

Induction Program for Business School Teaching Staff

Welcome and Business School Orientation

Welcome to our esteemed SBS Swiss Business School Branch Campus RAK UAE we are delighted to have you join our team of dedicated educators who strive to make a positive impact on the lives of our students. This comprehensive induction program has been designed to ensure a smooth transition for you into your role and to provide you with the necessary support and resources to thrive as an educator in our SBS Swiss Business School Branch Campus RAK UAE.

During this induction program, you will have the opportunity to familiarize yourself with our school's mission, vision, and values, understand our policies and procedures, and build strong connections with your colleagues and the wider SBS Swiss Business School Branch Campus RAK UAE. We have carefully curated a series of sessions, workshops, and activities to equip you with the knowledge, skills, and tools needed for success in the classroom.

We believe that collaboration and ongoing support are key to your growth as an educator. Therefore, we have assigned mentors who will serve as your trusted guides throughout this induction period. They will provide guidance, answer your questions, and offer insights based on their own experiences. We encourage you to tap into this valuable resource and foster strong professional relationships with your mentors and colleagues.

Section 1: Workload

It's essential for teaching staff to consult the specific institution's policies, faculty handbook, or departmental guidelines to understand the exact workload expectations, including the number of courses or modules assigned per semester or academic year.

1. Number of Courses or Modules:

- ❖ Teaching staff may be assigned a certain number of courses or modules to teach per semester or academic year.
- ❖ The specific number of courses or modules can vary based on factors such as the institution's curriculum, departmental needs, and the teaching staff's workload capacity.
- ❖ For example, a teaching staff members might be assigned 3-4 courses or modules per semester or a total of 6-8 courses or modules per academic year.

2. Credit Hours or Contact Hours:

- ❖ Workload expectations may also be determined by the credit hours or contact hours associated with each course or module.

- ❖ Credit hours represent the amount of academic credit assigned to a course, typically based on the number of instructional hours per week over the duration of the semester.
- ❖ Contact hours refer to the actual time spent in direct instruction or interaction with students, including lectures, seminars, labs, tutorials, and other forms of instructional activities.
- ❖ Teaching staff workload can be influenced by the number of credit hours or contact hours assigned to each course or module.

3. Course Preparation and Delivery:

- ❖ Alongside the time spent in direct instruction, teaching staff are expected to allocate time for course preparation and delivery.
- ❖ Course preparation involves designing syllabi, selecting textbooks and materials, creating lesson plans, developing assessments, and preparing teaching materials.
- ❖ Course delivery includes conducting lectures, facilitating discussions, providing guidance and feedback to students, and managing course-related administrative tasks.

4. Grading and Assessment:

- ❖ Teaching staff are responsible for grading student assignments, exams, projects, and other assessments within a timely manner.
- ❖ Grading includes reviewing and evaluating student work, providing feedback, and assigning grades according to established criteria.
- ❖ The time required for grading and assessment can depend on factors such as the number of students, the complexity of assignments, and the nature of the course.

Section 2: Hours of Teaching

The expected number of teaching hours per week or semester can vary depending on the program, department, and specific course requirements.

1. Lecture Sessions:

- ❖ Lecture sessions are typically conducted to deliver course content, introduce key concepts, and provide theoretical frameworks.
- ❖ The expected number of lecture hours per week or semester can range from 4 to 6 hours, depending on the course's credit hours or the program guidelines.
- ❖ Each lecture session is usually around 3 to 4 hours in duration.

2. Tutorial or Discussion Sessions:

- ❖ Tutorial or discussion sessions provide an opportunity for deeper engagement with course materials, clarification of concepts, and interactive learning.
- ❖ The number of tutorial or discussion hours per week or semester can vary based on the course's requirements and the institution's guidelines.

- ❖ Generally, tutorial or discussion sessions may range from 1 to 2 hours per week, depending on the complexity of the subject matter and the level of student interaction required.

3. Seminar Sessions:

- ❖ Seminar sessions promote active student participation, critical thinking, and in-depth analysis of topics.
- ❖ The number of seminar hours per week or semester can vary depending on the course's nature, level, and objectives.

4. Laboratory or Practical Sessions:

- ❖ Laboratory or practical sessions are specific to courses that require hands-on application of concepts or technical skills development.
- ❖ The number of laboratory or practical hours per week or semester depends on the nature of the course and the requirements of the practical work.
- ❖ Laboratory or practical sessions may range from 2 to 4 hours per week, allowing adequate time for conducting experiments, data analysis, and practical exercises.

Section 3: Program Details

- Vision
SBS Swiss Business School, RAK Branch Campus aims to become the leading Business school In the region, recognized for developing manpower who can contribute innovatively to business, applied management, and leadership to manage the multicultural groups at the national, and regional levels.
- Mission
SBS Swiss Business School, RAK Branch Campus is dedicated to fostering academic excellence, providing students with a robust academic foundation and applied business and management programs at the undergraduate, and graduate levels, and engaging them in lifelong learning activities its mission is to provide them with competent professional skills that enable them to become responsible global citizens competent in solving problems innovatively in a diverse, dynamic society.
- Brochures of all the programs
- Accreditations and Licenses
- Sample certificates

Section 4: Course to be Delivered

Course Syllabus - MBA Program

Al Tareeqah Management Studies FZE

Course Title: Entrepreneurship & Innovation	Course Code: ENT 567
Instructor: Mr. Sreedharan Sampath	E-mail ID: ssreedharan@gmail.com
Office:	Telephone:
Office Hours:	Year: 2022-2023
Credits: 5	Prerequisites:

I. Course Description

This course aims to provide students with an understanding of the nature of enterprise and entrepreneurship and introduces the role of the entrepreneur, innovation and technology in the entrepreneurial process. It is not about small business or life style businesses but instead the development of growth-oriented businesses - whether for-profit or not-for-profit. Entrepreneurship is both a way of thinking and of doing. It involves "building something from nothing" and successful entrepreneurs know how to manage and mitigate uncertainty and risk. The course content is relevant to those individuals thinking about starting a business or who are already in business - large or small, those who are interested in commercializing their own innovations or of others, and those who advise entrepreneurs or engage in policy making in the entrepreneurship area.

