



**RUSHFORD**

**BUSINESS SCHOOL**

**Regulations and Polices of Rushford Business School**



**RUSHFORD**

**Effective from May 2022**

**BUSINESS SCHOOL**

## Introduction:

These regulations apply to all students studying at Rushford Business School leading to an award of Swiss Accredited EduQua Rushford Business School degree for prospective students with effect from May 2022. For the former students, the contractual terms accepted formerly by them will stand true for their tenure of enrolment.

For deferred students who are returning to their studies after a break, the regulations of the intake they are returning will be applicable.

Rushford Business School also offers validated programs through its partner Universities. The process of selecting and managing the partners is mentioned in the policy titled **“Management of External Partners”**. The award leading to a degree awarded by the validated partners is regulated by the regulations of the partner University. Rushford Business School adapts or adopts its regulations as per regulations of the validated partner with mutual agreement and committees’ formulation. This adaptation or adoption process is done individually for each of our partner universities. The students enrolling for a partner University award are required to abide by partner university validated regulations.

The regulations are disseminated via the Institute’s website and the Learning Management System and the updates are announced to the students via email. The set of regulations applicable to the Student are also referred in the Student Contract.

In addition to the Student Contract and Regulations, Students also receive a copy of Program Handbook and Course Outlines that contains the outcomes and progression requirement related to that program.

## Quality Assurance and Review of Regulations and Policies:

Rushford Business School upholds quality and understands the need for regular review of the processes and regulations. Various stakeholders, for instance students, parents, alumni, industry experts, faculty member, support staff provide regular feedback which is discussed in committee meetings and the action points are incorporated as agenda in key quality reviews. For formalizing the review process, Rushford Business School has incepted its Internal Quality Assurance Cell in the year 2021. The details are given in the policy titled **“Quality Assurance and Monitoring Policy”**. According to the policy, the review process is categorised in 7 verticals:

1. Quality enhancement of Curriculum design and development
2. Teaching Learning and Evaluation

3. Research, Innovation and Extension
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

Various committees and a Quality Cycle has been planned. The committee has already designed the curriculum review and moderation process, learning management system review process. The annual quality cycle aims to review and audit the processes in each of the above-mentioned areas and suggest areas of appreciation and improvement. The policy titles “**Policy Approval Policy**” is laid down in Governance which specifies the committees and sub-committees’ relevance and the way each of these committees takes the feedback from various stakeholders including the Quality review to improvise the processes.

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# 1. Admission Policy

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RUSHFORD

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BUSINESS SCHOOL

## Section 1: Introduction

The policy is designed with reference to *Chapter B2 of the UK Quality Code for HE*.

### 1. Policy Statement:

Admission to Rushford Business School is open to individuals of all nationalities who demonstrate the capacity to benefit from the programs offered by the institute.

This policy ensures no discrimination against individuals based on race, colour, religion, disability or ethnic background. In instances where learning support would be needed, suitability of each applicant is considered on a case-by-case basis to ensure that we are able to meet the training needs of each applicant.

This admission policy is set to provide clear guidance for admission, recruitment and selection of all candidates. It also specifies the scope, related policies and processes for prospective candidates seeking admission.

### 2. Objective:

The objective of this policy is providing a comprehensive guide for all stakeholders involved in the admission process, and where the clauses mentioned in this guide for admission supersedes any other information verbal or written. Therefore, this policy empowers counsellors, students, staff and academic body to communicate correct information as is stated in this policy.

The objective of this policy is the following and the stakeholders involved should aim to ensure further clarity in the following reviews on the following aspects:

- a. Students' interest is of prime importance and that all learners should be treated in true and fair manner, and in an equitable manner with respected diversity.
- b. Counselling impartially and without material benefit and to provide adequate suggestions that should be in best interest of the students and their career growth.
- c. Disseminate all information and being transparent in entire admission process, and to disclose information correctly and accurately.

- d. Ensure no biasness amongst the students' creed, nationality, etc. and that all students are treated on basis of their merits.
- e. Communicate the accreditations and the award recognition in a transparent manner.
- f. Recruit all students upon meeting the admission criteria
- g. Recognize prior learning and award credit exemptions or entry to programs only to the deserving candidates.
- h. Ensure all staff, and academic team involved in admission process are adequately trained.

**Scope (Who these procedures apply to?)**

This policy applies to all prospective students seeking admission at Rushford Business School in both online and offline campus, across all programs.

This policy covers or is read in conjunction with other policies to cover all processes starting from admission enquiry, counselling in selection of programs beneficial to the students, admission paper work, recognition of prior learning, admission offer letter issue, fee deposit and appeals against admission process and fee refunds.

**Implementation Arrangement:**

All employees are disseminated this document. The new employees are made aware of this document and are adequately trained.

The document is to be reviewed every year based upon feedback from respective stakeholders. The review process follows bottoms up approach where feedback from student body and students' counsellors is sought for setting the review agenda for review meeting. The agenda is then presented with suggested modifications in respective policies with justification and implication.

The already enrolled students are not impacted with these changes, and any changes will be aptly identified, communicated via meetings, written communication before its implementation. All queries can be addressed at [admissions@rushford.ch](mailto:admissions@rushford.ch)

## Section 2: Procedure

### Admission & Selection Procedure:

#### A) Admission:

##### Stage 1

Student makes enquiries.

Student counsellor responds to the student and sends program information to student.

Student retrieves list of important documents for submission and **Student Application Form** from institute website.

Student submits Student Application Form with relevant documents and application fees (if applicable).

##### Stage 2

Institute issues Acknowledgement via email as receipt of student application

Institute verifies documents and conducts Student Selection Procedure (Refer to Section B)

- (a) Institute issues Student **Provisional Admission Letter** or
- (b) Institute issues **Student Rejection Letter**. In case of rejection no further communication is required.

In case of selection, student submits **Reply Slip** attached to the Provisional Admission Letter as confirmation of his/her place at the institute or confirms the same via email.

##### Stage 3

Student signs Standard **Student Contract**

Student makes payment to Institute as per fee payment schedule and Fee Protection Scheme

##### Stage 4

**Fee Receipt** and **Admission Confirmation Letter** are sent to the student

Information required by student to start the program is sent before the program start date

#### B) Selection:

After the student has submitted the student application form and required documents the admission staff verifies the student's documents and cross check the student's eligibility for the program.

In selecting the students, the institute will also take into account, their suitability and motivation for admission to the course applied for based on their work experience, CV and personal portfolio of achievements if available.

### **C) Online Vs On-Campus studies:**

While the above process remains same for both online and on-campus students, students applying for on-campus programs will have additional check points for admission as follows:

On-campus students' interview is mandatory for offering provisional admission offer letter. The provisional offer letter can be used for application of visa. The offer letter will be confirmed post successful receipt of student's visa.

Student is responsible for their own visa application and its success. The institute only helps with the necessary paperwork required by the student for visa application, and does not take responsibility of visa application filing and its success.

## **1. Withdrawals and Refunds**

A student can decide to withdraw from a program prior to its completion. Rushford Business School only considers requests for withdrawals and refunds where the student submits the Withdrawal/Student Refund Request Form to the Main Office. The request may be submitted electronically.

Rushford Switzerland will process the withdrawal and/or refund application within 7 working days unless otherwise indicated below. This policy applies to each of the following withdrawal options.

### **1.1 Cooling off period**

All students have a cooling off period of 7 working days from the date on which they sign their Student contract. This means they can choose to withdraw for any reason and receive the maximum refund amount (less any administrative charges). Such notice of withdrawal must be received in writing from the student within the seven day cooling off period. The cooling off period is not applicable for existing students who sign a new contract for transfer of program or for enrolment in any additional program.



## 1.2 Withdrawal for Cause

Subject to Force Majeure, a student shall be entitled to immediately withdraw from the Program by giving written notice to the school of their intention to do as a result of one or more of the following circumstances:

- Rushford Switzerland fails, for any reason, to commence the program on the commencement date;
  - Rushford Switzerland terminates the program, for any reason, prior to program commencement date;
  - Rushford Switzerland fails, for any reason, to complete the program by the completion date;
  - Rushford Switzerland terminates the program for any reason prior to the completion of the program;
- or
- Rushford Switzerland is in breach of its obligations under the student contract
  - The Student Pass application (if applicable) is rejected by the Immigration and Checkpoint Authority and the student has not yet started the studies.

The Student will be entitled to a refund of the entire Program Fees already paid should the Student decide to withdraw, within seven (7) working days of the notice.

### **Withdrawal due to visa complications:**

The School offers online, blended and on-campus programs. There can be following possible timelines when the visa application is filed and rejected:

2. If the student hasn't started studies yet, and the students' visa gets rejected. This situation falls under Withdrawal for cause, and the fee already paid will be refunded according to the clause.
3. If the student has started the program in an online mode, and the application for visa is made afterwards, the student will have two possible resolutions:
  1. One is to complete the program entirely online and pay the fee as applicable to the online programs.
  2. Second is to withdraw from the program, and pay only corresponding fee for participation in online program, and remain exempted for payment of any further fee.
4. Student is required to make an application and follow the refund request procedure.

## 1.3 Withdrawal without Cause:

Where a Student withdraws from the Program for any reason other than those set out above or Force Majeure only the program fees paid are refundable on the following conditions:

**100% refund [maximum refund]** of tuition fees less application fees (if any) if the applicant's written notice of withdrawal is received **more than 15 days before** the commencement date.

**70% refund** of tuition fees if the applicant's written notice of withdrawal is received within **15 days before** the commencement date.

**50% refund** after, but **not more than 3 days after** the commencement date.

**30% refund** of tuition fees **more than 3 days after** the commencement date but **not more than 7 days after** the program commencement date

**0% refund** of tuition fees if the applicant's written notice of withdrawal is received **more than 7 days after** the commencement date.

% OF THE AGGREGATE AMOUNT OF THE FEES PAID	IF STUDENT'S WRITTEN NOTICE OF WITHDRAWAL IS RECEIVED
100% Refund [Maximum Refund]	<b>more than 15 days before</b> the commencement date
70% Refund	<b>within 15 days before</b> the commencement date.
50% Refund	after, but <b>not more than 3 days after</b> the commencement date
30% Refund	after, but <b>not more than 7 days after</b> the commencement date
0% Refund	<b>more than 7 days after</b> the commencement date

There is also **seven (7) working days of cooling-off period** from the date of signing the Standard Student Contract Agreement which will allow for a Maximum Refund should students decide to withdraw within this period.

#### 1.4 Force Majeure

In the event that Rushford Switzerland and the student shall be rendered unable to carry out the whole or any part of its obligations under the Student Contract for any reason beyond the control of that party, including but not limited to acts of God, force majeure, strikes, war, riot and any other causes of such nature, then the performance of the obligations hereunder of that party or all the parties as the case may be and as they are affected by such cause shall be excused during the continuance of any inability so caused, but such inability shall as far as possible be remedied with all reasonable despatch. For the avoidance of doubt, this shall not apply to cases where:

- the school is declared to be insolvent and/or a winding-up order made or bankruptcy issued by the Switzerland court against it; and
- The relevant authority(ies) issue(s) an order to cease and/or terminate the operations of the school, or the happening of anything of a similar nature under the laws of country of incorporation and operations.

