process, NiBS specifies the necessary documentation required for funeral support applications. This may include a death certificate, proof of relationship to the deceased, and details of funeral-related expenses. Clearly communicated documentation requirements ensure a smooth and efficient application process.

Confidentiality and Sensitivity: NiBS handles funeral support requests with the utmost confidentiality and sensitivity. The institution respects the privacy of the grieving staff member and ensures that the application process is conducted discreetly. NiBS fosters a supportive environment that recognizes and empathizes with the personal nature of such situations.

Continuous Evaluation and Enhancement: To adapt to the evolving needs of its staff, NiBS conducts regular evaluations of its funeral support program. Feedback from staff members who have availed the support and suggestions for improvement are actively sought. NiBS uses this feedback to enhance the effectiveness of its funeral support initiatives, ensuring that they remain relevant and supportive. By elaborating on these key points, NiBS aims to provide detailed and compassionate funeral support, acknowledging the challenges staff members may face during times of bereavement.

Wedding Support

Objective: NiBS acknowledges the significance of weddings as a major life event for its staff members. The provision of wedding support is a thoughtful initiative aimed at contributing to the joyous occasion while helping to ease some of the financial responsibilities associated with wedding expenses.

Eligibility Criteria: To ensure fairness and inclusivity, NiBS establishes clear eligibility criteria for wedding support. Staff members planning to get married are typically eligible for this support. The criteria may include a minimum duration of employment or other stipulations deemed appropriate by the institution.

Financial Assistance: NiBS offers financial assistance to staff members to support them in covering various wedding-related expenses. The financial support may be provided as a one-time

grant or a predetermined amount, and it is intended to help with costs such as venue rental, catering, attire, decorations, and other essential elements of the wedding celebration.

Application Process: NiBS implements a streamlined application process for wedding support to ensure accessibility and efficiency. Staff members planning to marry can submit their application, including relevant details about the wedding plans, to the Human Resources Department or the designated department overseeing staff welfare. The process is designed to be straightforward, and the institution commits to maintaining the confidentiality of the information provided.

Celebratory Communication: Upon receiving information about a staff member's upcoming wedding, NiBS communicates congratulatory messages and provides details about the available wedding support. This celebratory communication aims to foster a positive and supportive work environment, recognizing and celebrating the personal milestones of the institution's staff.

Flexible Usage of Support: NiBS understands that weddings involve diverse expenses, and therefore, the financial support provided is flexible in its usage. Staff members have the autonomy to allocate the support according to their specific needs, ensuring that it addresses the most relevant aspects of their wedding plans.

Timely Disbursement: Recognizing the time-sensitive nature of wedding preparations, NiBS commits to the timely disbursement of wedding support. The institution ensures that financial assistance reaches the staff member well in advance of the wedding date, allowing for effective planning and execution of the celebration.

Documentation Requirements: NiBS specifies the necessary documentation for wedding support applications, which may include proof of impending marriage, details of wedding plans, and estimated budget breakdowns. Clear communication regarding documentation requirements facilitates a smooth and efficient application process.

Confidentiality and Sensitivity: Similar to other welfare initiatives, NiBS handles wedding support applications with confidentiality and sensitivity. The institution respects the privacy of staff members and ensures that the process is conducted discreetly, fostering a supportive and respectful environment.

Continuous Evaluation and Enhancement: NiBS values feedback from staff members who have availed wedding support. Regular evaluations of the program, along with feedback mechanisms, allow the institution to enhance the effectiveness of its wedding support initiatives continuously.

Naming Ceremony Support
Objective: NiBS recognizes the significance of the joyous occasion of welcoming a new family member through a naming ceremony. The provision of naming ceremony support is a thoughtful initiative aimed at celebrating this special milestone in the lives of its staff members.

Eligibility Criteria: To ensure inclusivity, NiBS establishes clear eligibility criteria for naming ceremony support. Staff members who have recently welcomed a newborn into their family are typically eligible for this support. The criteria may include a minimum duration of employment or other stipulations deemed appropriate by the institution.