II. Course objectives

1. The purpose of the course is that the students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities, to develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities. The objective of the course is, further on, that the students develop the ability of analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development and, finally, to contribute to their entrepreneurial and managerial potentials. To develop ability to maintain branch records and separate departmental records and accounting treatment of internal transactions.

III. Course Learning Outcomes (CLO)

By the end of this course, the student will be able to:

1. Will explore entrepreneurial skills and management functions of a company.
2. Understand the key concepts underpinning entrepreneurship and its application in the recognition of product/ service/process opportunities.

3. Understand how to design creative strategies for pursuing and further developing new opportunities.
4. Describe the ways in which entrepreneurs perceive opportunity, manage risk, organize resources and add value.
5. Develop a plan for implementing entrepreneurial activities in a globalized and competitive environment being responsible for the social, ethical and culture issues.
6. Apply new ideas, methods and ways of thinking.

IV. MBA Program Learning outcomes (PLO)

Successful students will:

1. Students will demonstrate an understanding of leadership and the nature of management within organizations operating in a multicultural environment.
2. Students will demonstrate a high level of global-mindedness.
3. Students will exhibit a strong civic engagement and behave ethically in their community
4. Students will demonstrate an understanding of how capital markets function and be able to perform valuation of assets and capital structure.
5. Students will demonstrate an ability to perform ratio analysis, develop cash flow statements and use general accounting principles to help manage organizations.

V. CLO PLO Mapping:

Program Learning outcomes	Course learning Outcomes	Mapping of PLO-CLO	Assessments
1. Students will demonstrate an understanding of leadership and the nature of management within organizations operating in a multicultural environment.	1. Will explore entrepreneurial skills and management functions of a company.	CLO1, CLO2	Assignment Part 1 CLO1, CLO2, CLO3
2. Students will demonstrate a high level of global-mindedness.	2. Understand the key concepts underpinning entrepreneurship and its application in the recognition of product/service/process opportunities.	CLO1, CLO2, CLO3, CLO4	Assignment Part 2

			CLO4, CLO5, CLO6
3. Students will exhibit a strong civic engagement and behave ethically in their community	3. Understand how to design creative strategies for pursuing and further developing new opportunities.	CLO5	
4. Students will demonstrate an understanding of how capital markets function and be able to perform valuation of assets and capital structure.	4. Describe the ways in which entrepreneurs perceive opportunity, manage risk, organize resources and add value.		
5. Students will demonstrate an ability to perform ratio analysis, develop cash flow statements and use general accounting principles to help manage organizations.	5. Develop a plan for implementing entrepreneurial activities in a globalized and competitive environment being responsible for the social, ethical and culture issues.		
	6. Apply new ideas, methods and ways of thinking.		

VI. Textbook and References

A. Text Book

Al Tareeqah Management Studies FZE

Kawasaki, G. *The art of the start: the time-tested, battle-hardened guide for anyone starting anything.* 2.0 New York, NY: Penguin.

B. Reference Books

1. Baron, R. A., Shane, S. A. and Reuber, A. R. *Entrepreneurship: a process perspective.* Toronto, ON: Thompson Nelson
2. Innovation and Entrepreneurship by Petr F Drucker

C. Other References

- Harvard Business Review (HBR) Entrepreneurship and Innovation Articles
- "Creating and Sustaining Successful Growth" by Clayton M. Christensen and Michael E. Raynor
- www.bplans.com
- <https://mitsloan.mit.edu/entrepreneurship-innovation>
- <https://www.genglobal.org/>

VII. Pedagogical Approach

Provide opportunities for students to engage in hands-on, experiential learning activities. This could include business simulations, entrepreneurial projects, startup ideation sessions, and real-world case studies. Encourage students to actively apply concepts and tools to solve problems and develop innovative ideas.

Teach students how to use the Business Model Canvas framework to analyse and develop business models. Help them understand the various components of a business model and how they interact. Encourage students to iterate and refine their business models based on feedback and market insights.

VIII. Course Evaluation

All students are expected to observe the academic rules and regulations of the SBS Swiss Business School, Branch Campus, RAK. They are advised to refer to the Students Handbook for specific details. Feel free to ask your instructor or Program Director if you have any questions as to how those Rules and Regulations apply to this course. NOT Knowing the Rules is not an excuse for breach of the Rules. Regular attendance is expected of all students. Assignments are important part of this course. All assignments must be handed –in on the due dates. Evaluation would be based on business plan, presentation, as per the following scheme:

Assessment	Weight
Business Plan	75%

Presentation	25%
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IX. Course Plan

Sessions	Content	Assignments
1	<ol style="list-style-type: none"> 1. Entrepreneurial Thinking 2. Innovation Management 3. Opportunity Spotting 	<ul style="list-style-type: none"> • Business plan 75 Marks • Presentation 25 Marks
2	<ol style="list-style-type: none"> 1. Opportunity Evaluation 2. Industry and Market Research 	
3	<ol style="list-style-type: none"> 1. Strategy and Business Models 2. Financial Forecasting 3. Business Plans 	
4	<ol style="list-style-type: none"> 1. Entrepreneurial Finance 2. Pitching to Resource Providers 	

- Provide a detailed introduction to the specific course or module that the teaching staff will be responsible for.
- Share the course syllabus, including the description, learning outcomes, assessment methods, and grading criteria.
- Explain any unique features or requirements of the course, such as group projects, experiential learning components, or fieldwork.

Section 5: Ethics

Teaching staff members play a crucial role in shaping the minds and character of students, and therefore, they have ethical considerations and responsibilities that guide their actions and interactions within the educational environment.

1. **Professionalism and Integrity:** Teaching staff members are expected to maintain a high level of professionalism and integrity. They should demonstrate honesty, fairness, and transparency in their dealings with students, colleagues, and the institution.
2. **Respect and Inclusivity:** Teaching staff should respect the dignity, diversity, and rights of all students. They should create a welcoming and inclusive learning environment that embraces different perspectives, cultural backgrounds, and abilities.