## **2. No Double Claim**

For the avoidance of doubt, if the Student and/or his/her parent/guardian receives any payment from the School or the Escrow Bank/Insurance Company pursuant to a provision of the Student Contract or the Master Escrow Agreement/Master Insurance Agreement in respect of any matter or damage, then the Student and his/her parent/ guardian shall not be entitled to claim against School or the Escrow Bank/Insurance Company for the same payment in respect of the same matter or damage pursuant to any other provision in the Student Contract or the Master Escrow Agreement/Master Insurance Agreement

## **3. Additional Details**

Rushford Business School shall not refund program fees if student withdrawal is due to any of the following reasons on the part of the Student:

Failure to maintain minimum attendance

Failure to pay program fees (especially for instalments)

Failure to maintain satisfactory program progress

Misbehaviour that is not in accordance to the prescribed code of conduct

## **4. Payment of Approved Refund of Program Fees**

All refund requests will be approved and amount refunded within 7 working days. In the event that we are unable to complete the refund within 7 working days, we will inform the student of the reason accordingly.

The school shall pay refunds only to the student or the person as specified in the Student Refund Request Form. An Authorisation Letter, stating the full name, NRIC number and bank account details of the receiver and signed by the student is required if student is not the receiver of refund.

The school shall notify the student within 7 working days of completion of the refund.

### **Recognition of Prior Learning**

Students' eligibility can also be decided with the recognition of prior learning. Please refer to the policy on Recognition of Prior Learning which states the application procedures for RPL.



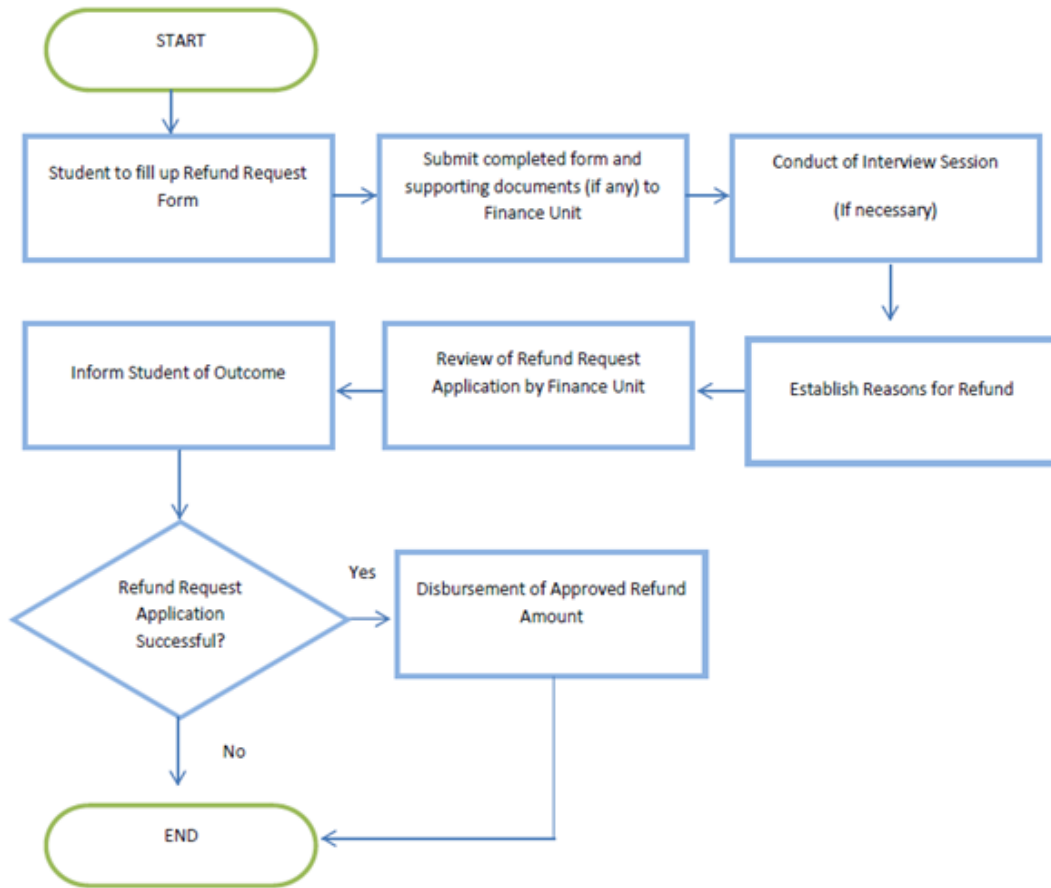
## **Summary of Changes**

April 2022:

1. Added Objectives, meanings and scope.
2. Added recognition of prior learning policy, detailed policy is a separate policy titled 'recognition of prior learning'.

## **Appendices:**

Appendix1: **Refund Procedure:**



## Contact Details

For any query, please contact [admissions@rushford.ch](mailto:admissions@rushford.ch)

## 2. Recognition of Prior Learning (RPL)

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## Section 1: Introduction

### Meaning:

Rushford Business School values learning in many forms, whether it is to meet programme entry criteria or to gain credit toward a specific degree. However, recognition of prior learning (RPL) will be feasible only if the learning is academically valid and relevant to the outcomes of the applicable admission requirements, module(s), or award level. Recognition of Prior Learning allows candidates and/or existing students on taught courses to receive credit for qualifications they have already earned at other institutions, as well as for learning gained through their experiences, such as in the job. This is accomplished by granting exemption from part(s) of the chosen course of study.

Prior learning is recognised by the School in three ways namely-

- Accreditation of prior experiential learning,
- Accreditation of prior certificated learning, and
- Credit transfer.

### Objective:

The objectives of the policy are-

- To encourage candidates who have earned degree-related knowledge and abilities through informal study or experience to pursue higher education.
- To aid in the holistic evaluation and self-evaluation of those beginning on a learning path
- To encourage and support lifelong learning.

### Scope

This policy is applicable for applicants who have been out of formal education for several years and have earned work experience that they now seek to enhance with a formal higher education certification should go through this route.

## Section 2: Procedure

RPL provides acknowledgement of the prior certified and non-certified learning accumulated by the student. The learning gained previously can be used to map against the learning outcomes already achieved by the student, and therefore respective exemption can be provided to the student if adequate credits can be mapped towards the requested program entry. This exemption is to be carefully assessed against the prior learning and the outcomes of the entire course or the unit achieved to permit exemption for the given level of the program.

This policy defines the types of prior learning accepted by the School and the processes to be adopted by the student to apply for the credits exemptions.

In case of credit exemption provided to the student, the student enters the program at the accepted level and his corresponding duration of the program is reduced by the tenure of exempted credits.

### Definition:

RPL is categorized in three types based upon the prior learning amassed by the learner. They are:

1. **Credit transfer:** Students who were previously enrolled in another higher education institute and now they wish to proceed their education in another education institute. These students have received their transcripts for the courses they cleared as of date of application with the School, but no formal degree is awarded at the time of application.
2. The students of the School can also apply for the credit transfer to other Higher Educational Institute.
3. **Recognition of Prior Learning – Certified (RPL-C):** Students who have pursued non-formal certifications from an institute, for instance professional development



certification from higher educational institute or training institute where credit recognition is possible. A student can claim RPL from short courses as well.

4. **Recognition of Prior Learning – Experiential (RPL-E):** Students who have gained practical experience by working or through voluntary work in a particular field for the minimum of three years. The experiential learning teaches varied areas of specialisations, especially management and therefore can be considered for gaining exemptions.

### Partner Institutes:

Though the general provisions are mentioned in this document, the School works with various validating partners. Therefore, this policy is required to be studied in conjunction to the partner University Guidelines. If there is any dissonance between the partner University guidelines and the School’s guidelines, and that the Student intends to take admission with the program offered by that specified partner, the provisions of the partner university will supersede these guidelines. The reason is that the student will be enrolled with the partner University and the partner University is the quality control and the degree awarding body.

### Extent of Credit exemption allowed:

The maximum amount of the credit exemptions that the student can apply for the Rushford Business School EduQua Certified Award is given in the following table:

	Maximum RPL Credits	Must study at the School
Bachelor Program	60 ECTS at Level 4	120 ECTS at Level 5 and 6
Masters Program	30 ECTS at Level 7	30 ECTS at Level 7 for 1-year Masters, else 60 ECTS at Level 7
Doctoral Program	120 ECTS at Level 8	120 ECTS at Level 8

For the articulated or Franchisee award by our partner University, their RPL policy will be applicable.

## Provisions:

The request for the RPL is to be made in a formal manner with all documents detailed

1. Although there is a provision for RPL which the student can request for, there is no automated guaranteed right on availing credit exemption.
2. Credit equivalency framework is different in different countries, for instance, CATS and ECTS are required to be adjusted for mapping their credits. To convert CATS/ UK Credits into ECTS/ European Credit Framework, the credits earned in the UK are required to be divided by 2, which means 120 UK credits = 60 ECTS.
3. Due to the complexity involved in mapping credits across various countries, the time and review process may differ.

## Documents:

It is the responsibility of the student to submit all relevant documents for the review process before the start of the review process. Due to the varied nature of RPL, no specific/ exhaustive list can be delineated, but following principles are recommended to be mindful of while applying for RPL:

- The documents should be submitted in English language.
- The portfolio of work, certificates, prior experience should be clearly written and should be concise.
- Wherever possible, share the complete syllabus of the program studied, the institution status, their website, transcripts or certifications received. If possible, please share the learning outcomes of the program and courses under consideration.
- For prior learning, it is recommended to submit curriculum vitae with possible endorsements by the employer mentioning the nature of tasks performed.
- A cover letter briefly describing the exemption you are seeking (specify program and courses exemption), and the reason why you think you should be awarded exemption.

## Criteria, conditions and restrictions:

For Credit transfer and RPL-C, the RPL committee will assess the following:

- Review the transcript or a certificate and its awarding body.
- The committee will review the credibility and education institute status of the awarding body.
- Evaluate the extent of studies undertaken or credit rating of the learning activity undertaken by the applicant.
- For research degrees, the students research report will be reviewed by the committee as this is the tangible result of student's learning activity.
- Besides, students' enrolment history, tenure of the program, the tenure spent in the other institute will be relevant.
- The learning outcomes achieved prior will be compiled with the learning outcomes of the courses offered at the school. This activity is very important to justify exemption.
- The prior level of study is required to be mapped with the level of study the student intends to enter the program. The credits exempted must be at the same or lower level then studied in the past.

For evaluating RPL-E, the committee must review the following

1. Competencies gained by the candidate with prior experience which he could have gained by studying in a particular course.

Application of exemption may not be accepted if the student has studied a program at the school before and have failed and exhausted all attempts of re-appearing in the program. The re-admission policy of the specific program will apply in that case.

In general, the exemption sought with acquisition of experience or certification must be acquired within five years of the application. If the said RPL is acquired before five years, the candidate must prove that the learning from the program or research undertaken before five years has been practiced within these years, and that the learning is still relevant.

The School is entitled to withdraw or to terminate an application of any student where the RPL application was found to contain misleading or false information.

## Transfer of grades/ marks and calculation of final marks

The acceptance of the students RPL application where credits are exempted implies that the student has successfully achieved the learning outcomes. However, many a times, it might not be possible to evaluate at what level learning outcomes were achieved to award a mark or a grade to the exempted courses.

Where the credits have been mapped through another recognized higher education institution, and that School is familiar with the level of grading, quality and teaching and learning activities, and that the marking scheme can be easily identified and compared, the mark of the awarding institution can be accepted as it is.

Where the credits have been mapped, but there is no direct comparison of the studies or the School cannot make a reasonable assessment of evaluation and progression policy of the awarding institute, and where mentioning grade is essential, the grades will be capped at 50% or Pass grade level, whichever is higher.

Credits accepted through RPL will be clearly mentioned on students' transcripts. The transcript also demonstrates the RPL grading process and the way final grade has been calculated.