Financial Assistance: NiBS offers financial assistance to staff members to support them in organizing and conducting naming ceremonies for their newborns. The financial support may be provided as a one-time grant or a predetermined amount, and it is intended to help cover various expenses associated with the naming ceremony. This may include venue costs, decorations, refreshments, traditional rites or ceremonies, and other essential elements of the celebration.

Application Process: NiBS implements a straightforward application process for naming ceremony support to ensure accessibility and efficiency. Staff members who have recently become parents can submit their application, including details about the naming ceremony plans, to the Human Resources Department or the designated department overseeing staff welfare. The process is designed to be simple and user-friendly, promoting ease of access for eligible staff.

Celebratory Communication: Upon receiving information about a staff member's recent addition to the family, NiBS communicates congratulatory messages and provides details about the available naming ceremony support. This celebratory communication aims to foster a positive and supportive work environment, recognizing and celebrating the personal milestones of the institution's staff.

Flexible Usage of Support: NiBS understands that naming ceremonies involve diverse expenses, and therefore, the financial support provided is flexible in its usage. Staff members have the autonomy to allocate the support according to their specific needs, ensuring that it addresses the most relevant aspects of the naming ceremony plans.

Timely Disbursement: Recognizing the time-sensitive nature of naming ceremony preparations, NiBS commits to the timely disbursement of financial support. The institution ensures that the assistance reaches the staff member well in advance of the naming ceremony date, allowing for effective planning and execution of the celebration.

Documentation Requirements: NiBS specifies the necessary documentation for naming ceremony support applications, which may include proof of recent childbirth, details of the naming ceremony plans, and estimated budget breakdowns. Clear communication regarding documentation requirements facilitates a smooth and efficient application process.

Confidentiality and Sensitivity: Similar to other welfare initiatives, NiBS handles naming ceremony support applications with confidentiality and sensitivity. The institution respects the privacy of staff members and ensures that the process is conducted discreetly, fostering a supportive and respectful environment.

Continuous Evaluation and Enhancement: NiBS values feedback from staff members who have availed naming ceremony support. Regular evaluations of the program, along with feedback mechanisms, allow the institution to enhance the effectiveness of its initiatives continuously.

Rental Support
Objective: NiBS recognizes the significance of stable and secure housing for the well-being of its staff members. The Rental Support initiative is established to provide financial assistance to alleviate the challenges associated with housing costs, fostering a more stable and comfortable living environment for the institution's staff.

Eligibility Criteria: To ensure fair and equitable access, NiBS establishes clear eligibility criteria for Rental Support. Staff members facing challenges with housing costs, especially those experiencing financial constraints, are typically eligible to apply. The eligibility criteria may include factors such as income level, family size, and other considerations relevant to housing needs.

Financial Assistance: NiBS offers financial assistance to eligible staff members to support them in meeting their rental obligations. The financial support may be provided as a regular stipend or as a one-time grant, and its purpose is to ease the financial burden associated with housing rentals.

Application Process: NiBS implements a transparent and accessible application process for Rental Support. Staff members in need of assistance can submit their applications, providing relevant details about their housing situation and the challenges they are facing. The application process is designed to be straightforward, ensuring that those in need can easily access the support.
Needs Assessment: To tailor the support to individual needs, NiBS conducts a needs assessment as part of the application process. This assessment may include a review of the staff member's financial situation, housing costs, and any extenuating circumstances contributing to the need for rental assistance. The information gathered helps determine the appropriate level of support for each applicant.

Flexible Usage of Support: Recognizing the diverse nature of housing challenges, NiBS ensures that the financial support provided is flexible in its usage. Staff members have the autonomy to allocate the support according to their specific housing needs, whether it be rent payments, utility bills, or other associated costs.

Timely Disbursement: Understanding the time-sensitive nature of housing obligations, NiBS is committed to the timely disbursement of Rental Support. The institution ensures that financial assistance reaches the staff member promptly, allowing for the effective management of housing-related expenses.

Documentation Requirements: NiBS specifies the necessary documentation for Rental Support applications, which may include proof of rental agreement, evidence of housing costs, and details of the financial challenges faced. Clear communication regarding documentation requirements facilitates a smooth and efficient application process.