3. **Confidentiality and Privacy:** Teachers have a responsibility to protect the privacy and confidentiality of student information. They should handle student records and personal data with utmost care, adhering to applicable laws and institutional policies.
4. **Academic Integrity:** Teaching staff should uphold and promote academic integrity among students. They should emphasize the importance of honest work, proper citation, and avoiding plagiarism. Teachers should also address instances of academic dishonesty promptly and fairly, ensuring that all students are treated equitably.
5. **Ethical Use of Resources:** Teachers are responsible for the ethical use of resources within the educational setting. This includes using copyrighted materials appropriately, citing sources accurately, and avoiding unauthorized distribution or sharing of intellectual property.
6. **Duty of Care and Safety:** Teaching staff have a duty of care towards their students, which includes providing a safe and secure learning environment. They should be vigilant in identifying and addressing potential safety risks, taking appropriate steps to prevent accidents and ensure the physical and emotional well-being of students.
7. **Effective Communication and Feedback:** Teachers have a responsibility to communicate effectively and provide constructive feedback to students. They should ensure clarity in instructions, listen actively to student concerns, and provide guidance in a respectful manner. Constructive feedback helps students learn and grow, while maintaining a supportive teacher-student relationship.
8. **Continuous Professional Development:** Teaching staff should engage in continuous professional development to stay updated with educational practices, research, and advancements in their field. This commitment to ongoing learning enables teachers to provide students with the most relevant and effective educational experiences.
9. **Ethical Research and Publication:** For teaching staff involved in research and publication, ethical considerations are crucial. They should adhere to ethical standards in conducting research, ensuring the welfare and rights of participants. Teachers should also publish their work honestly, acknowledging contributions and disclosing any conflicts of interest.
10. **Positive Role Modeling:** Teaching staff members serve as role models for their students. They should exemplify ethical behavior, demonstrating integrity, compassion, and professionalism. By setting a positive example, teachers inspire students to develop ethical values and behaviors.

Maintaining Academic Integrity:

Academic integrity is the foundation of educational excellence and the pursuit of knowledge. It encompasses principles of honesty, fairness, and ethical conduct in all academic endeavors.

1. **Intellectual Growth and Learning:** Academic integrity promotes a genuine and meaningful learning experience. By upholding academic honesty, students engage in authentic exploration, critical thinking, and knowledge acquisition.

2. **Credibility and Reputation:** Upholding academic integrity is essential for preserving the credibility and reputation of educational institutions. It ensures that the degrees and qualifications conferred by the institution hold value and are respected by employers, other educational institutions, and society at large.

3. **Fairness and Equality:** Academic integrity ensures a level playing field for all students. It ensures that assessments and evaluations are conducted fairly, without favoritism or bias. Students are evaluated based on their own abilities, knowledge, and efforts, fostering a sense of equity and fairness in the educational environment.

4. **Ethical Values and Professionalism:** Academic integrity instills ethical values and promotes professionalism among students. It helps students understand the importance of honesty, integrity, and responsibility in their academic pursuits.

Avoiding Conflicts of Interest:

Conflicts of interest occur when personal or financial interests compromise professional judgment and decision-making.

1. **Objectivity and Impartiality:** Teachers must prioritize the best interests of their students and the institution. Avoiding conflicts of interest ensures that decisions and actions are guided solely by professional judgment, without any personal bias or undue influence.

2. **Fairness and Transparency:** Conflicts of interest can undermine fairness and transparency in the educational environment. By avoiding such conflicts, teachers promote an environment where decisions are made with integrity and are transparent to all stakeholders involved.

3. **Trust and Credibility:** Maintaining integrity in decision-making enhances trust and credibility. When teachers act in the best interests of their students and the institution, it fosters trust among students, colleagues, and the broader educational community. Trust is essential for productive relationships and effective collaboration.

Ethical Dilemmas

1. **Confidentiality in Research:** A researcher conducting a study on a sensitive topic involving participants who wish to remain anonymous faces a dilemma when a colleague requests access to the raw data for a different research project. Balancing the need for transparency and collaboration with the obligation to protect participant confidentiality becomes a challenging ethical dilemma.

2. **Plagiarism and Academic Dishonesty:** A teacher discovers that a student has submitted an assignment that is clearly plagiarized from an online source. The teacher faces the dilemma of how to handle the situation while considering the student's academic future, educational integrity, and the need to uphold academic standards.

3. Favoritism and Bias: A teacher is responsible for assigning grades and notices that they have developed a personal connection with one student, which may bias their judgment. They are confronted with the ethical dilemma of ensuring fair evaluation and treating all students equally, while also acknowledging their personal inclinations.

4. Conflicting Interests in Research Funding: A researcher receives a substantial grant from a company that has a vested interest in the research outcomes aligning with their product. The researcher faces the ethical dilemma of balancing the financial support received with maintaining scientific objectivity and ensuring the integrity of the research findings.

5. Boundary Issues with Students: A teacher establishes a close relationship with a student who is experiencing personal difficulties. The teacher faces an ethical dilemma when the student begins relying heavily on them for emotional support outside the boundaries of their professional role. Balancing the desire to help with maintaining appropriate boundaries becomes a challenge.

6. Cultural Sensitivity and Inclusivity: A teacher must create a curriculum that includes content from diverse cultures and backgrounds, but they lack the personal knowledge or experience with certain cultures. They face an ethical dilemma of ensuring cultural sensitivity and accuracy in their teaching while avoiding the risk of perpetuating stereotypes or misrepresenting cultures.

7. Use of Technology and Student Privacy: A teacher wants to adopt new technology tools that facilitate online collaboration and engagement but encounters the ethical dilemma of balancing the benefits of these tools with potential privacy concerns. They must ensure the protection of student data and privacy rights while utilizing technology effectively for educational purposes.

Section 6: Discipline to be Maintained

Discipline policies and expectations for teaching staff are essential for maintaining a positive and conducive learning environment.

1. Professional Conduct: Teaching staff members are expected to demonstrate professionalism in all interactions with students, colleagues, and other stakeholders. They should adhere to ethical guidelines, uphold academic integrity, and maintain a respectful and inclusive learning environment. Professional conduct includes being punctual, prepared, and responsive to student inquiries and concerns.

2. Attendance and Absences: Teaching staff members should adhere to the institution's policies regarding attendance and absences. They are expected to notify relevant authorities or colleagues in advance if they are unable to attend scheduled classes, meetings, or other

responsibilities. Appropriate documentation or communication should be provided to support any authorized absences.