## Application Requirements

Application for the RPL must be made in writing by the student and must state the following in the cover letter:

2. Specify the School's program that they wish to seek RPL.
3. Mention list of courses or specify the part of the program they are seeking RPL.

Following documents are recommended to be submitted for RPL-C:

1. Copy of transcripts, or certificate received.

2. Program specification, course outline, assessment detail when available. Please submit learning outcomes as mentioned in Program specification and course outline.
3. Higher education status and credit framework of the University that awarded the certificate or transcripts.

Application for RPL-E may vary depending upon the nature of experience and the learning that occurred from the experience. The onus lies on the applicant to prove the nature and specialisation of experience and therefore, the following list is indicative and applicant can submit additional documents:

1. Brief CV to provide the context for the claim
2. Reflective statement on relevance of the learning against the credit exemptions sought
3. Any other supporting documents like reference letters, publications, etc.

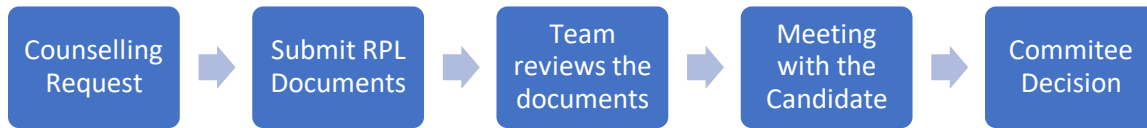
While preparing the portfolio of the documents, the candidate must showcase the following and its corresponding evidences:

- Knowledge and understanding of courses where exemption is sought
- Cognition skills
- Transferable skills
- Achievements in implementing those skills.

The evidences can be voluntary work, or paid employment, Hobbies and Interests, Education & Training, etc.

The applicant can seek counselling for applying for the RPL and can seek a pre-counselling on the documents. However, this is just an initial recommendation, but any decision communicated at this level will not be considered as final decision. The student cannot make any claims for the admission based upon this counselling. The final decision is to be made by the RPL committee.

## Procedure:



## Timelines:

1. The counselling is arranged within a week's time of student making an initial request.
2. Student is required to prepare his portfolio and submit. Generally, the student should submit RPL portfolio 2 months before the start of the program.
3. The committee review time is dependent upon the complexity of the case. Normally, the committee takes 3 weeks to revert. The answer can be to seek further clarification or scheduling a meeting.
4. Meeting is scheduled with the candidate as agreed.
5. Post meeting and if no further documents are pending, normally the committee suggest the decision within 1 week of the meeting.

The application can be initiated via the contact form on the website or through email at [admissions@rushford.ch](mailto:admissions@rushford.ch)

- Applications for the RPL is required to be made at time of admission process, and should not be made after seeking admission in the regular program.
- If the student applies for RPL after the admission, but have already joined the program, the fee will not be refunded for the courses the student has already started studying.
- Applications made after 4 weeks of the program start will not be entertained.
- Application for exemption of a particular course should be made at least 4 weeks prior to the start of that course. In this case, the RPL committee will expedite the process and aim to provide decision within 3 weeks, if possible.

- The RPL is effective upon receiving an official statement of RPL from the admission office. In case of a missing RPL statement, no RPL can be assumed by the student.
- Applicant must be aware that applying for credit reductions will also reduce their corresponding study hours. This might impact their student status as full-time student, and the corresponding visa status or other regulatory fundings, etc may be impacted.

## Complaints and Appeals

The School is committed to delivering its applicants a transparent, efficient and an objective process of RPL. The School aims to ensure that no student is disadvantaged, or that no Student remains uninformed of the possible implications of the decision.

Generally, the School doesn't disclose the reason for application rejection upfront. However, it is the students' right to ask for an explanation, where the RPL committee undertakes to provide explanation for the rejection of the application.

If the student is not satisfied with the decision, he/she can arrange a meeting with the Counsellor who can explain the reason for the rejection or the delay.

There is no right to appeal or complaint the decision of the RPL committee for the rejection of the RPL application as the team can delineate the decision upon successful evaluation of the degree, and may not be able to award an exemption even if there is a slight doubt on the recognition. However, the applicant can request to review in following cases:

- The applicant submits new evidence which possibly explains the reasons for rejection.
- The applicant points out procedural irregularity in carrying the evaluation process.

The applicant in this case can apply within 10 working days of date of RPL notification according to the Appeal Procedure.

## Recording Recognition of Prior Learning

RPL is recorded in the Student's Record and on their Transcript.

## Summary of Changes

Date/ Month/ year: need to write all changes made after signing the policy

## Appendices:

All relative flow charts will go here.

## Further Clarification, if any

## Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)



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# 3. Assessment Policy

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## Section 1: Introduction

### Meaning:

The aim of this policy is to set clear and consistent standards for the design, creation and submission, measurement and feedback of assessments leading to a grade. All aspects of this policy are operated in compliance with awarding body regulations and the Quality Assurance Agency (QAA) Quality Code.

This policy also refers to the rules and regulations relating to Assessment, submission, marking and progression of studies and the award for the final qualification. It explains what is required to progress between the various levels of your chosen program of study.

Rushford Business School employs a variety of standard assessment approaches which include:

- assignments
  - dissertations
  - exams
  - oral assessments
  - portfolios
  - practical assessments
- 1.projects

To gain the academic credit, a student must demonstrate that they have achieved specified learning outcomes.

Academic credit will only be awarded to students as follows:

- Through granted recognition of prior learning (see RPL policy)
- Successful completion of course summative assessments that meet the specified learning outcomes.

1. Completion of requirements made via the program of learning

Assessment guidance and regulations should be studied along with assessment guidelines. If there is some information in assessment guidelines that supersede this Assessment guideline, the assessment guideline provided by that document will be applicable. In addition, this policy guides you on assessment format as well.

Objective:

- 1.1.1 To ensure that the credit is allocated to a learning activity based on its stated learning outcomes.
- 1.1.2 To communicate that the credit is awarded only on fulfilment of the regulations laid down by the partner university.
- 1.1.3 To apprise students of assessment design and submission process.
- 1.1.4 To lay down expectations towards feedback.
- 1.1.5 To provide teach student with appropriate information so they can achieve their potential.

Scope

This policy applies to all students enrolled at Rushford Business School, across all programs.

This policy must be studied in conjunction with partner program student’s contract, program description, course outline and assessment guidelines.

## Section 2: Procedure

### Students’ Progression:

The following is the progression recommended for all Rushford Programs. However, Rushford offers programs from their partner Universities. In case the programs are offered from the validated/franchised partner of Rushford, the progression requirements of the partner University will be applicable. These progression requirements will be provided to the student in writing if they are different from the ones mentioned below. The program specific requirements will also be mentioned in the Program description and course descriptions. Therefore, this policy is required to be studied in conjunction with program description of the program you are enrolling in.

Students will be declared qualified for an award (certificate, diploma, advanced diploma etc) upon successfully completing the program requirements such as completion of all courses, passing of all tests, assignments, viva-voce, project work etc with at least the required minimum pass percentage or obtaining required number of credits as may be applicable to the program. In addition, the candidate should have cleared all dues to the school and there should be no disciplinary action pending against him/her.

**For fully online programs** where an End of Study Period Exam is not applicable the following assessment approach is recommended to each of the compulsory courses of the program. However, a faculty will have the liberty to propose a different individual component keeping the overall percentage weightage constant of 40% continuous assessment and 60% Final project or examination.

Component	Weightage
1. Test at the end of each lecture	30%
2. Contribution to online discussions/ Multiple Choice Questions	10%
	} Continual Examinations

3. Written Project(s) for each course 60%

**For fully online programs** where an End of Study Period Exam is **applicable** the following assessment approach will be applied:

1. Test at the end of each lecture	} 15%	Continual Examinations
2. Written Project(s) for each course		
3. Contribution to online discussions	10%	
4. End of Study Period Exam (Final Exam)	60%	

**For classroom programs** the following assessment approach is recommended. The individual components can be a range of assessments that include Quizzes, Case Studies, Project Report, Research Report, Examination, Presentations, etc.

Component	Weightage
1. Continuous assessment	40%
2. Written Project(s)/ Exam for each course	60%

### Common Marking Scheme

Following is the Common Marking Scheme for all major programs:

Grade	Minimum%	Maximum %
A+	97	100
A	93	96.9
A-	90	92.9
B+	87	89.9
B	83	86.9
B-	80	82.9
C+	77	79.9
C	73	76.9

## Regulations and Polices of Rushford Business School

C-	70	72.9
D+	67	69.9
D	65	66.9
D-	60	64.9
F	0	59.9

### Verification of Award:

The verification of a candidates' award can be performed online via Rushford Business Schools Online Certificate Verification System or by sending a formal request to the Academics department.

### Procedure:

Upon becoming aware of a students' program completion, the academics department will conduct a review of the students training progress within 7 working days. In case of any pending requirements the student will be notified and asked to complete the same. If the student has completed all requirements for the program and has cleared all dues to the school and there is no disciplinary action pending against him/her the academics department will issue the students certificate and transcript (where applicable) within an additional 7 working days.

The student's award will be issued a unique Certificate /Award No. as per the following format:

#### **RBS-20XX/FL-AB**

RBS – Rushford Business School

XX – Year of issue e.g., 12, 13, 14, 15 etc.

F – First Alphabet of Candidates First Name e.g., J in John, N in Nancy etc.

L – First Alphabet of Candidates Last Name e.g., M in Marley, B in Bob etc.

AB – Is the Annual Serial Number of the Award

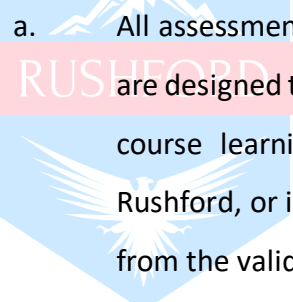
e.g., the Unique Award no. of Nancy Bob who completed the program in 2014 and was 25<sup>th</sup> in the annual serial of awards will be: RBS-2014/NB-25

This number will be mentioned in the candidates' award certificate and the details will also be entered in the Rushford Business School's online certificate verification system by the designated person of the academics department.

Once the certificate and transcript are issued the student will be notified of the same and a soft copy may be sent to him/her for review. The student may self-collect the documents from the main office or they may be mailed to the students registered address.

A copy of the certificate and transcript issued to the student will be retained by the academics department for record keeping.

### Design & implementation of Assessment Strategy

- 
- a. All assessments are required to be designed by course team. The assessments are designed to ensure course coverage and should result in achievement of the course learning outcomes. The course team will include course tutor at Rushford, or in case of validated programs, the course team will include leader from the validated partner.
- b. The assessments designed by course tutor is required to be ratified by Program Director. In case of partner University programs, the assignments by external examiners or course leader from validated partner.
- c. The approved course specifications, and assessments are disseminated to the students via Learning Management System (LMS).
- d. The assessments are generally announced 21 days before the submission date to allow students adequate time for completion of the assessment. In case of report, the requirement of the report is to be disseminated before 21 days. In case of examination, the dates of examinations must be announced 21 days before the examination.
- e. Assessments are to be revised at the end of each academic year/ semester by course teams so that the same assessments are not administered in two consecutive exams.

- f. Academic staff must appropriately communicate assessment information, requirements and expectations to their students.
- g. Data protection and confidentiality related to assessments is kept between the student, their tutor and assessor.
- h. The universities' Data Protection Officer can provide any information related to assessment and data protection.