Confidentiality and Sensitivity: Similar to other welfare initiatives, NiBS handles Rental Support applications with confidentiality and sensitivity. The institution respects the privacy of

staff members and ensures that the process is conducted discreetly, fostering a supportive and respectful environment.

Continuous Evaluation and Enhancement: NiBS values feedback from staff members who have availed Rental Support. Regular evaluations of the program, along with feedback mechanisms, allow the institution to enhance the effectiveness of its initiatives continuously.

Application Process

Loan Application: Staff members interested in applying for interest-free loans can submit a formal application to the President's office. The application should outline the purpose of the loan, the requested amount, and a brief explanation of the need.

Support for Life Events: For funeral support, wedding support, naming ceremony support, and rental support, staff members can submit a request to the President's office. The request should include relevant details and documentation supporting the need for assistance.

Confidentiality

NiBS ensures the confidentiality of all staff welfare applications. Information regarding financial support or personal circumstances will be handled discreetly by the Human Resources Department.

Review and Amendment

This policy will be periodically reviewed to ensure its effectiveness. Amendments may be made based on feedback and changing circumstances.

POLICY ON MARKING SCHEMES

Introduction

This policy outlines the guidelines and criteria for developing marking schemes for examination questions at Nobel International Business School (NiBS). The purpose is to ensure consistency, transparency, and fairness in the assessment process. The policy applies to all academic programs and courses offered at NiBS.

General Principles

Consistency

Marking schemes should exhibit consistency across all assessments within a given course and also maintain a level of uniformity when applied to different courses. This consistency is vital to ensuring fairness and comparability of student performance. When marking criteria remain consistent, it becomes easier to evaluate and rank students objectively. For example, if a particular standard is set for assessing an essay in one course, a similar standard should be applied when grading essays in another course. This principle promotes equity in the evaluation process.

Transparency

Transparency is a crucial element in the development and application of marking schemes. It implies that marking criteria, expectations, and grading standards are clearly communicated and easily understandable by both faculty members responsible for grading and students undergoing assessment. Clear and unambiguous language should be used to avoid any confusion or misinterpretation. Transparency enables students to understand how their work will be assessed, fostering a sense of fairness. Faculty members, on the other hand, benefit from a clear understanding of what is expected, ensuring consistent and objective grading.

Comprehensiveness

Marking schemes must be detailed to the extent that they provide comprehensive guidance for assessing student responses. This level of detail is particularly important to ensure that even if the lecturer or professor who developed the marking scheme is not available, another lecturer can use it to mark scripts without any ambiguity. Detailed marking schemes typically include explicit breakdowns of assessment criteria, specific descriptors for each level of performance, and examples or exemplars illustrating the application of the criteria. The objective is to leave no room for subjective interpretation, allowing any qualified faculty member to apply the marking scheme consistently. This detailed approach contributes to the reliability and validity of the

assessment process. It also ensures that all markers are on the same page, mitigating the risk of subjective biases influencing the grading process.

Components of a Marking Scheme
Question Rubric:

• **Clearly state the question or task:** The clarity in presenting the question or task is essential to avoid any ambiguity or confusion for both students and markers. A well-stated question provides a clear direction for students to understand what is expected of them. It should be concise, unambiguous, and formulated in a way that eliminates any potential misinterpretation. This ensures that students can focus on addressing the core requirements of the question without being distracted by unclear instructions. Additionally, a clear question enhances the reliability of the assessment process, as all students are working towards a common understanding of the task.

• **Define the key terms or concepts relevant to the question:** Defining key terms or concepts is crucial to establish a common ground for interpretation. Students may have different backgrounds and perspectives, and providing clear definitions helps ensure that all students understand the specific meanings attributed to critical terms or concepts in the context of the question. This not only prevents misunderstandings but also guides students in crafting responses that align with the intended focus of the assessment. For instance, if the question involves analyzing a market, defining terms such as "market share," "demand," or "competition" can guide students in addressing the question accurately.

• **Provide specific guidance on what is expected in the response:** To achieve consistency in grading, the marking scheme should offer explicit guidance on the expected content and depth of the response. This involves specifying the type of information or analysis that should be included, the level of detail expected, and any specific requirements for formatting or structure. By providing this guidance, the marking scheme becomes a tool for both students and markers, ensuring that assessments are aligned with the learning objectives of the course. Specific guidance minimizes subjectivity in grading and allows for a more objective evaluation of student performance. For example, if the question requires a comparative analysis, the marking scheme should specify the criteria for a thorough and effective comparison, guiding students on what elements to include in their responses.