3. Classroom Management: Teaching staff members are responsible for maintaining discipline within the classroom and ensuring a positive learning environment. They should establish clear expectations for student behavior and communicate these expectations effectively. Disciplinary measures, such as warnings, classroom discussions, or referrals to higher authorities, should be implemented when necessary, following institutional policies.

4. Confidentiality and Privacy: Teaching staff members must respect student confidentiality and privacy rights. They should handle student records, personal information, and academic work with strict confidentiality, following relevant laws and institutional policies. Sharing or disclosing student information without appropriate authorization is strictly prohibited.

5. Professional Development: Teaching staff members are expected to engage in continuous professional development to enhance their teaching skills, subject knowledge, and understanding of educational advancements. They should actively seek opportunities for professional growth, attend workshops, conferences, or training sessions, and stay updated with best practices in teaching and learning.

6. Adherence to Policies and Procedures: Teaching staff members should familiarize themselves with institutional policies and procedures and adhere to them consistently. This includes policies related to academic integrity, grading, assessment, student evaluations, use of technology, research ethics, and student support services. Teaching staff should also follow administrative procedures for submitting reports, grades, or other required documentation.

7. Collaboration and Collegiality: Teaching staff members are encouraged to collaborate with colleagues, share best practices, and contribute to a positive and supportive working environment. They should maintain respectful and professional relationships with colleagues, administrators, and support staff, fostering a sense of collegiality and teamwork.

8. Communication and Feedback: Effective communication is vital for teaching staff. They should communicate clearly and professionally with students, colleagues, and other stakeholders. Constructive feedback should be provided to students to support their learning and growth. Teaching staff members should be open to receiving feedback from students, colleagues, and administrators and use it to improve their teaching practices.

9. Compliance with Code of Ethics and Professional Standards: Teaching staff members should adhere to the institution's code of ethics and professional standards. They should uphold the values of fairness, integrity, respect, and professionalism in all aspects of their work.

10. Disciplinary Actions and Grievances: Teaching staff members should be aware of disciplinary procedures and processes established by the institution. They should follow due process and adhere to principles of fairness and natural justice when dealing with disciplinary actions or grievances involving students or colleagues.

The process for reporting and addressing misconduct or breaches of discipline, such as plagiarism, harassment, or unprofessional behavior, typically involves several steps.

1. Reporting the Misconduct: Any individual who witnesses or experiences misconduct or breaches of discipline should report the incident promptly. Reporting channels may include supervisors, department heads, designated administrators, or a dedicated ethics hotline.

2. Initial Assessment: Once a report is received, the institution's designated authority or committee responsible for handling misconduct cases will conduct an initial assessment. The purpose of the assessment is to gather relevant information and determine the seriousness and validity of the reported misconduct.

3. Investigation: If the initial assessment deems the report credible, an investigation will be initiated. The investigation may involve collecting evidence, conducting interviews with relevant parties, and reviewing relevant documentation. The investigation should be conducted impartially and follow established procedures and guidelines to ensure fairness and transparency.

4. Decision and Disciplinary Actions: Based on the investigation findings, a decision will be made regarding the misconduct or breach of discipline. The decision may involve determining whether the reported incident did occur, identifying responsible parties, and assessing the severity of the misconduct. Disciplinary actions will be determined, taking into account the institution's policies and guidelines. These actions may include warnings, reprimands, suspension, termination, or other appropriate measures.

5. Appeals Process: Institutions often have an appeals process in place to provide individuals with an opportunity to challenge the decision or disciplinary actions. The appeals process typically involves submitting a written appeal outlining the grounds for appeal and providing any supporting evidence or documentation. The appeal will be reviewed by an independent committee or authority, and a decision will be made regarding the appeal.

6. Confidentiality and Protection: Throughout the entire process, confidentiality and protection of all parties involved should be maintained to the extent possible and in compliance with applicable laws and policies. Whistleblower protection or anonymous reporting mechanisms may be implemented to encourage individuals to come forward with reports of misconduct.

Violations of disciplinary policies occur, educational institutions have a range of potential consequences and disciplinary actions they may take.

1. Verbal or Written Warning: For minor infractions or first-time offenses, a verbal or written warning may be issued. This serves as a formal notification to the individual involved, outlining the violation and the expected behavior going forward.

2. Reprimand or Censure: A reprimand or censure is a more formal and serious disciplinary action than a warning. It may involve a written statement or official communication expressing disapproval of the individual's actions and emphasizing the need for improved behavior.

3. Probation: In cases where the violation is more significant or there have been repeated offenses, an individual may be placed on probation. This typically involves a defined period during which the individual must demonstrate improved conduct or performance. Failure to meet the terms of probation may result in further disciplinary action.

4. Suspension: Suspension involves the temporary removal of an individual's privileges or responsibilities within the educational institution. It can range from a short-term suspension (e.g., a few days) to a long-term suspension (e.g., a semester or academic year). During the suspension period, the individual may be barred from attending classes, accessing campus facilities, or participating in institutional activities.

5. Termination or Dismissal: In cases of serious misconduct or repeated violations, termination or dismissal from the educational institution may be considered. This involves the permanent removal of the individual from their position or enrollment. Termination or dismissal is typically reserved for severe offenses, such as academic dishonesty, harassment, or unethical conduct.

6. Restitution or Remedial Measures: In situations where the violation resulted in harm or damage to others, the institution may require the individual to provide restitution or undertake remedial measures. This could involve compensating affected parties, completing educational programs or workshops, or participating in community service.

Section 7: Logins and Logouts

Accessing SBS Swiss Business School Branch Campus RAK online platforms or systems used for teaching and learning.

1. Obtain Login Credentials: Contact the IT department, administration office, or the designated personnel responsible for managing online platforms. They will provide with the necessary login credentials, which typically include a username and password.

2. Determine the Online Platform(s) Used: Inquire about the specific online platforms or systems used by SBS Swiss Business School Branch Campus RAK UAE for teaching and learning include Microsoft Teams and learning management systems (LMS) as well as email systems..

3. Access the School's Website: Open a web browser and navigate to your school's official website. This is often the starting point for accessing online platforms. Look for a login or sign-in link, which is usually located in the top-right corner of the webpage.

4. Enter Login Credentials: Click on the login or sign-in link, which will take you to the login page for the school's online platforms. Enter your provided username and password in the respective fields.