### Submission of assessed work

- All report submissions for both online and offline campus are required to be made via Learning Management System (LMS). No submission sent per email will be accepted.
- The examination for online and blended students is conducted using online Proctored examination system where 1 proctor proctors not more than 30 students. The physical examination is conducted at the School's premises.
- The due date of the submission remains sacrosanct unless extended by the written communication by the course faculty. The due dates are announced via course page on the LMS.
- Course tutor must take approval of the Program Director for any extension of assessments.
- Work submitted for a summative assessment component cannot be amended after submission or re-submitted.
- Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines.
- Student specific submission extension will only be granted as per Mitigation Policy.
- Where coursework due date is fixed and it is submitted late and there are no accepted extenuating circumstances, it will be penalized in line with the following tariff:
  - Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the pass mark and no further.
  - Submission that is late by 7 or more working days: submission refused, mark of 0.



- A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.
- Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

### Assessment Formatting

All submissions should follow given formatting requirement for all assessment submissions. However, if course specification suggests some other guidelines, those provided in course specification must be followed. This is because faculty suggested different guidelines due to varied nature of that assessment. But where there are clashes in course specification and regulations and policies, the regulations and policies will stand true.

#### Acceptable file format

All assignments should be submitted in MS-Word, unless a different version is recommended by the faculty, for instance, MS-Excel may be prescribed for finance and accounting assignments. For finance and accounting assignments as well, MS Word is considered as an acceptable report submission format and other workings in MS Excel are appendices. Any document submitted in pdf, jpeg, etc. will not be accepted and will not be evaluated.

#### Word Limit

1. Assessment specific word limit is specified in respective course outlines and assessment briefs. The word limit includes only text, and doesn't include references, appendices, etc.
2. The assessment should be restricted to the given word limit and can be within +/- 10% of the specified limit. Word limit must be explicitly mentioned on the face of the assessment submission. In case of not following the word limit (either exceeding or reduced), there will be a **penalty of 2%** on the entire assessment.
3. Appendices are to be appropriately referred in the main document if they are required to be assessed. Any appendix not referred in the main document will only

be considered as supporting document and will not be evaluated.

4. References/ Bibliography will be evaluated. References are required to be done as per APA referencing style. Both in-text and end-text references are required. Referencing done but not in correct format will fetch in the **penalty of 2%**. Not referencing at all would result in plagiarism, and therefore the assessment will be referred to Academic Misconduct Policy.

### Font and Document presentation

Each submission should be formatted as per following prescribed format:

- Use the following font style: Times New Roman
- Font size: 12-point main body text
- Font size: 16 and 14 Main Heading and Sub-Headings
- Paragraph line spacing: 1.5 lines.
- Spacing: left
- Ensure that the layout is in a professional format – use headings and sub-headings as appropriate.
- Ensure that all pages are numbered.
- The piece of assessment must have a cover page, as given in Appendix B.

A few further considerations:

- Ensure to format entire document in an appropriate and consistent format/ Font/ Font Color/ Font Size, as specified above.
- The assessment can have table of content as well, but not necessarily. It depends upon nature of assessment.
- It is good practice to spell and grammar check your work before submission.
- Files not appropriately formatted will have a **penalty of 2%**.

### Failure to complete in a single attempt

Where a student fails a course, the following may apply in the first instance:

**Resit** – a second attempt of an assessment component within a course, following failure

at first attempt. Attending classes is not required for Resit examination. The resit examination is generally conducted within 2 weeks of declaration of result. Resit can be taken only for a failed component and individual passed component is not required to be appeared again. The grades of passed component can be carried forward. A third Resit attempt is possible in case of extenuating circumstances.

**Compensation** – the award of credit by the Board of Examiners for a failed course(s) on account of good performance in other courses at the same credit level where the learning outcomes have been met. Compensation is possible only in 1 course every 60 ECTS, or 2 courses for 120 ECTS program.

**Retake** – a second attempt of all assessment components within a course following failure at the first or resit attempt. Retake of the failed component may require the student to participate in classes to prepare them for the second attempt.

#### Provision for *viva voce* examination

Exceptionally, *viva voce* examinations may be required by a course tutor or a Board of Examiners:

- to confirm the progression/result status of a student;
- to determine the result status of unusual or borderline cases;
- when there is conflicting evidence from the various assessment components.
- as an alternative or additional assessment in cases where poor performance in assessment is the result of exceptional circumstances verified through due processes.

Additional provisions and support may be approved for students with special or additional needs. The student is expected to request any provisions within a reasonable time scale so accommodations/support can be approved and in place.

#### Special Circumstances and Considerations

Under special circumstances, the School can take into consideration any issues related to assessment. Issues may include:

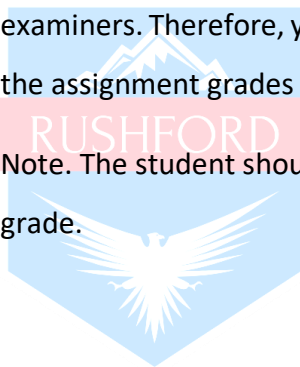
- Serious disruption of studies caused by the School

- Delays in receiving course materials or other relevant resources
- Bereavement or other issues in personal life
- Late marking or assessment of student work
- Prolonged or serious illness, accident or injury
- Special needs or disabilities
- Adjustments or changes to the student’s programme of learning made by the School

### Assignment Feedback and Moderation:

Detailed feedback is required to be provided by the faculty within 4 weeks of assignment submission; however, the grades will be finalized only after the moderation process in case of validated University programs. Please refer to our partner’s marking and moderation policy for understanding that your assignments are scrutinized at various levels – first marker, second marker, moderation, at times third marker, and by external examiners. Therefore, you may expect a change in grade and have a good reason to expect the assignment grades will be fair.

Note. The student should review the Appeals Policy if they have concerns related to their grade.



### General Marking Criteria

#### MBA Grading Criteria

<b>Grading Criteria</b>	<b>90%+100 High Distinction</b>	<b>80-89% Distinction</b>	<b>70-79% Good Pass</b>	<b>61-69% Pass</b>	<b>0-60% Fail</b>
<b>Generic skills:</b> communication and presentation.	Comprehensive and correctly structured assessment. Style of writing is very fluent and	Well-structured report which follows appropriate format but some aspects of layout	Good report in most aspects but suffers from variations in quality and the layout contains	Average report in most aspects but suffers from variations in quality and the layout contains	Very poor report which is incorrectly structured and contains major errors and

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	develops a coherent and logical argument. Excellent referencing.	and referencing could be improved. Style of writing is fairly fluent. Good referencing.	some inadequacies. Style of writing is satisfactory. Referencing needs improving.	inadequacies. Style of writing is satisfactory. Referencing needs improving.	omissions. Style of writing is descriptive, lacks coherence and fluency. Poor referencing.
<b>Knowledge &amp; Understanding</b>	Demonstrates excellent knowledge of theory and provides critical theoretical underpinning. Very good interpretations and summarising of main themes.	Wide range of knowledge demonstrated and evidence of good understanding of the topic. Ability to interpret and summarise succinctly.	Good range of knowledge demonstrated but with some room for improvement. Some understanding displayed of the topic. Summary and interpretation are satisfactory.	Average range of knowledge demonstrated but with some room for improvement. Some understanding displayed of the topic. Summary and interpretation can be improved.	Very poor range of knowledge, research and interpretation of information that is subjective and lacks conceptual coherence. There is no clear identification, understanding or interpretation of main themes.
<b>Analysis</b>	Excellent use of theoretical and conceptual models to guide analysis linked with a critical discussion of main themes. Has demonstrated an ability to discriminate in the use of more abstract concepts and techniques.	Very good use of the theoretical and conceptual models with good critical discussion. Has applied a range of analytical skills with greater independence and understanding of more abstract data or concepts.	Use of theory and concepts limited in scope and depth but relevant. Application could be improved and there is a tendency towards description rather than application of concepts.	Use of theory and concepts not covered in detail. Application could be improved and there is a tendency towards description rather than application of concepts.	Very poor use of theory and very little application of core concepts. Very little or limited analysis and evaluation in relation to fundamental principles and business practise.
<b>Application of relevant theory to business concepts</b>	Logical presentation of themes with appropriate examples being demonstrated. Models have been	Very good account of main themes with sound application. Good attempt at applying models to the argument.	Good account of main themes with some attempt at application. Limited evidence of synthesis.	Limited account of main themes with limited attempt at application. Limited evidence of synthesis.	Very poor account of main themes with little or no application between models and argument.

Regulations and Polices of Rushford Business School

	clearly applied to the argument.	Fairly good attempt at synthesising the salient points.			
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**BBA Grading Criteria**

<b>Grading Criteria</b>	<b>90%+100 High Distinction</b>	<b>80-89% Distinction</b>	<b>70-79% Good Pass</b>	<b>61-69% Pass</b>	<b>0-60% Fail</b>
<b>Generic skills:</b> communication and presentation.	Well structured assessment. Style of writing is fluent and develops a coherent and logical argument. Referencing done appropriately.	Aptly structured report but some aspects of layout and referencing could be improved. Style of writing is fairly fluent. Acceptable referencing.	Good report in most aspects but suffers from variations in quality and the layout contains some inadequacies. Style of writing is satisfactory. Referencing needs improving.	Average report in most aspects but suffers from variations in quality and the layout contains inadequacies. Style of writing is satisfactory. Referencing done inappropriately.	Very poor report which is incorrectly structured and contains major errors and omissions. Style of writing is descriptive, lacks coherence and fluency. Poor referencing.
<b>Knowledge &amp; Understanding</b>	Demonstrates excellent knowledge of theory and provides good theoretical underpinning. Very good interpretations and summarising of main themes.	Good conceptual knowledge demonstrated and evidence of good understanding of the topic. Ability to interpret and summarise succinctly.	Good range of knowledge demonstrated but with some room for improvement. Some understanding displayed of the topic. Summary and interpretation need improvement.	Average range of knowledge demonstrated but with room for improvement. Some understanding displayed of the topic. Summary and interpretation is succinctly presented.	Very poor range of knowledge, research and interpretation of information that is subjective and lacks conceptual coherence. There is no clear identification, understanding or interpretation of main themes.

## Regulations and Polices of Rushford Business School

<b>Analysis</b>	Excellent use of theoretical and conceptual models to guide analysis linked with a discussion of main themes. Has demonstrated an ability to discriminate in the use of more abstract concepts and techniques.	Very good use of the theoretical and conceptual models with good discussion. Has applied a range of analytical skills with greater independence and understanding of more abstract data or concepts.	Use of theory and concepts limited in scope and depth but relevant. Application could be improved and there is a tendency towards description rather than application of concepts.	Use of theory and concepts not covered in detail. Application could be improved and there is a tendency towards description rather than application of concepts.	Very poor use of theory and very little application of core concepts. Very little or limited analysis and evaluation in relation to fundamental principles and business practise.
<b>Application of relevant theory to business concepts</b>	Logical presentation of themes with appropriate examples being demonstrated.	Very good account of main themes with sound application. Fairly good attempt at synthesising the salient points.	Good account of main themes with some attempt at application. Limited evidence of synthesis.	Limited account of main themes with limited attempt at application. Limited evidence of synthesis.	Very poor account of main themes with little or no application between models and argument.

### Summary of Changes

April 2022:

- Added meaning, objectives, and scope
- Added formatting requirements
- Segregated online vs timely submission vs face to face submission procedures and due dates and late penalties.
- Added general rubric which sets students expectations.
- Added submission delays due to late submissions, special circumstances, etc.