Marking Criteria:
• **Break down the assessment into distinct criteria:** Breaking down the assessment into distinct criteria involves identifying the specific components or dimensions that contribute to the overall evaluation of a student's response. Each criterion represents a different aspect of the task or skill being assessed. For example, an essay assignment may be broken down into criteria such as content, organization, clarity of expression, and adherence to guidelines. This breakdown facilitates a more granular and transparent evaluation, allowing both students and markers to understand the specific elements that contribute to the final grade.

• **Assign a clear weight to each criterion based on its importance:** Assigning weights to different criteria reflects their relative importance in determining the overall quality of a response. Some criteria may carry more significance in assessing the core objectives of the assignment. For instance, in a research paper, the accuracy and depth of the content may be considered more important than formatting. Clear weighting ensures that markers prioritize and allocate appropriate attention to each criterion during the evaluation process. This weighting should be communicated explicitly in the marking scheme, providing transparency and guiding both students and markers on the relative importance of each aspect of the assessment.

• **Specify the range of marks or grades corresponding to different levels of performance for each criterion:** For each criterion, a marking scheme should define distinct levels of performance and the corresponding range of marks or grades associated with each level. This establishes a clear standard against which student responses are evaluated. For example, if one criterion is the organization of ideas in an essay, the marking scheme should outline what distinguishes an excellent organization from a satisfactory one or a poor one. This specificity ensures consistency in grading and helps maintain objectivity by providing a benchmark for assessing the quality of student work. It also assists students in understanding the expectations for different levels of achievement, guiding them in improving their performance.

Exemplars:
• **Include exemplars or model answers that represent different levels of performance:** Exemplars are sample responses that illustrate varying levels of performance, ranging from exemplary to inadequate. These examples serve as benchmarks, offering a clear demonstration of what is expected at different levels of proficiency. Including exemplars in the marking scheme provides concrete examples for both students and markers, showcasing the characteristics of responses that align with different grades or levels. For instance, if the marking scheme identifies three levels of performance (e.g., excellent, satisfactory, and needs improvement), the exemplars should include actual responses that typify each of these levels. This helps students understand the standards they need to meet for different grades and provides markers with reference points for consistent evaluation.

• **Provide annotations explaining the strengths and weaknesses of each exemplar:** Annotations accompanying exemplars are essential for providing detailed feedback on the strengths and weaknesses exhibited by each response. These annotations serve as a guide for both students and markers, offering insights into why a particular response achieved a specific grade or level. By highlighting specific strengths, such as analytical depth or effective use of evidence, and weaknesses, such as lack of clarity or insufficient supporting details, the annotations contribute to the transparency and educational value of the marking scheme. This feedback-oriented approach allows students to understand not only the outcome but also the rationale behind the assigned grade. For markers, annotations help reinforce the criteria outlined in the marking scheme, fostering consistency in the evaluation process. The goal is to make the

assessment process a learning opportunity by providing constructive feedback that aids in students' academic development.

Feedback Guidelines:
• **Offer guidance on the type of feedback to be provided for each criterion:** Feedback guidelines should specify the nature and focus of feedback for each criterion outlined in the marking scheme. Different criteria may require varied types of feedback to address specific aspects of a student's performance. For instance, if one criterion is the clarity of expression in a written assignment, the feedback guideline should indicate whether the focus should be on sentence structure, coherence, or use of language. Providing this guidance ensures that feedback is targeted and aligns with the specific criteria set for the assessment. It helps markers provide comprehensive and relevant feedback that aids students in understanding their strengths and areas for improvement.