5. Navigate to the Online Platform: Once logged in, locate the section or link that leads to the online platform(s) used for teaching and learning. This could be labeled as "MS Teams," "LMS", "Courses,"

6. Click on the Appropriate Platform: Click on the link or icon representing the online platform you need to access. This will take you to the platform's main dashboard or homepage.

7. Explore Course or Resource Pages: Within the online platform, navigate to your specific course or module by selecting the appropriate course name or code. This will typically lead you to a page where course materials, announcements, assignments, discussions, and other resources are organized.

The login and logout procedures for the learning management system (LMS), email accounts, and other relevant platforms:

Learning Management System (LMS) and Email Accounts:

Login Procedure:

Open a web browser and navigate to your school's LMS website and email login page. Accessed through the school's official website.

Look for a login or sign-in link on the LMS homepage.

Click on the login or sign-in link, which will take you to the login page.

Enter your provided username and password in the designated fields.

Click the "Login" or "Sign In" button to access your LMS and email accounts.

Logout Procedure:

To logout from the LMS and email, locate the logout or sign-out option within the platform. This is typically found in the account settings or profile section.

Click on the logout or sign-out option, which will log you out of the LMS and emails and return you to the login page.

It's recommended to close the web browser after logging out to ensure the session is fully terminated for security purposes.

Section 8: Leaves

Annual Leave Entitlement

- i. Probationary employees:
 - a) You are not entitled to any leave (annual / sick leave) until the successful completion of the six (6) month probation period;
 - b) Thereafter, you shall be entitled to two per month, for the period of service, upto the completion of the first (1) year.
- ii. Confirmed Employees:
 - a. Upon successful completion of the first (1) year of service, you shall (in addition to the national holidays announced in the United Arab Emirates for the private sector) be entitled to thirty (30) days of leave;
 - b. You are permitted to avail your annual leave in not more than two (2) periods in the calendar year, comprising of 1 January to 31 December, as approved by the Company;
 - c. The Company reserves the right to require you to take, leave on specific designated days as per the business requirements;
 - d. Upon termination of / resignation from your services you shall be entitled to annual leave, accumulated upon to your last working day (including your notice period)
 - e. Holidays stipulated by law, or by agreement, or any other days of leave on account of sickness failing within an annual leave shall be considered as a part of your annual leave;
 - f. You are required to avail all accumulated leaves within the same calendar year. Unveiled leaves cannot be carried forward to the next year or encashed (unless at the time of computation for the full & final settlement)

Sick Leave Entitlement

You will be entitled to sick leave in accordance with the UAE Labour Law. Which is as follows:

- i. You shall not be entitled to any paid sick leave during your probationary period.
- ii. Thereafter, upon completion of six (6) months following the probationary period, you shall be entitled to sick leave not exceeding ninety (90) days, successive or otherwise, for each year of continuous service to be calculated as follows:
 - a. First 15 calendar days with full pay;
 - b. Next 30 calendar days with half pay
 - c. Any subsequent days without pay
- iii. You shall not be entitled to salary for sick leave if the illness is a direct result of your misconduct as stipulated under UAE Labour Law;
- iv. The Company reserves the right to terminate your employment, in case you fail to report back to work after exhaustion of all your sick leaves as aforementioned, with appropriate service pay as per UAE Labour Laws;
- v. You are required to adhere with the UAE Labour laws, as and when amended from time to time.

Maternity Leave Entitlement

A. Female staffs that have been in continuous employment for more than one year are entitled to 45 paid days maternity leave as per the UAE Labour Law. This will include the period preceding & the period following her confinement.

B. A leave application form should be completed & signed off by his/her Manager & then forwarded to the HR Division, allowing adequate time for the selection & training of replacement.

Other Leave Entitlements

A. Application for compassionate leave will be considered, but these are not automatically approved. Each application will be considered on a case-by-case basis.

- B. Compassionate leave will be considered for demise of immediate family members only-spouse, mother, father, kids. Compassionate leave up to 3 days will be considered.
- C. Unpaid leave requests will be considered under extenuating circumstances only, & on a case-by-case basis.
- D. Note that days of absence from work without pay will not be included in calculating the period of service for gratuity purposes (in accordance with the Labour Law).

2.5 Leave Ticket Entitlements

Employee will be eligible for a yearly travel allowance of AED.900. This will be released every June or July after completing a minimum of 12 months of service.

2.6 Leave Salary Calculations

Employees who have completed 12 months of service are entitled to 30 day's annual leave.

2.7 Leave Salary Payment

Leave salary will be paid to employees who have submitted their leave form at least 45 days prior to leave commencement.

Leave salary will be transferred to bank.

2.8 Annual Leave- Application & Approval

- ❖ Leave Application should be completed & signed off by your immediate Manager & then forwarded to the Human Resources Division. Leave application forms must be submitted & approved in advance of the intended days. Time frame for submission & approval are follows:
- ❖ Two weeks of leave (or more) – leave form should be submitted & approved 60 days (or at least 45 days) in advance of your intended leave days.
- ❖ Between 3 days & 2 weeks of leave- form should be submitted & approved 10 days in advance of your intended leave days.
- ❖ Any changes to requested & approved leave days must be made in writing.
- ❖ Annual leave request will be respected as far possible; however, SBS Swiss Business School Branch Campus RAK UAE serves the right to amend leave dates, defer leave or operate a leave roster.

- ❖ Keys, documents, passwords, files etc must be handed over to the individual covering your role prior to your departure.
- ❖ If your original passport is held, it is your responsibility to collect it prior to leave travel. You will need to submit your Labour Card.
- ❖ Staff must provide the company with leave contact details in the event that an emergency arises & you need to be contacted.

3. Private Sector Holidays

New Year	1 day
Islamic New Year	1 day
Eid Al Fitr	2 days
Arafat Day	1 day
Eid Al Adha	3 days
The Prophet Muhammad’s (PBUH) birthday	1 day
Commemoration Day	1 day
National Day	2 days

Prior to these holidays, the dates are confirmed by official announcements in the news papers. Further confirmation will then be made SBS Branch Campus, RAK – Human Resources Division, by email to all staff members.

Section 9: Grievances

The grievance resolution process is crucial for addressing concerns or complaints raised by teaching staff in a fair, confidential, and impartial manner.