### Further Clarification, if any

Not Applicable

### Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

### Appendices:

Appendix A: Title Page for Rushford Assignment Submission



**Batch: BBA/MBA**

**Month and Year of enrolment:**

**Student Name and enrolment number:**

**Course Code and Title:**

**TMA Number and Title:**

**Word Count:**



# 4. Program Transfer

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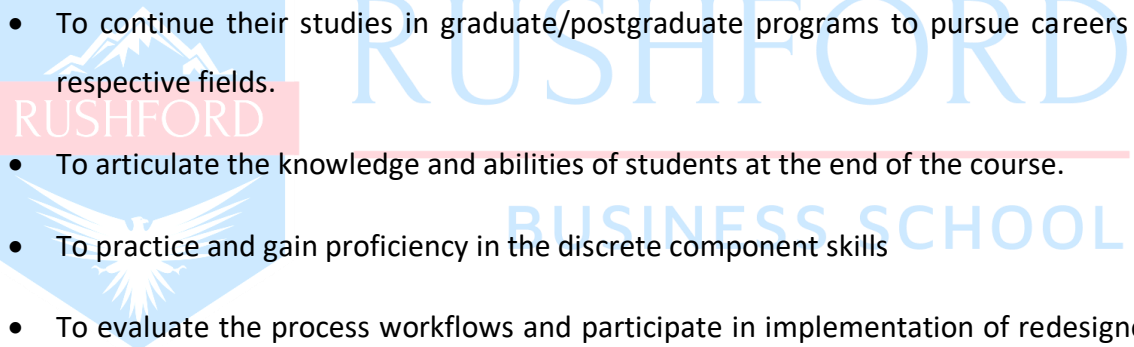
## Section 1: Introduction

### Meaning:

Rushford Business School provides an opportunity for students to refocus their undergraduate or postgraduate studies. For this reason, the School facilitates program transfers while upholding the academic integrity of the admissions process.

Transferring to a new programme is an admissions act, and all applications will be evaluated against admissions criteria. This policy outlines the processes and guidelines to help students with the overall transfer process. Transferring to a different Business School/University or a different programme within the School may have implications on studies or finances.

### Objective:

- 
- To continue their studies in graduate/postgraduate programs to pursue careers in respective fields.
  - To articulate the knowledge and abilities of students at the end of the course.
  - To practice and gain proficiency in the discrete component skills
  - To evaluate the process workflows and participate in implementation of redesigned process workflows.
  - To apply a working knowledge of the managerial and non-managerial skills to assess the outcomes and risks.

### Scope

This policy applies to students transferring between eligible undergraduate or postgraduate programs of the School. New students must finish at least one course before applying for a programme transfer. The student can only apply for one programme transfer each deadline, no more than two programme transfers per academic year. Only in semesters 1 and 2 can undergraduate and postgraduate students apply for a programme transfer.

A student who wishes to transfer from one academic programme to another must submit an application to the Office of Registrar in the approved format.

- Have met the new program's entry standards.
- Consent of the Academic Chairs/Coordinators involved in the transfer's approval.
- Hand over the Program Transfer form to the Office of the Registrar during the academic semester's official period (with no interruption in attendance), and
- Pay the transfer fee as well as any tuition differences resulting from the transfer.

This policy should be read in conjunction with the Admission policy, Recognition of prior learning policy, Progression and Classification of results, credit accumulation and transfers, suspension and Termination.

## Section 2: Procedure

### RUSHFORD Program Transfer Procedure

Student who wishes to transfer from one program to another will need to submit a formal request for the same via a duly completed "**Program Transfer Application Form**". The student must submit the completed program transfer application form to the academics department for processing either via the online portal or email. Rushford Business School processes the transfer application within 7 working days of submitting the application.

The academics department reviews the eligibility of the student for the program for which a transfer request has been made and also evaluates the learning outcomes achieved in the previous program in comparison to the new program applied for. Mapping the learning outcomes is an important step which defines the credit exemption offered in the new program. If the exact credits can be mapped, the overall tenure of the program will not be impacted. However, if less number of credits be mapped from the previous program, the student will be granted less credit exemption. In this case, the overall tenure of the program might increase.

Post evaluating the credit exemptions, the School will inform the student of any difference in the program fee that is to be submitted along with any administrative charges.

When the transfer of program application is approved, the student will be notified via a formal letter or via email. The student will be required to sign a new contract for the new program and deposit the applicable fee. Finance will cancel the current FPS Insurance and purchase a new FPS insurance for the new program.

When the transfer of program application is unsuccessful, the student will remain enrolled in the current program. Rejection will be communicated via a formal letter or email. If the student does not wish to continue with the current program, the student will need to formally withdraw from enrolled subject and form the course as per the withdrawal and refund policy.

## Implications of Transfer

RUSHFORD

RUSHFORD

Transferring to a new institution or program within the Business School may have consequences for your education and money. Students should think about the following things before committing to a transfer:

- Recognition of Prior Learning (RPL) Policy
- The final degree classification computation
- Whether the student's desired transfer programme will meet the requirements of any relevant Professional, Statutory, or Regulatory Bodies (PSRB) that may accredit such programmes.

Before completing a transfer application, students should seek academic assistance regarding the program transfer from their personal tutor, academic support services, or welfare support services, who will be able to provide advice, guidance or choices to address specific circumstances and ensure the student can meet the new program's criteria.

Summary of Changes

Date/ Month/ year: need to write all changes made after signing the policy

Appendices:

Appendix 1: Transfer Form

Students Name:

Enrolment Number:

Program Enrolled in:

How many credits gained in previous program?

Which Program to transfer to:

What is the reason for transfer request?

Append evidences for credits gained and also the program learning outcomes, course learning outcomes and assessment copies

Any other relevant information:

Signed

Further Clarification, if any

NA

Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

# 5. Complaint Handling and Feedback

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## Section 1: Introduction

### Meaning:

Rushford Business School understands that there may be times when a student or any of the stakeholders think that the School's quality of service or treatment falls short of what would be fairly expected. The School's dedication to complaints is reflected in this Complaints Handling and Feedback Policy. Our aim is to settle concerns of dissatisfaction as soon as possible after initial contact and to undertake comprehensive and fair investigations of complaints so that, when appropriate, we can make evidence-based decisions based on the facts of each individual situation. This Policy establishes a structure for students to seek resolution of complaints about their School's experience or involvement.

### Objective:

The school is committed to providing high-quality service to its staff and students and to working in an open and transparent manner that earns the trust and respect of all stakeholders. The objective is to-

- providing a complaint-filing system that is fair, prompt, efficient, and easy to use.
- enabling the School to respond appropriately to situations
- reassure the individual that complaints would be handled fairly.

### Scope

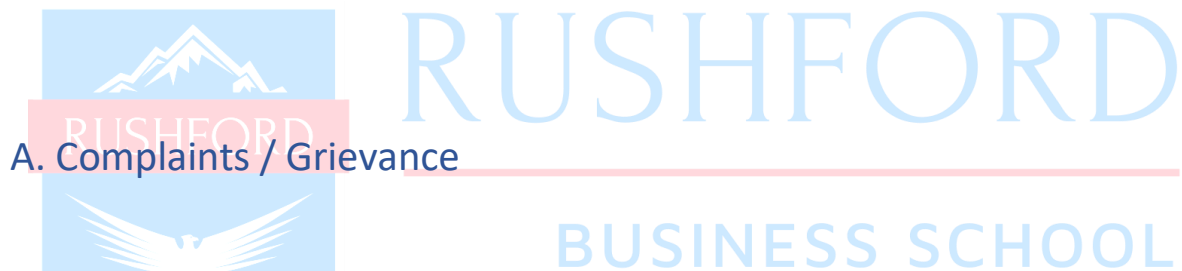
This policy is in effect throughout the University, particularly-

- a. Current students- all students who wish to raise a problem or concern about their treatment as a student, the quality of a service provided or the conduct of staff as not meeting the prescribed expectations, regardless of where those studies are conducted and whether they are conducted on-campus or off-campus.

- b. Past students- When pertaining to problems that occurred while they were a student, past students whose studies concluded fewer than six months previous to lodging the complaint.

## Section 2: Procedure

Rushford Business School is committed to providing prompt and efficient channels for students to seek resolution for their complaints and grievance. RUSHFORD also has an ongoing continuous improvement focus in its teaching and student services. We welcome and facilitate feedback from our stakeholders on what is important to them and what they expect. All feedback is handled confidentially



### A. Complaints / Grievance

A student complaint or grievance may arise from any aspect of their educational experience at Rushford Business School which they believe to be unfair, unjust or unreasonable. This would include unsatisfactory services (e.g., poor teaching quality, changes to the curriculum, and delays in awarding certificates).

Where partner University or Rushford Business School policies and procedures exist in relation of student discipline and academic matters (e.g., appeals against results, expulsion, suspension) then these will take precedence over the complaint handling process.

Most issues should be settled at an early stage by having an informal conversation at a local level. As a result, a student should bring the issue to the attention of a member of staff who will attempt to settle it through informal dialogue. If the complaint is about academics, the student should speak with their Tutor or Chief Academic Officer, or another member of the academic staff. If the complaint is concerning a University service, the student should speak



with a member of that service's staff. If there is any doubt about who to contact or if the student believes it is more appropriate, the student should contact the Head of Department.

Rushford Business School has a 3-step process to assist in the resolution of student complaint and grievance. These steps have been put in place to ensure resolution with minimum delay and inconvenience to the student. A student who is seeking dispute or grievance resolution should follow the steps outlined below. Each step should be completed before going to the next step.

**STEP 1:**

The student must send an email to the academics department detailing the complaint or grievance. All emails will be acknowledged within 2 working days. The academics department will investigate the complaint or grievance and provide the student a resolution within 10 working days from date of receipt of the email. Significant effort will be placed in seeking a resolution at this operational level.

**STEP 2:**

In the event that the resolution rendered is unsatisfactory, the student may escalate the complaint or grievance to senior management by filling up the Student Complaint Form. The senior management will investigate the complaint or grievance and provide the student with a resolution within 5 working days from date of appeal to Step 2. Significant effort will be placed in seeking a solution within the school.

**STEP 3:**

If feasible, all complaints and grievances should be resolved between the school and student first. If a mutually amicable resolution cannot be found, either party may resort to legal assistance as necessary.

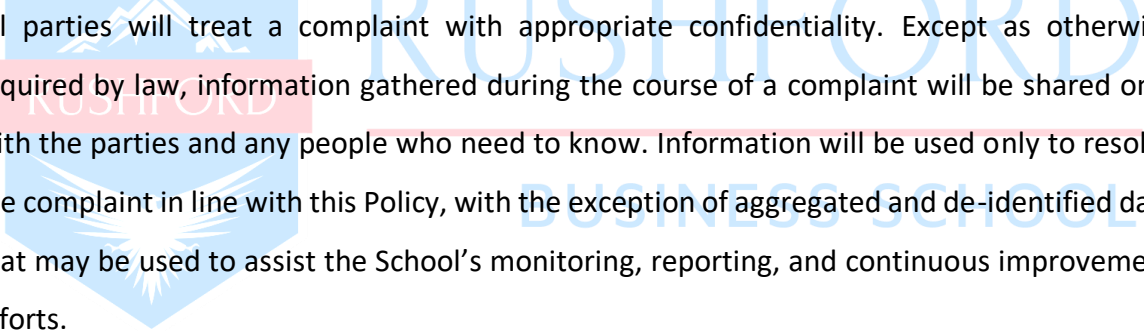
## B. Feedback

Students have access to both informal and formal processes to provide feedback.

Based on the nature of feedback, the student may informally communicate the same one-to-one to the professor, academic, admission or other staff as applicable.

Formal feedback may be provided via the Suggestion box available on campus, or online via the feedback form available on the Rushford Business School website.