• **Ensure that feedback is constructive, specific, and actionable:** Constructive feedback is designed to guide improvement rather than simply highlight errors. It should be specific, addressing particular strengths and weaknesses in the student's work. Instead of vague comments, such as "improve your writing," the feedback should pinpoint specific issues like "work on thesis statement clarity" or "provide more supporting evidence." Moreover, feedback should be actionable, meaning that it suggests practical steps or strategies for improvement. For example, if a student's analysis is weak, the feedback might suggest consulting additional sources or developing more in-depth arguments. Constructive, specific, and actionable feedback enhances the educational value of assessments, providing students with clear insights into their performance and guiding them toward meaningful improvements. It also supports the development of a growth mindset, encouraging students to view feedback as a tool for learning and progress.

Review Process
• **All marking schemes must undergo a review process involving at least two faculty members and the quality assurance officer of NiBS:**

The review process is a critical step in ensuring the reliability, fairness, and overall quality of marking schemes at NiBS. Involving multiple stakeholders, including faculty members and the quality assurance officer, is essential for obtaining diverse perspectives and expertise. Faculty members who are subject matter experts contribute insights related to the specific content and requirements of the course. The quality assurance officer, on the other hand, brings a broader institutional perspective, ensuring that the marking scheme aligns with NiBS' overall academic standards and policies. This collaborative review process helps identify potential biases, inaccuracies, or oversights, and ensures that the marking scheme meets the highest standards of academic excellence.

• Reviewers should assess the marking scheme for clarity, consistency, and alignment with course objectives:

During the review process, clarity, consistency, and alignment with course objectives are fundamental criteria against which the marking scheme is evaluated.

- **Clarity:** Reviewers assess whether the marking scheme is written in clear and understandable language. Clear communication is crucial to avoid misinterpretation by faculty members and students alike. If the language is ambiguous, it may lead to inconsistent grading and misunderstandings about the expectations.

- **Consistency:** Reviewers examine whether the marking scheme is consistent across different sections of the assessment and among various assessments within the course. Consistency ensures that students are assessed fairly, regardless of when or where the assessment takes place. It also promotes fairness by preventing arbitrary variations in grading.

- **Alignment with Course Objectives:** Reviewers check whether the marking scheme is closely aligned with the stated learning objectives and outcomes of the course. This alignment ensures that the assessment accurately reflects what students are expected to learn and achieve. It also supports the overall coherence of the educational experience at NiBS.

Approval:
- Marking schemes must be approved by the department head or program coordinator before implementation.

Periodic Review
- Marking schemes should undergo an annual review to ensure their continued relevance and effectiveness.

- Feedback from faculty and students should be considered during the review process.

Documentation and Records
Documentation:

- Marking schemes, including any revisions, should be documented and archived for future reference.

- Documentation should include the rationale behind marking decisions.

Records:
- Records of student assessments, including marked scripts, should be maintained securely and in accordance with NiBS data retention policies.

Conclusion

This marking scheme policy is designed to uphold the academic integrity and quality of assessments at Nobel International Business School. It serves as a guide for faculty members, ensuring a standardized and transparent approach to grading while allowing for flexibility and fairness in the evaluation of student performance. Regular reviews and feedback mechanisms will contribute to the continuous improvement of the marking scheme system at NiBS.

POLICY ON SECURITY OF EXAMINATION QUESTIONS

Introduction

This policy outlines the measures and procedures established by Nobel International Business School (NiBS) to ensure the security of examination questions. The objective is to maintain the confidentiality and integrity of examination materials, preventing unauthorized access and potential leaks to students or any other parties. This policy applies to all academic programs and courses offered at NiBS.

Responsibility and Accountability
Registrar and Quality Assurance Officer:

Designation as Custodians: The Registrar and Quality Assurance Officer are entrusted with the critical role of serving as the custodians of examination questions at Nobel International Business School (NiBS). This designation signifies their central responsibility in overseeing the security, confidentiality, and integrity of all examination materials. As custodians, they hold the highest level of accountability for the protection of these sensitive assets throughout the examination lifecycle.

The Registrar and Quality Assurance Officer are selected for their positions based on their expertise, reliability, and commitment to upholding the institution's standards of academic integrity. Their designation as custodians underscores the gravity of their responsibility, acknowledging that the secure management of examination questions is pivotal to maintaining the credibility of NiBS assessments.