1. Filing the Grievance: The teaching staff member initiates the grievance resolution process by formally filing a grievance. This typically involves submitting a written complaint or completing a designated form provided by the institution. The complaint should include a clear description of the concern, relevant facts, dates, and any supporting evidence or documentation. It's important to be as specific and detailed as possible to aid the investigation.

2. **Receipt and Acknowledgment:** Upon receipt of the grievance, the designated authority or department responsible for handling grievances acknowledges the receipt in writing. This acknowledgment should provide an approximate timeline for the resolution process and any additional information or requirements.
 3. **Investigation:** An impartial investigation is conducted to gather all relevant information related to the grievance. The investigation may involve interviewing the concerned teaching staff member, any individuals involved, and witnesses, as well as reviewing relevant documents or evidence.
 4. **Confidentiality:** Confidentiality is essential throughout the grievance resolution process to protect the privacy and rights of all parties involved. The institution should emphasize the importance of maintaining confidentiality to encourage open and honest communication.
 5. **Fair and Impartial Evaluation:** The investigator or grievance committee evaluates the information gathered objectively and impartially, taking into account all perspectives and evidence provided. The evaluation should be based on the facts and relevant policies, procedures, and applicable laws or regulations.
 6. **Resolution:** Based on the investigation findings and evaluation, the designated authority or committee responsible for resolving grievances determines an appropriate resolution. The resolution may involve various actions, such as disciplinary measures, mediation, counseling, policy changes, or other appropriate steps to address the concern and prevent future occurrences. The resolution should be communicated to the concerned teaching staff member in writing, outlining any decisions made and any follow-up actions required.
 7. **Appeal Process:** If either party is dissatisfied with the resolution, there should be an established appeal process. The process allows for a fair and unbiased review of the decision by an independent body or appeal panel. The appeal process should outline the steps to follow, any deadlines for filing an appeal, and the criteria for reconsideration of the grievance.
1. The Grievance procedure should be employed in the following circumstances:
- Where an employee wishes to raise an issue concerning his/her own terms and conditions of employment.
 - Where an employee wishes to raise an issue concerning any aspect of his/her individual working relationships within the SBS Swiss Business School Branch Campus RAK UAE.
 - Where an employee is concerned regarding his/her individual working conditions or

working situation.

2. Employee shall initially approach the immediate in case of any grievance issue.
3. Where the issue is not resolved through the immediate manager, employees may raise the grievance issue in writing to their Dean and Faculty Grievance committee.
4. The Dean and Faculty Grievance Committee shall meet and review the matter and shall arrive at a decision within five working days after the meeting is held. The outcome/solution arrived at shall be communicated to the employee in writing.
5. In the event that the employee is not satisfied with the outcome, further appeal may be made to the Dean and Faculty Grievance Committee level grievances. The decision of the Dean and Faculty Grievance Committee be considered as final.

Section 10: Support Given

Teaching staff play a critical role in the educational institution, and it's important to provide them with adequate support to enhance their professional development, well-being, and effectiveness in their roles.

1. Professional Development:

- ❖ Workshops and Training: Institutions often offer workshops, seminars, and training sessions to support teaching staff in areas such as curriculum development, instructional strategies, assessment techniques, and educational technology.
- ❖ Conferences and Conventions: Teaching staff may have access to attend relevant conferences and conventions to network, learn about the latest educational trends, and share best practices with colleagues.
- ❖ Mentoring Programs: Mentoring programs connect new or less experienced teaching staff with experienced colleagues who provide guidance, support, and advice.

2. Teaching and Learning Resources:

- ❖ Learning Management Systems (LMS): Institutions typically provide teaching staff with access to an LMS, a digital platform for organizing course materials, facilitating student communication, and assessing student progress.
- ❖ Library Services: Teaching staff can benefit from library resources, including access to academic journals, research databases, and educational materials to support their teaching and research activities.

- ❖ Educational Technology Support: Institutions may have a dedicated team or department that provides technical support and training on the effective use of educational technology tools and resources.

3. Academic Support:

- ❖ Departmental Support: Teaching staff may have access to departmental administrators who provide assistance with administrative tasks, scheduling, and logistics related to their teaching responsibilities.
- ❖ Curriculum Development Support: Institutions may offer support in curriculum design, course planning, and development of learning outcomes to ensure alignment with educational standards and objectives.
- ❖ Assessment and Feedback: Teaching staff may receive support in designing assessment strategies, providing constructive feedback to students, and interpreting assessment results.

4. Well-being and Work-Life Balance:

- ❖ Employee Assistance Programs (EAP): EAPs provide confidential counseling and support services to address personal, emotional, or work-related challenges that teaching staff may encounter.
- ❖ Health and Wellness Programs: Institutions may offer health and wellness programs, such as gym facilities, wellness workshops, stress management resources, or access to mental health services.
- ❖ Flexible Work Arrangements: Institutions may provide options for flexible work schedules, remote work, or part-time arrangements to support work-life balance.

5. Administrative Support:

- ❖ Human Resources: The human resources department can assist teaching staff with employment-related matters, including contract negotiations, benefits, leave policies, and addressing any employment concerns or queries.
- ❖ Administrative Staff: Teaching staff may have access to administrative staff who can provide support with administrative tasks, such as preparing documents, managing records, and facilitating communication with other departments.

6. Faculty Development Centers:

- ❖ Many institutions have dedicated faculty development centers or units that offer comprehensive support services tailored to the needs of teaching staff. These centers provide resources, workshops, consultations, and programs focused on teaching pedagogy, research support, grants, and academic career advancement.

Section 10: IT Support

IT support plays a crucial role in ensuring that teaching staff have the necessary technology infrastructure, software applications, and audiovisual equipment to effectively carry out their teaching responsibilities. Teaching staff should familiarize themselves with the available IT support resources and channels within the institution.

1. Technology Infrastructure:

- **Network and Connectivity:** IT support teams are responsible for maintaining a reliable network infrastructure, including wired and wireless connections, to ensure seamless internet access for teaching staff.
- **Hardware Support:** IT support assists with the setup, configuration, and troubleshooting of computers, laptops, tablets, projectors, printers, and other hardware devices used by teaching staff.
- **Server and Storage:** IT support teams manage and maintain servers and storage systems, ensuring data security, backup, and accessibility for teaching staff.