## Confidentiality, Anonymity and Documentation



All parties will treat a complaint with appropriate confidentiality. Except as otherwise required by law, information gathered during the course of a complaint will be shared only with the parties and any people who need to know. Information will be used only to resolve the complaint in line with this Policy, with the exception of aggregated and de-identified data that may be used to assist the School's monitoring, reporting, and continuous improvement efforts.

### Anonymity

Students who prefer to remain anonymous and file a complaint can do so by emailing the Dean/ Head of the Department. It should be emphasised, however, that due to a lack of information, many complaints may be difficult to investigate. These matters will be handled at the discretion of the Dean/ Head of the Department. Furthermore, while the School will accept anonymous complaints, it cannot guarantee that complainants will remain anonymous in the future.

### Documentation

All complaints will be recorded, maintained, and managed by the School. It will investigate the causes of complaints and put in place appropriate solutions to prevent recurrences, taking use of all chances for continuous improvement in complaints management.

Summary of Changes

Date/ Month/ year: need to write all changes made after signing the policy

Appendices:

NA

Further Clarification, if any

NA

Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)



RUSHFORD  
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# 6. ATTENDANCE POLICY

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## Section 1: Introduction

### Meaning:

Rushford Business School monitors students' activities at its online campus and attendance for its campus programs.

Students' attendance may be different for different for visa purposes and for its different partner Universities. Where there is dissonance between this attendance policy and the attendance policy of its partner university's programs, the partner university's attendance policy will be applicable. Where there is dissonance between Rushford, partner University and Student Visa requirement, the attendance policy for the Visa purposes will be applicable. In case the attendance policy for partner University's program or for Visa purpose will be different from this policy, this will be mentioned in the students' contract catering to that program and for visa application of that country.

### Objective:

The objective of this attendance policy is to prepare students to be responsible of their time-management when applying for the program so that they are responsibly able to participate in the program and can successfully complete the program.

In case of extreme situations like prolonged illness, etc. extenuating circumstances policy will be applicable. Extenuating circumstances may be documented and requested by program leader.

### Scope:

This attendance policy applies to all students at Rushford Business School, at both Online Campus, and at Physical Campus for full-time/ part-time/ blended programs, across all programs.

## Section 2: Procedure

### Policy:

Rushford Business School acknowledges that it is important for students to have a minimum number of face-to-face contact hours in case of physical campus programs or online activity at e-campus in case of online programs. This allows the School to monitor the delivery of the course content effectively and therefore, allows to address learning difficulties encountered by the students in the program of their studies. Rushford Business School have in place a mechanism of monitoring of this attendance for both classroom and online students to ensure that the desired learning outcomes are achieved.

### Attendance for Online Campus

Studies at online programs is flexible. Students are not required to maintain class attendance for live interactive sessions. Entire content for the Online Campus is recorded and is shared with the students for later use. The Online Campus content is available to be reviewed at self-paced, and therefore caters to the students who are not able to maintain scheduled study hours. However, the Online activity completion has been made mandatory and is tracked. The students are allowed to progress upon the completion of certain activities and post successfully passing selected activity components. The students studying at the online campus are not allowed student visa.

### Student Visa and Attendance for blended and face to face programs:

Studying face to face completely or partially mandates maintaining minimum attendance requirement. Rushford suggests a minimum of 75% attendance is to be maintained over the entire duration of the program. However, where the attendance requirement is different for maintaining student visa status, the students are required for abiding by the attendance requirement. The student will be informed in writing at the time of admission if the

attendance requirement differs for maintaining student visa status than as recommended above by Rushford.

## Procedure:

### A. Students Enrolled in Online Programs

For students enrolled in online programs the time spent by them in their study accounts for self-study is monitored and recorded by the system automatically. Reports can be generated for every student via the learning management system.

For face-to-face live sessions conducted by the teachers via web meetings, the system administrator records the attendance of every student. Though it is not mandatory to attend live interactive sessions as the students are provided with the recordings of the session, still if any students' attendance in the face-to-face live sessions of any module falls below 75%, the schools' designated person (usually the manager) consults with the student to identify the reason for absence. In case of a valid reason, the student is issued an exemption and allowed to proceed in the program subject to the fact that the student is responsible for reviewing the recordings and complete any associated activity tasks. In case of no valid reason, the student is recommended to attend the session. In any case, the student is required to complete all requirements for successful completion of the course which is reviewing all activities in full and completing all formative and summative assignments.

### B. Students Enrolled in Blended / Part-Time / Full-Time Programs

For students enrolled in blended, part time, or full-time programs, the same procedure as outlined in Section A will apply for any online component of the program. For in-person contact classes the faculty takes the students' attendance in an attendance sheet. Students who are in the class on time will sign both the IN and OUT columns whereas any late comers will only be allowed to sign the OUT column.

In case of any students' absence for more than 3 consecutive days, the designated person follows up with the student to find out the reason. If any documents of proof are available, they will be filed by the designated person in the attendance file.

### Written notice of absence:

In case of blended/part-time and full-time programs, the students are required to submit in writing the reason for absence before the absence. If the absence is due to emergency reasons and the student is unable to inform the office/ faculty before the leave, the absence must be explained within next 3 working days along with adequate reason. In no circumstance, both explained and unexplained absences should exceed 25% of the total duration of the program's activities across the duration.

### Failure to maintain the minimum absences:

A disciplinary action may be activated for continuous three unexplained absences from a student, which might lead to suspension from the program and later termination.

The student might lose his/her student status in case of student visa. The school will not be responsible if the students' visa status is impacted due to absences.

Any absence issues that the program leader and the student cannot resolve are immediately referred to the department head and, if necessary, the School's dean. In all absence issues, the dean of the respective school is the final adjudicator.



## Summary of Changes

25<sup>th</sup> April 2022: Added Meaning, objectives and scope.

- Added attendance policy for On Campus programs as well.
- Added superseding clause of partner programs and visa attendance policy requirement.
- Added the mode of information and penalties for non-information.
- Added extenuating circumstances for special circumstances.
- Modified attendance policy for Online programs.

- Added contact details



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## Appendices:

No

## Further Clarification, if any

## Contact Details

In case of any doubts regarding the attendance policy, please contact [admissions@rushford.ch](mailto:admissions@rushford.ch)

# 7. Retention, Suspension, Expulsion & Non-Award

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## Section 1: Introduction

### Meaning:

Performance and diversity are the hallmarks of Rushford Business School. It understands the importance of having a varied and thriving student body. It recognises that some students encounter substantial problems and have a wide range of social and educational demands at some point in their academic journeys. The School values direction and support for students, as well as personalised academic services that help students define clear and attainable academic goals and an inclusive learning environment that engages students socially, intellectually, and professionally.

The following are outlined in this policy-

**Retention Policy-** This policy describes a wide strategy for increasing student retention and assisting students in completing their courses at the School.

**Suspension Policy-** Suspension is the temporary removal from the School. After the penalty period has expired, students may seek readmission.

**The Expulsion policy-** outlines the conditions when a student is permanently removed from their educational program for violating major School rules or policies.

**Non-Award policy-** sets out the circumstances under which the students are entitled/not entitled for an Award.

### Objective:

To develop a strategy for increasing student retention and support.

To provide a safe, secure, and distraction-free learning environment for all members of our school community.

To describe the methods to be employed when students violate the Schools' Code of Student Behaviour.

To set out the criteria for non-award due to the non-completion of the requirements of the module/program requirements.

### Scope

This policy is applicable to all staff and students of the School. This policy is to be read in conjunction with Academic Awards, Program and Course policy. This policy outlines the types of consequences that the School administration may use to deal with violations of the Code of Student Behaviour.

## Section 2: Procedure

### RETENTION

Learning is fuelled by assessment. Students want real and engaging assessment activities, clear marking and grading guidelines, timely and constructive feedback, and a consistent assessment, marking, grading, and feedback method throughout units in a course. This policy outlines student retention and supporting activities to successfully complete their program at the School.

**Definition:** Repeat of a Course or Program.

**Reason:** Failure to Pass the Course Examination or Program Examination.

**Rectification:** Passes in re-examination or via Appeal

**Example:**

1. Cheating in examination
2. Repeated absence from classes
3. Outstanding payments

## Responsibilities

Students are encouraged to take charge of their own education and strive for success.

All students will receive structured programme counsel that is linked with their preparatory plan.

Curricula is created to help students progress in a variety of ways.

Students are required to practice the courses as needed; participate in class discussions and other activities; making consistent progress in the course; and completing due work on time.

All students are encouraged to take ownership of their education and have an active role in achieving their greatest potential.

The Staff is responsible for giving reliable academic advise to students that helps them set attainable academic goals and techniques for progressing to the next level.

The Staff is also responsible for providing high-quality learning experiences and instruction that are relevant to the diverse learning requirements as per the School norms.

## SUSPENSION

The aim of this policy is to lay out the rights and procedures for suspension and students returning from suspension. Here, a student who has been suspended from School is not allowed to return for a period of time, as decided by the authority. Suspensions are temporary absences from school that can last anywhere from the rest of the day to several days.

**Definition:** Temporary Prohibition of Academic Lessons in Institute.

**Reason:** Violation of Institute Rules and Regulation.

**Rectification:** None or via Appeal. Depending on the investigation outcome, suspension may lead to expulsion from the institute.

**Example:**

1. Cheating in examination
2. Fighting at the institute premises
3. Threatening Institute Staff or Student
4. Racially aggravating offenses
5. Abusing toward Institute Staff
6. Outstanding payments

Based on the act, Suspension may be broadly classified to any of the three types-

- Academic Suspension- due to poor academic performance, non-submission of assessments, continuous absence or violation of academic regulations and is imposed by the Dean or Departmental head of the School.
- Disciplinary Suspension- due to serious personal misconduct and is imposed by the Dean of Student Affairs.
- Administrative Suspension- due to failure to meet Schools' financial obligations or failure to submit the required documents as suggested, and is imposed by the Dean of the School.

Suspended students are not allowed to-

- register for classes,
- attend classes
- use campus resources such as the library and computer clusters
- take part in school activities
- be members of a student group

## EXPULSION

Expulsion is the school's most severe consequence for serious violations of the Schools' Standards of Student Conduct, and it can only be applied by thorough investigation by the Dean along with the Board of Management. Students who are expelled from the School for academic or non-academic misconduct are not able to return.

**Definition:** Removal of student from the institute.

**Reason:** Violation of Institute Rules and Regulation.

**Rectification:** None or via Appeal

### Example:

1. Failure to meet the minimum attendance requirement
2. Violation of Student Pass/ Visa Holder's Regulation
3. Violation of Employment Act
4. Violation of the Country's Law
5. Persistent disobedience of instruction and warnings from the Institute
6. Outstanding payments

## Conditions for Expulsion

Because expulsion is such a serious consequence, the School will conduct a thorough investigation into a variety of reasons before deciding whether or not to expel a student.

The following are the list of grounds for a student expulsion, which may not be limited to these:

Expulsion can only be utilised if the student's behaviour threatens the health, safety, or welfare of the student, other students, employees, or individuals or if the behaviour substantially disrupts the educational process.

Wilfully inflicting or attempting to cause major property damage, stealing or attempting to steal substantial value property, or recurrent property damage or theft.

Threatening or frightening a student with the intention of gaining money or something of value from that student

Sexually assaulting or attempting to sexually assault any person, student at any of the School events, on-campus or off-campus.

Engaging in any other behaviour prohibited by the School or the law that endangers other students, employees or general public.