Responsibility for Secure Storage and Distribution: The Registrar and Quality Assurance Officer bear the primary responsibility for ensuring the secure storage and controlled distribution of examination questions. This involves implementing stringent protocols to prevent unauthorized access and maintaining a secure chain of custody. The custodianship extends from the initial creation or acquisition of questions through to the distribution to examination venues, guaranteeing that questions remain confidential until the scheduled examination.

Secure storage encompasses both physical and digital environments. Physical copies of examination questions are stored in a designated and secure safe, while digital copies are encrypted and password-protected. The custodians employ access controls to restrict entry to

authorized personnel only. Additionally, they establish a meticulous process for distributing examination questions, whether in hard copy or electronic format, ensuring that each transmission aligns with the highest standards of security.

Reporting Breaches or Suspicions: The Registrar and Quality Assurance Officer play a pivotal role in the early detection and mitigation of potential breaches in examination question security. In the event of any suspicion or confirmation of a compromise, it is incumbent upon these custodians to promptly report such incidents to the relevant authorities within the institution. This timely reporting is essential for initiating investigations and implementing corrective actions to safeguard the integrity of the examination process.

Breaches may manifest in various forms, such as unauthorized access to examination materials, accidental disclosures, or suspicious activities. The custodians' responsibility includes establishing a culture of vigilance among relevant stakeholders to promptly report any anomalies. Reporting to the relevant authorities ensures that immediate corrective measures can be undertaken, reducing the impact of breaches and maintaining the overall security of examination questions at NiBS. This proactive approach aligns with the institution's commitment to transparency and accountability in matters of academic integrity.

Security Measures for Examination Questions
Safe Storage:

- Examination questions, in both electronic and hard copy formats, will be stored in a secure safe located in a designated and controlled area.

- Access to the safe is restricted to authorized personnel only, specifically the Quality Assurance Officer.

- The safe will be constructed to meet industry standards for security and will be regularly inspected for any vulnerabilities.

Restricted Access:

- Only authorized personnel involved in the examination process, such as faculty members and examination administrators, will have access to the examination questions.

- Access permissions will be strictly enforced based on job responsibilities, and any changes to access levels will be documented and monitored.

Encryption and Password Protection:

- Electronic copies of examination questions will be encrypted to prevent unauthorized access.

- Password protection will be applied to digital files containing examination questions, and access will be restricted to authorized individuals.

Question Development Process
Access Control during Development:

- During the question development phase, access to question drafts will be limited to the relevant faculty members and authorized personnel directly involved in the examination preparation.

- Question drafts will be stored in a secure, password-protected digital environment.

Secure Review Process:

- Question review meetings will be conducted in secure environments, with attendance restricted to authorized faculty members and relevant staff.

- Discussions related to examination questions will be treated with utmost confidentiality to prevent inadvertent leaks.

Communication Protocols
Secure Communication Channels:

- Any communication related to examination questions, including distribution and clarification, will be conducted through secure and authorized communication channels.

- Personal email accounts and public messaging platforms will not be used for discussion or distribution of examination materials.

Monitoring and Auditing
Regular Audits:

- Regular internal audits of the examination question security measures will be conducted to identify and rectify potential vulnerabilities.

- External audits may be conducted periodically to ensure an unbiased assessment of the security protocols.

Breach Response and Reporting
Reporting Procedures:

- Any suspected or confirmed breach of examination question security must be immediately reported to the Quality Assurance Officer.

- The Quality Assurance Officer will initiate an investigation and report the incident to the relevant authorities within the institution.

Corrective Actions:

- In the event of a breach, corrective actions will be taken promptly to address vulnerabilities and prevent future occurrences.

- The affected examination questions may be replaced or modified as necessary.

Training and Awareness
Training Programs:

- All personnel involved in the examination process will undergo training on the security measures outlined in this policy.

- Regular refresher courses will be conducted to keep staff members informed about updates to security protocols.

Policy Review and Updates
Annual Review:

- This policy will be reviewed periodically to ensure its effectiveness and relevance.

- Any updates or changes to the policy will be communicated to all relevant personnel.

Conclusion

This examination question security policy aims to establish a robust framework for safeguarding the confidentiality and integrity of examination materials at Nobel International Business School. By strictly adhering to these security measures, NiBS ensures a fair and secure examination process, upholding the institution's commitment to academic integrity and excellence.