2. Software Applications and Systems:

- **Learning Management System (LMS):** IT support helps teaching staff navigate and use the LMS effectively, including managing course materials, student enrollment, assignments, assessments, and communication tools within the platform.
- **Collaboration Tools:** IT support can provide guidance and support for using collaboration tools such as video conferencing platforms, messaging apps, and document sharing platforms to facilitate communication and collaboration with students and colleagues.
- **Software Applications:** IT support assists with software installations, updates, and troubleshooting for applications relevant to teaching, such as presentation tools, data analysis software, and discipline-specific applications.

3. Audiovisual Equipment:

- **Classroom Technology:** IT support teams ensure that teaching staff have access to properly functioning audiovisual equipment in classrooms, including projectors, interactive whiteboards, document cameras, and sound systems.
- **Video and Multimedia Support:** IT support can assist with video recording, editing, and streaming solutions, as well as multimedia presentations and integration of audiovisual content into teaching materials.

4. Help Desk and Technical Support:

- IT help desk services are available to teaching staff to address any technical issues or concerns they may encounter. This can include assistance with software problems, network connectivity issues, account access, and general troubleshooting.
- Help desk support may be provided through various channels such as phone, email, or online ticketing systems. The support team aims to provide timely responses and resolutions to technical inquiries.

5. Training and Workshops:

- IT support teams often offer training sessions and workshops to help teaching staff enhance their technology skills and effectively use the available tools and resources. These training sessions can cover topics such as LMS navigation, software applications, classroom technology, and data management.

Section 11: Feedback

The student evaluation process is a valuable feedback mechanism used to assess teaching staff's performance and gather insights into the student experience. It typically involves collecting feedback from students about various aspects of the teaching and learning process.

1. Data Collection Methods:

- ❖ **Surveys/Questionnaires:** Institutions often administer surveys or questionnaires to students to gather their feedback on teaching staff's performance. The surveys can be paper-based or conducted online through learning management systems or survey platforms.

2. Evaluation Criteria:

Student evaluations often cover a range of criteria related to teaching staff's performance, such as:

- ❖ Clarity and effectiveness of instruction
- ❖ Course organization and structure
- ❖ Relevance and appropriateness of learning materials
- ❖ Engagement and interaction with students
- ❖ Responsiveness to student needs and inquiries
- ❖ Fairness and transparency in assessments
- ❖ Overall learning experience and student satisfaction

3. Timing of Evaluations:

Student evaluations can be conducted at various points during the course, such as mid-semester or at the end of the term. Mid-semester evaluations allow teaching staff to receive

feedback and make necessary adjustments during the ongoing course. End-of-semester evaluations provide a comprehensive assessment of the entire course experience.

4. Data Analysis:

Once the data is collected, it needs to be analyzed to derive meaningful insights. Common methods for analyzing student evaluation data include:

- ❖ **Quantitative Analysis:** Likert-scale responses from surveys can be analyzed using statistical techniques to calculate means, averages, and frequency distributions. This provides numerical data to assess teaching staff's performance across different evaluation criteria.
- ❖ **Qualitative Analysis:** Open-ended responses from surveys or transcripts from focus group sessions can be analyzed qualitatively. This involves categorizing and coding the responses to identify recurring themes, patterns, and specific comments that shed light on teaching strengths and areas for improvement.
- ❖ **Comparative Analysis:** Data from student evaluations can be compared across different teaching staff members, courses, or semesters to identify trends and benchmark performance.

5. Reporting and Feedback:

- ❖ The results of student evaluations should be compiled into a comprehensive report that provides teaching staff with a clear overview of the feedback received.
- ❖ Feedback should be constructive, specific, and focused on areas of improvement while also acknowledging teaching strengths.
- ❖ Teaching staff should be given the opportunity to review and reflect on the feedback, and they may have the option to discuss the results with a supervisor, mentor, or department head.
- ❖ Institutions should also consider mechanisms for providing teaching staff with ongoing support and resources to address identified areas for improvement.

To maximize the impact of student feedback, teaching staff should consider the following actions:

- Regularly review and analyze student feedback to identify recurring themes and patterns.
- Actively seek clarification or additional feedback from students when necessary.
- Set clear goals for improvement based on the feedback received.
- Engage in ongoing professional development activities that align with the identified areas for growth.
- Communicate with students about how their feedback has been considered and implemented, fostering a sense of transparency and accountability.

Using student feedback to improve teaching effectiveness and engage in continuous professional development is vital for the growth and success of teaching staff.

- 1.Student-Centered Approach:** Students are the primary beneficiaries of education, and their feedback provides valuable insights into their learning experiences, needs, and preferences. By actively seeking and utilizing student feedback, teaching staff can adopt a student-centered approach, tailoring their instructional strategies to meet the diverse needs of learners.
- 2.Enhanced Teaching Effectiveness:** Student feedback offers a direct assessment of teaching practices, allowing teaching staff to identify their strengths and areas for improvement. By reflecting on student feedback, teaching staff can make informed adjustments to their instructional methods, content delivery, and assessment techniques, thereby enhancing their teaching effectiveness.
- 3.Real-Time Assessment:** Student feedback provides immediate and real-time insights into the effectiveness of instructional approaches. It allows teaching staff to gauge the impact of their teaching methods on student learning and engagement. This timely feedback enables quick modifications, ensuring that teaching staff can address any concerns or issues promptly.
- 4.Closing the Feedback Loop:** Actively engaging with student feedback demonstrates a commitment to continuous improvement and fosters a culture of open communication. By acknowledging and acting upon student feedback, teaching staff close the feedback loop and show students that their opinions are valued. This contributes to a positive learning environment built on trust and collaboration.
- 5.Tailoring Instruction:** Student feedback helps teaching staff understand the unique needs and learning preferences of their students. By considering this feedback, teaching staff can tailor their instructional approaches to accommodate different learning styles, promote active learning, and create a more engaging classroom experience.
- 6.Professional Development:** Student feedback serves as a catalyst for continuous professional development. It highlights areas where teaching staff can further develop their knowledge, skills, and pedagogical approaches. By reflecting on student feedback, teaching staff can seek relevant training, attend workshops or conferences, and engage in self-directed learning to continuously enhance their teaching abilities.
- 7.Improving Student Outcomes:** By utilizing student feedback, teaching staff can make data-informed decisions that lead to improved student outcomes. Understanding students' perspectives, challenges, and motivations enables teaching staff to better support and guide their learning journey, ultimately enhancing student success and achievement.