## NON-AWARD

The program enrolled for study is divided into stages. Courses covering various topics make up each stage and at a certain level. Each stage has certain credits to achieve. If the students pass the module, he/she will be progressed to the next level of the program. At the end of the program, they are awarded their degree. But if a student fails to comply with the requirements, the student will cease to be awarded the program.

The policy address what happens if a student fails to satisfy the Progression and Award Requirements and there are no extenuating circumstances.

**Definition:** No conferring of certificate

**Reason:** Fail to Pass the Module examination or Program Examination, Violation of examination's Rules and Regulation, Outstanding payments.

**Rectification:** None or via Appeal

## Regulations

The decision as to whether a course or a program should be declared as deferred, condoned or failed lies with the discretion of the Exam board.

If a student is unable to complete their award within the maximum period of registration, they will be dropped from their course and given an interim award, if applicable.

Students need to take charge of determining and adhering to submission dates.

If a student does not submit the work on time, it will be accepted up to seven calendar days after the due date (or the end of any agreed-upon extension), but the grade will be reduced by ten percent per day or part thereof.



The piece of work will be considered a non-submission after seven calendar days and will receive a zero grade (zero).

## Extenuating Circumstances

The School has an approved Extenuating Circumstances (EC's) rule and procedure, which is maintained by the Office of Registrar, the Dean, the Departmental Head, Program and Module leaders. The Module leaders will approve of these along with the Departmental head and communicate to the student through the student support manager. Accordingly, appropriate action in terms of progression and award decisions is finalised.

A student needs to present the extenuating letter at least fourteen days before the due date of the coursework submission.

### Award of credits

A student who has passed a module (i.e., received a course grade of Pass as per Assessment Policy) will be given the credits for that module.

### Non-Award of Credit

A student who has not passed a module (i.e., has not received a course grade of at least a Pass as mentioned in the Assessment Policy) will not be given the credits for that module.

## Repeat Study Application

If a student fails all or part of a year of study or needs to take additional new modules to complete a program transfer, they can apply to repeat the year, depending on how many modules they passed the or how many modules they need to complete to comply with their new programme specification.

## Non-Award of Degree

The student will not be able to advance the next level if they do not meet the requirements for a progression stage. Also, if a student has not been able to earn the requisite credits before the end of the program, they will not be able to graduate with the desired degree (Bachelors, Masters, Doctoral etc).

However, depending on the credits earned by the student, they might be eligible for a different award, for instance exit award. Similarly, the student may be eligible for an early exit award on credits earned if they leave the School part way through the programme.

If the student does not meet the progression requirements but earned certain level of credits, he/she may be eligible for an exit award as mentioned in the Program Handbook.

## Appeals

The parent(s)/guardian(s) of a student who has been suspended by the School has the right to appeal the decision.

The following are the list of grounds for a student appeal to the concerned authority on Student Appeals, which may not be limited to these:

There is further pertinent material that was overlooked by the faculty.

There was an issue with procedure at the faculty level, and the content of the matter was not properly handled.

Even if all applicable rules and regulations were followed appropriately, the outcome is unjust or unreasonable in the circumstances. Support with evidences.

For detailed requirement on the grounds and ways to appeal, please refer Appeal Policy.

## Return from Retention and Suspension

A student must receive the following approval to return from Retention/Suspension/Expulsion in writing from the Chief Academic Officer.

## Communication and Documentation

Records will be maintained as follows-

The investigation (the minutes of all meetings)  
the decision—making process

the decision and the rationale for the decision

the term of the suspension and any conditions related to the suspension shall all be documented and signed by the respective parties.

An original copy of the Suspension, Expulsion letters will be documented at the Registrar office, and a copy will be sent to the Departmental head. A Copy of the Suspension or Expulsion letter are sent to the student's parent(s)/guardian as mentioned during the admission if the student is below the age of 21.

### Summary of Changes

April 2022

The policy has been completely reviewed for better clarity of processes and upholding students' interest.

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### Appendices:

NA

### Further Clarification, if any

Refer Appeal Policy

Refer Assessment Policy

### Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

# 8. APPEAL POLICY

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## Section 1: Introduction

### Meaning:

The Student Academic Appeals Policy and Procedure is designed to provide fair and orderly procedures for requesting a review of an academic decision. At Rushford Business School, we strongly believe that the students have the right to appeal against Academic Board or Exam Board decisions which affect their academic development. Hence, we at Rushford Business School provide an Appeal Policy as follows:

An academic appeal is a request that any of the following decisions made has significant negative impact on the student:

- Material circumstances affecting the student's performance which the Examination Board had not been aware of before reaching its decision during program assessment moderation,
- Procedural irregularities in the formal conduct of the assessment or in reaching an academic decision during program assessment moderation,
- Evidence of prejudice or bias on the part of one or more markers, or
- Inquiries raised with regards to the program assessment grading

### Objective:

Students may appeal against a decision of the Board of Examiners. Students' rights of appeal are limited to two grounds:

Student's performance in an assessment was adversely affected by illness or factors which he/she was unable, or for valid reasons unwilling, to disclose before the Board of Examiners reached its decision.

Occurrence of any administrative error, an assessment was not conducted as per regulations for the program, or that some other ICT operation irregularity relevant to the assessment has occurred.

## Scope

This document describes the institution-wide process for the management of academic appeals for students on Rushford Business School programmes.

The Institute has appeals process for all academic matters. Where the programme is offered by validated partner, and that the validated partner’s appeal policy is to be implemented, the appeal process of the validated partner will be applicable. The policies of the validated partner, if applicable will be provided at the time of admission counselling and admission. No appeal made in good faith, even if unsuccessful, will disadvantage the student.

The permitted grounds for appeal are listed in the table below.

Decision Making Body	Permitted grounds for Appeal
Exam Committee	Procedural Irregularity
Mitigating Circumstances	Procedural Irregularity or ‘New Evidence’
Academic Misconduct	Procedural Irregularity

In general, there is no right of appeal against academic judgments made in the past, however all students will have a right of appeal against the most recent decision e.g. the most recent Assessment board decision on progression.

Appeals cannot be back dated to a previously held event as an appeal should have been made at the time.

## Section 2: Procedure

### Procedural Irregularity

A procedural irregularity is a failure of an examiner to follow the process or rules in place for making decisions, or when a decision is erroneous.

Examples could include:

- Assessed work not properly assessed in accordance with the Schools' regulations;
- Mathematical error or an error in uploading grades;
- Examiner board members did not act in accordance with School's regulations or procedures;
- Prejudice or bias on the part of one or more examiners, assessors, or panel members.

## Exclusion from Appeal

The following are the reasons when a student is excluded from making an appeal-

Dissatisfaction with the academic judgement of the markers, including the Examination Board.

Dissatisfaction with an academic staff of the Academic Office.

Matters of disputes involving student complaints of the following nature:

Complaints relating to quality of teaching

Complaints relating to program delivery prior to program assessment

Appeals submitted outside of the stipulated timeframe.

## New evidence

An academic appeal may be made against a decision of a Mitigating Circumstances has come to light following the decision of the examiner board which was not available at the time of the meeting of the board meeting; and has a material bearing on the basis on which the boards' decision was made.

It should be noted that for evidence to be considered 'not available' it must not have been accessible to or known to the student at the time they were required to make their submission to the panel. Information available but not requested of the information holder by the student or not provided to the board will not be considered valid grounds for an appeal.

## Procedure

Students can follow informal resolution stage to resolve concerns if a student's appeal relates to a previously awarded grade prior to the publication of the results, they should contact their faculty or Chief Academic Officer and raise their concerns in the first instance. If they remain dissatisfied with the response they should email and provide a summary of the grounds for appeal.

Students should submit formal application for making appeal on Academic assessment. The recommended form is appended in this document.

For an appeal to be considered there must be evidence supporting the claim.

Admissible evidence must be factual and specific in supporting the grounds for appeal; it might include original versions of:

- medical certificates;
- assignment feedback forms;
- correspondence summary;
- witness statements (which must be dated and signed); tutorial record forms. Any evidence submitted must be done keeping in view GDPR policy.
- Copies of documents are not normally acceptable. Originals will be copied and returned to the student if requested.

Providing documents that are fraudulent or include unauthorised amendment may cause a student to be referred to the Student Disciplinary Process.

Unsupported claims or unsupported allegations against any individual or group of staff will not be considered. False information or defamatory allegations submitted as part of an appeal can result to disciplinary action.

Evidence of mitigating circumstances will not be accepted directly as grounds for an Academic Appeal. A student wishing to submit a mitigating circumstances claim must do so by following the Mitigating Circumstances process.



Disagreement with the academic judgment of a Board of Examiners in assessing the merits of an individual element of assessment does not constitute grounds for an academic appeal.

Responsibility for the submission of documentary evidence in support of the appeal rests with the student.

## The Academic Appeal Process

The appeals process is administered by the dean or designee for the programme where an academic decision was issued.

If the original academic decision was made while the relevant administrator was acting as a mentor, instructor, or evaluator, an appropriate administrator will be appointed to the administrative role in the appeals process.

There is an informal resolution procedure as well as a formal appeal procedure for academic decisions in the college appeals process. Before filing a formal appeal, the School expects the student to pursue an informal resolution.

### A. Procedure for Informal Resolution

There are two steps to the informal resolution process:

The student should speak with the person who made or represented the academic decision (program leader, mentor, assessment committee representative.) directly about the problem and make a reasonable effort to fix it. Within 7 working days of obtaining the academic judgement, the student must commence an informal resolution process.

If the student is uncomfortable trying to address the matter directly with the appropriate party in the first stage, the student should request informal resolution from the dean or associate dean. This procedure must be completed within 14 days of the student receiving the original academic decision. The dean or associate dean does not make decisions; rather, where possible, he or she promotes a settlement.

## B. Procedure for Formal Appeal

The student may initiate a formal appeal of an academic decision by-

- Appeals must be submitted in writing to the Student Success Manager no later than 14 days following the publication of Examination Board results.
- On receipt of the appeal, the Student Success Manager informs the Chief Academic Officer and submits to them all relevant evidence and correspondence.
- The Officer will undertake an initial assessment of the validity of the appeal and advise the student accordingly within 3 days. In the light of this advice, the student should decide whether s/he wishes to proceed with the appeal. Alternatively, the student may decide to withdraw his or her appeal or proceed with the appeal.
- In the event that the student decides to proceed with the appeal, the appeal committee will analyze the case and make decision as per Institution's regulations and decision will communicated to student within 10 working days.
- In the event that the student is not satisfied with the decision given by the Appeal committee, the student can request for the appeal to be reviewed by the Governance Council. The meeting will be convened no later than 4 weeks after receiving the student's decision to escalate the appeal the appeal.
- The membership of the Governance Council shall exclude any member of faculty or the administration who has been involved in the assessment of the student or who is a member of the relevant Board of Examiners.
- The Governance Council will hear the appeal. The appellant may be called to appear before the Panel. The Chair of the Board of Examiners may also be required to appear separately before it.
- The Governance Council must inform the appellant and the Board of Examiners of its decision within 7 working days of the hearing.
- If the appellant wishes to contest the Governance Council decision, he/she has the right to lodge an appeal with the partner University if it is the partner University program, else the governance council decision is final.

## Impact of participation in the appeals process

Where a student is in the process of any stage of an academic appeal, they may attend a graduation ceremony for any award that has been confirmed. Should the outcome of the appeal lead to a change in classification or a different award being made, an updated certificate will be provided on return of the original award.

By engaging in the Academic Appeals process, students remain subject to all other processes and procedures of the Institute, for example disciplinary action.