INTERNATIONALIZATION POLICY

Introduction

Nobel International Business School (NiBS) recognizes the importance of internationalization in fostering a globally engaged academic community, enriching the educational experience, and preparing students for success in an interconnected world. This policy outlines NiBS' commitment to internationalization, providing a strategic framework for integrating global perspectives into the institution's academic, research, and administrative functions.

Mission and Vision

Mission Statement: NiBS is committed to providing a transformative education that prepares students to excel in the global business landscape, fostering cultural diversity, and contributing to the advancement of knowledge through international collaboration.

Vision Statement: NiBS aspires to be a leading international business school known for its commitment to excellence, innovation, and the development of globally competent professionals and leaders.

Strategic Objectives

Global Learning Opportunities: NiBS aims to provide students with diverse global learning opportunities, including study abroad programs, international visits to partnering institutions, and collaborative projects with global partners.

Research Collaboration: Foster research collaboration with international institutions, encouraging faculty members to engage in joint research projects, publications, and conferences.

International Student and Faculty Exchange: Promote the exchange of students and faculty with partner institutions globally, enhancing cultural exchange and academic collaboration.

Global Recruitment and Admissions: Attract a diverse and globally representative student body by implementing targeted recruitment efforts, scholarship programs for international students, and admissions policies that support diversity.

Curriculum Internationalization: Integrate international perspectives into the curriculum, offering courses with a global focus and encouraging faculty to incorporate diverse case studies and examples.

Student Mobility and Experiences

Study Abroad Programs: Develop and promote study abroad programs that allow NiBS students to experience different cultures, gain international perspectives, and broaden their understanding of global business practices.

International Visits: Facilitate international academic visit opportunities for NiBS students, fostering practical experiences in global business environments.

Cross-Cultural Training: Implement cross-cultural training programs to prepare students for the challenges and opportunities of working in diverse and multicultural settings.

Faculty and Staff Development

Global Professional Development: Support faculty and staff in engaging in global professional development activities, including attending international conferences, workshops, and research collaborations.

International Recruitment Training: Provide training for faculty involved in international student recruitment to ensure a welcoming and inclusive environment for students from diverse cultural backgrounds.

Global Research Collaboration

Collaborative Research Initiatives: Encourage faculty to initiate and participate in collaborative research initiatives with international partners, promoting the exchange of ideas and expertise.

International Conferences and Symposia: Support faculty in organizing and participating in international conferences and symposia, facilitating the dissemination of knowledge on a global scale.

Campus Cultural Exchange and Understanding

Cultural Events and Activities: Organize cultural events and activities on campus to celebrate diversity, enhance cross-cultural understanding, and create a welcoming environment for all students.

Global Engagement and Outreach

International Partnerships: Establish strategic partnerships with international universities, organizations, and businesses to enhance global engagement and collaborative initiatives.

Participation in Global Networks: Actively participate in global networks, associations, and consortia to stay informed about international best practices, trends, and opportunities.

Infrastructure and Support Services

International Student Services: Provide comprehensive support services for international students, including orientation programs, visa assistance, and counselling services.

Global Engagement Office: Establish a dedicated office responsible for coordinating internationalization efforts, providing information, and facilitating global initiatives.

Quality Assurance and Accreditation

Alignment with Accreditation Standards: Ensure that all internationalization efforts align with quality assurance standards and accreditation requirements of both Local and International regulators to maintain academic excellence.

Assessment and Monitoring: Implement robust assessment and monitoring mechanisms to evaluate the impact of internationalization initiatives on academic outcomes and institutional goals.

Risk Management and Compliance

Risk Mitigation Strategies: Develop and implement strategies for mitigating risks associated with international activities, including crisis management plans, travel advisories, and compliance with international regulations.

Legal and Ethical Compliance: Ensure compliance with international legal and ethical standards in all aspects of internationalization, promoting responsible and sustainable global engagement.

Review and Updates

Periodic Review: Conduct periodic reviews of the internationalization policy to assess its effectiveness, relevance, and alignment with NiBS' mission and goals.

Policy Updates: Make updates and revisions to the policy as necessary, incorporating feedback from stakeholders and adapting to evolving trends in international higher education.