8. Quality Assurance: Student feedback is an essential component of quality assurance processes in educational institutions. It helps institutions assess teaching effectiveness, identify areas for improvement, and maintain high standards of education delivery. Incorporating student feedback into performance evaluations and program reviews strengthens the overall quality of education.

Section 12: Reporting

Reporting requirements for teaching staff:

1. Attendance and Class Rosters:

- ❖ Maintain accurate records of student attendance for each class session.
- ❖ Submit attendance reports as per institutional policies and deadlines.
- ❖ Ensure class rosters are up to date and report any discrepancies to the relevant administrative personnel.

2. Grades and Assessments:

- ❖ Grade student assignments, exams, and other assessments in a timely manner.
- ❖ Submit final grades by the designated deadline, adhering to institutional grading policies.
- ❖ Provide detailed feedback on student performance, highlighting strengths and areas for improvement.
- ❖ Maintain records of graded assignments and assessments for future reference, if required.

3. Academic Progress and Performance:

- ❖ Monitor and report on student academic progress throughout the course/semester.
- ❖ Identify students who may require additional support or intervention based on their performance.
- ❖ Report any concerns about student academic progress to the appropriate academic support or student services personnel.

4. Academic Integrity:

- ❖ Report any suspected cases of academic dishonesty, such as plagiarism or cheating, following the institution's policies and procedures.
- ❖ Document evidence and provide a detailed account of the incident.
- ❖ Collaborate with relevant staff, such as academic integrity officers, to investigate and address the reported cases.

5. Student Support and Engagement:

- ❖ Document interactions with students regarding academic support, advising, and mentoring.

- ❖ Report any concerns related to student well-being, engagement, or behavior to the appropriate support services or student affairs personnel.
- ❖ Collaborate with student support services to provide necessary assistance and referrals as needed.

6. Course Evaluations and Feedback:

- ❖ Administer course evaluations and collect student feedback according to institutional guidelines and timelines.
- ❖ Compile and review course evaluation reports to gain insights into teaching effectiveness and identify areas for improvement.
- ❖ Reflect on student feedback and develop action plans to address any identified concerns or suggestions.

7. Professional Development:

- ❖ Maintain records of professional development activities, such as workshops, seminars, conferences, and webinars attended.
- ❖ Report professional development activities to the relevant department or administrative personnel as required.
- ❖ Share knowledge and insights gained from professional development activities with colleagues and contribute to a culture of continuous improvement.

8. Ad hoc Reports and Requests:

- ❖ Respond to ad hoc reporting requests from department heads, program coordinators, or institutional administrators.
- ❖ Provide accurate and timely information as requested, ensuring compliance with data protection and privacy regulations.

In educational institutions, various reporting templates and systems are used for assessment, grading, and student progress tracking.

1. Gradebook Software or Learning Management Systems (LMS):

- ❖ Gradebook software or integrated features within an LMS allow teaching staff to record and calculate grades electronically.
- ❖ These systems provide pre-built templates or customizable gradebook formats where teaching staff can input grades for individual assignments, exams, and overall course grades.
- ❖ Gradebook software and LMS platforms often offer additional features such as weighted grading, grade weighting scales, and the ability to generate reports and export grade data.

2. Rubrics and Scoring Guides:

- ❖ Rubrics and scoring guides provide a standardized framework for assessing student work.
- ❖ These templates typically include criteria and performance levels that teaching staff can use to evaluate and provide feedback on assignments, projects, or presentations.
- ❖ Rubrics help ensure consistent and fair evaluation practices and provide students with clear expectations for assessment.

3. Progress Reports:

- ❖ Progress reports are typically used to provide a snapshot of a student's academic progress during a specific period, such as mid-semester or quarterly updates.
- ❖ Institutions may have their own progress report templates or systems, where teaching staff can input information related to student performance, attendance, and overall progress.
- ❖ Progress reports may include qualitative comments on a student's strengths, areas for improvement, and recommendations for further support or intervention.

4. Student Information Systems (SIS):

- ❖ Student Information Systems are comprehensive platforms used to manage student data, including enrollment, attendance, and grades.
- ❖ These systems often provide pre-designed templates or customizable report formats for generating official transcripts, report cards, or academic standing reports.
- ❖ Teaching staff can input grades and other relevant information into the SIS, which is then used to generate official reports for students, parents, and administrators.

5. Analytics and Data Reporting Tools:

- ❖ Some institutions utilize analytics and data reporting tools that allow teaching staff to analyze student performance data in more detail.
- ❖ These tools can provide visualizations, dashboards, and customizable reports to track student progress, identify trends, and assess learning outcomes.
- ❖ Analytics tools may integrate with other systems, such as the LMS or SIS, to gather and consolidate data for comprehensive reporting.

Specific deadlines for grade submissions, progress reports, and other required reports.

1. Grade Submissions:

- ❖ **Midterm Grades:** Submit midterm grades by the specified deadline, typically around the midpoint of the semester or term. This allows students to assess their progress and make necessary adjustments.
- ❖ **Final Grades:** Submit final grades by the designated deadline, typically shortly after the completion of the course or at the end of the semester or term. Final grade

deadlines may differ for different courses or program levels (e.g., undergraduate vs. graduate).

2. Progress Reports:

- ❖ Midterm Progress Reports: Submit midterm progress reports by the specified deadline, usually around the midpoint of the semester or term. These reports provide a comprehensive overview of student performance, attendance, and engagement.

3. Course Evaluation Reports:

- ❖ End-of-Course Evaluations: Provide students with the opportunity to evaluate the course and teaching effectiveness near the end of the semester or term. The deadline for submitting course evaluation reports may vary but is typically before the end of the academic term to allow time for analysis and feedback.

4. Ad Hoc Reports and Requests:

- ❖ Ad hoc reports may be requested by department heads, program coordinators, or institutional administrators for various purposes (e.g., accreditation, program reviews). The deadlines for these reports will be communicated on a case-by-case basis, depending on the specific reporting needs.