This Internationalization Policy reflects NiBS' commitment to fostering a global mindset, creating opportunities for students and faculty to engage with the world, and contributing to the advancement of knowledge through international collaboration. NiBS aims to be a catalyst for global understanding and excellence in business education.

OUTSIDE PRACTICE POLICY

Introduction
Nobel International Business School (NiBS) recognizes the value of staff engagement in outside professional activities and acknowledges that such engagements can contribute to the professional growth and enrichment of its personnel. This Outside Practice Policy outlines the guidelines and procedures for staff members who wish to engage in external professional activities, which include but are not limited to consulting or other forms of engagement outside their primary academic responsibilities within the university. All outside practice activities must be subject to the approval of the President of the University.

Purpose
The purpose of this policy is to ensure transparency, manage potential conflicts of interest, and establish a framework for the fair and equitable sharing of benefits arising from staff members' outside practice.

Definitions
Outside Practice: Outside Practice refers to any professional activity, consulting, or employment undertaken by NiBS staff members outside their primary responsibilities within the university.

President of the University: The President of the University refers to the highest-ranking executive officer of NiBS, responsible for overseeing and approving staff engagements in outside practice.

Approval Process
Obligation to Seek Approval: All NiBS staff members engaging in outside practice are required to seek prior approval from the President of the University.

Approval Authority: The President of the University is the designated authority responsible for approving or denying requests for outside practice.

Approval Criteria: Approval will be granted based on factors including the nature of the outside practice, potential impact on primary responsibilities, and alignment with NiBS' mission and values.

Revenue Sharing Arrangement
Sharing Ratio: NiBS staff members engaging in outside practice shall adhere to a revenue-sharing arrangement where 60% of the proceeds or benefits derived from the outside practice will be allocated to the staff member, and 40% will be remitted to NiBS.

Revenue Reporting: Staff members engaging in outside practice are required to provide transparent and accurate reports on the financial aspects of their engagements, including income generated.

Remittance Procedure: The 40% share remitted to NiBS will be directed to support institutional initiatives, academic programs, and professional development opportunities for staff.

Conflict of Interest Management
Disclosure Obligation: Staff members engaging in outside practice must disclose any potential conflicts of interest arising from these engagements to the President of the University.

Conflict Resolution: In cases where conflicts of interest are identified, the President of the University will work with the staff member to implement appropriate mitigation measures, which may include adjustments to the revenue-sharing arrangement.

Time Commitment and Prioritization
Limits on Time Devoted: Staff members must ensure that their engagement in outside practice does not compromise their primary responsibilities within the university. Limits on the time devoted to external activities may be established.

Prioritization of University Responsibilities: NiBS staff members are expected to prioritize their responsibilities within the university over outside practice engagements.

Intellectual Property and Use of University Resources
Ownership of Intellectual Property: Intellectual property resulting from outside practice shall be governed by existing NiBS policies on intellectual property rights.

Use of University Resources: Guidelines on the use of NiBS resources, facilities, or personnel for outside practice engagements shall be outlined in accordance with university policies.

Reporting and Record-Keeping
Annual Reporting: Staff members engaged in outside practice shall provide an annual report detailing the nature, scope, and financial aspects of their external activities to the President of the University.

Record Retention: Records related to outside practice, including disclosure forms, approvals, and financial reports, shall be retained in accordance with NiBS' record-keeping policies.

Compliance and Enforcement
Consequences of Non-Compliance: Non-compliance with this policy may result in disciplinary actions, including but not limited to warnings, suspension of outside practice privileges, or termination of employment.

Appeals Process: Staff members have the right to appeal decisions related to the approval or denial of outside practice to the President of the University.

Review and Updates
Periodic Review: This policy shall undergo periodic reviews to assess its effectiveness, relevance, and alignment with NiBS' mission and goals.

Policy Revision: Revisions to this policy may be made based on changing circumstances or university needs. Any updates will be communicated to all relevant stakeholders.

This Outside Practice Policy affirms NiBS' commitment to supporting staff members in their professional growth while ensuring the fair and equitable sharing of benefits between individuals and the institution. It provides a transparent framework that aligns with the university's mission and values.

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