### Summary of Changes

April 2022:

Meaning, objective and scope added

Formal and informal appeal added

Procedure strengthened

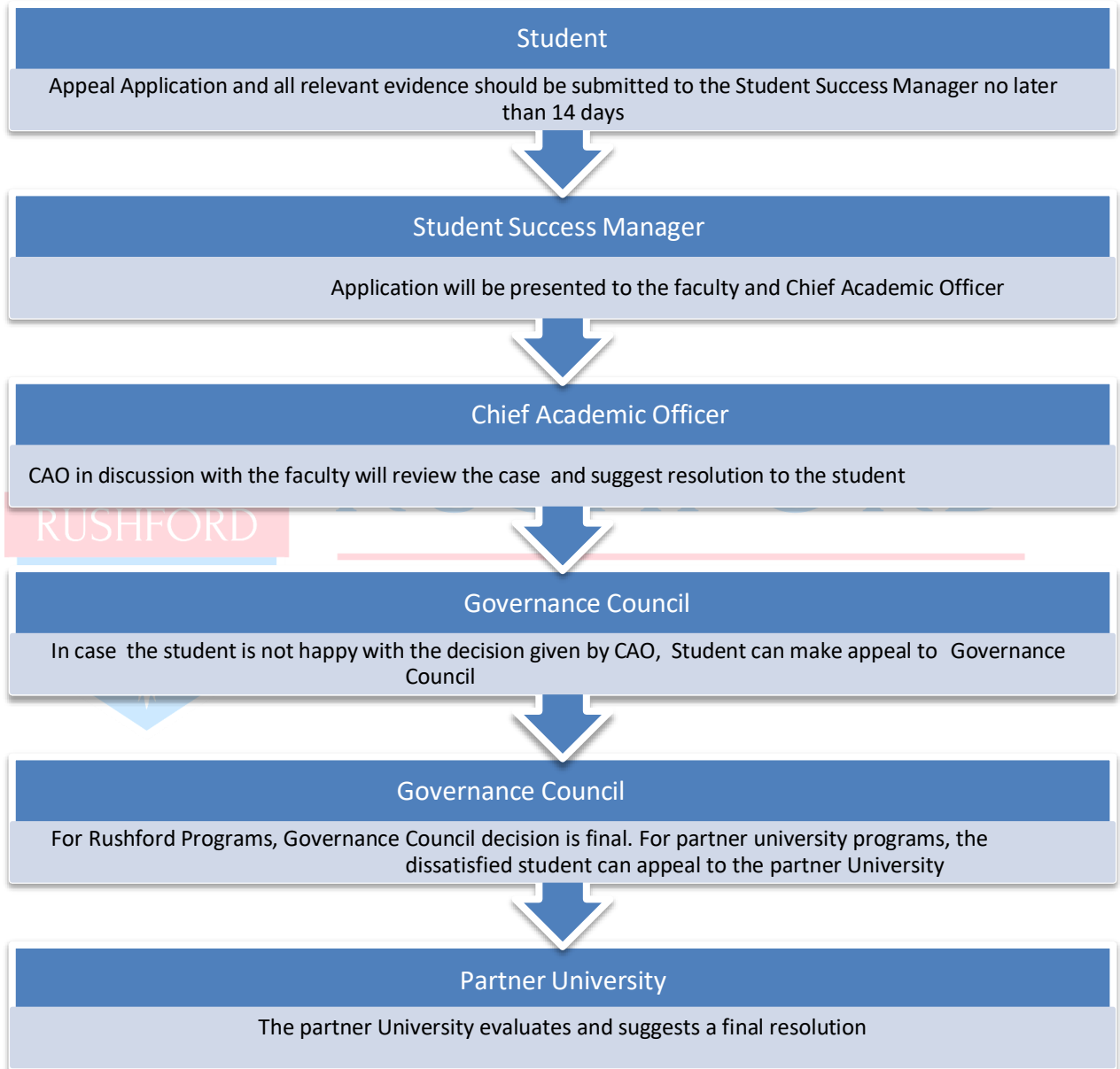
Impact of appeal on other ongoing tasks specified.

Form and flow chart added

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Appendices:

Appendix 1: Process Flowchart



## Appendix 2: Application for Academic Appeal

Program &		Course Title/Code	
Student Name		Course Tutor	
Enrolment No.		Date of	
Justification		Nature	

Sr. No.	Assessment Type	Assessment Title	Assessment Marks Secured	Appeal	Appeal Accepted/Rejected by CAO

Details of Appeal Statement with evidence

<p>I hereby confirm that all information provided by me is correct and the evidence is genuine.</p> <p><u>I shall accept the decision (Approval/Disapproval)</u></p>	<p>Remarks by Appeal Review Committee</p>
--	---

Student Signature	Name, Signature and Date
-------------------	--------------------------

Contact Details

For further details, please contact [academic@rushford.ch](mailto:academic@rushford.ch)



RUSHFORD

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BUSINESS SCHOOL

# 9. Academic Misconduct Policy

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## Section 1: Introduction

### What is Academic Misconduct?

Following is considered Academic misconduct (list is not exhaustive):

**Plagiarism:** presenting other people's work intentionally or unintentionally is considered plagiarism. This can include copying and pasting from any source.

To prevent, you must follow following steps:

read from varied sources, understand the concepts, and  
paraphrase/ comprehend information in your own words and  
cite the sources that you referred.

**Not referencing at all:** Writing entire piece of submission in your own words, but not referencing at all. Referencing is essential to give due credit to the author of that information. All assessments require writing some theories, in addition to the practical examples/ reflection on work environment, etc. Therefore, even the basic information/ concepts that inspire you to write is required to be referenced. For instance, writing a basic definition of Marketing, or PEST is required to be referenced/ cited because you haven't founded this model/ concept.

**Collusion:** Writing a piece of paper and then passing on your peers. In the past, your peer has submitted your assignment. If two students' assignments are colluded, both of you will get Zero. The student passing on her piece of assessment to others is equally at fault as the student receiving it.

**Commissioning:** getting another person to complete work which is subsequently claimed as the student's own work.



**Misconduct in written examination:** If examination is submission, same rules as assignment submission will apply. If examination is written, academic misconduct implies where somebody undertakes an examination or assessment posing as another person.

### Objective:

Rushford considers academic misconduct to be very serious, and therefore suggests all students take preventive measures in not engaging themselves in such practices. The governing Policy is *Academic Misconduct Policy*.

### Scope (Who these procedures apply to?)

This policy applies to all student assessments including all assignments and written examinations on programmes leading to Rushford or Rushford validated award.

## Section 2: Procedure

### Referencing

References are required to be done as per OU Harvard Guide. Both in-text and references are required. Done but not in correct format will fetch in the **penalty of 2%**. Not referencing at all would result in plagiarism, and therefore the assessment will be referred to Academic Misconduct Policy.

### Academic Coaching

Though the School provides regular webinars for academic writing, it is possible to schedule an in-person academic coaching session with one of our faculty. Please contact students support manager for scheduling these in-person session.

### Provision of Plagiarism Check tool

The Institute is not responsible to provide plagiarism check tool to the students. Student is motivated to submit the assignment following good academic writing practice. It is for the course team a plagiarism check tool is required to assess the extent of plagiarism.

Though it is encouraged to review plagiarism tool for all evaluators, however, this is not always possible due to administrative reasons. The plagiarism check tool is mandated to be referred at time of internal moderation, while finalizing the grades. The course team is recommended to provide plagiarism feedback at time of moderation.

The institution uses text comparison software to help detect plagiarism which will check the students' assignments against both the work of other students and against internet sources and other published material. If the student submits an assignment that contains work that is not his/her own without indicating this to the marker the student is committing plagiarism and this is an offence as per Code of Practice for Student Discipline.

### Penalties and Resolution

Following are the penalties levied for plagiarism:

If the students' work is found to be plagiarized for the 1<sup>st</sup> Attempt, the student will be provided with a counselling and an opportunity to re-submit without a cap on the grades.

2<sup>nd</sup> attempt: If the student work is found to be plagiarized second time, the student is provided guided session with an opportunity to re-submit but with a cap on the mark to pass.

3<sup>rd</sup> attempt: If the student is found to have plagiarized for the third time, he fails the course and will be asked to repeat the whole course.

4<sup>th</sup> attempt: If the student work is found to be plagiarized 4<sup>th</sup> time, a disciplinary committee will be help and the decision of the committee will follow.

## Examination Disciplinary Control

### Online Proctoring Examination

Rushford students appear in examination through online proctoring mode where students should mandatorily meet the following system requirements:

Desktop / laptop (Without any external disturbances / interruptions)

Mozilla Browser (version 50+)

Webcam

Any Desk <<https://anydesk.com/download>> (to provide remote assistance)

Software update should be de-activated (to turn off all the software updates).

Make sure all background applications to be closed or disabled as any of the notification pop-up will be considered as navigation.

Power backup & strong internet connection are MANDATORY for seamless examination

The entire examination process will be explained and guided by Examination Department before examination commencement through a proper demo.

Any other act of omission or commission declared by the Program Board to be unfair means in respect of any or all the examinations.

Acts of Unfair Means

The following shall be deemed to be the act of unfair means for written examinations to be held in examination centres:

Copying, attempting to copy, taking assistance or help from any book, notes, paper or any other material or device or from any other candidate or facilitating or rendering any assistance to any other candidate

Talking to another candidate or any person, during the examination without the permission of a member of the supervisory staff

Leaving the examination hall/ proctoring window without permission

Possession by a candidate or having access to books, notes, paper or any other material, whether written, inscribed or engraved, or any other device other than allowed resources, which could be of help or assistance to him in answering any part

of the question paper.

Only a single laptop is allowed during examination. Possession of other electronic devices such as mobile phone, a second laptop which can be of help or assistance to the student in answering any part of the question paper.

Approaching or influencing directly or indirectly a paper setter, examiner, evaluator, moderator, tabulator or printer or any other person connected with the University examination with the object, directly or indirectly, of influencing him to leak out the question paper or any part thereof, or stealing/procuring the question paper from any source before the examination or to enhance marks, or favourably evaluate, or to change the award in favour of the candidate.

### Disciplinary Proceedings

After considering all the material on record including the explanation, if any, submitted by the candidate, the Examination Committee, if satisfied that the candidate is guilty of the use of dishonest or unfair means or disorderly conduct in the examination, will take a decision in each case and recommend to the Institution Head, the punishment that may be imposed on the candidate according to the nature of the offence.

All decisions of the Examination Committee as approved by the Institution Head shall be communicated to the student through the Head of Department.

### Appeals and Review

A student on whom any punishment has been imposed may, within 30 days from the date of the receipt of the communication in that behalf, make a representation to the Head of Institution for review of his/her case. The Program Director, if he deems it necessary, refers it back to Examination Discipline Committee for review. The recommendations of the Examination Committee on the Appeal shall be placed before the Program Director who will thereupon review the case and pass such orders as he may consider fit or refer it to the Academic Governance Council for advice.

Decision on Academic Appeal will be sent to student in 10 working days Please refer Academic Appeal Policy for more information.

## Summary of Changes

March 2022: New Policy

## Appendices:

NA

## Further Clarification, if any

Appeal Policy

## Contact Details

For any queries, please contact

[academics@rushford.ch](mailto:academics@rushford.ch)

# 10. Confidentiality and Security Policy

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## Section 1: Introduction

### Meaning:

The Confidentiality and Security Policy lays forth the principles that govern Rushford Business Schools' information technology standards and procedures. These policies define the protocols for obtaining and maintaining internal control over information systems, as well as adherence to the Schools' standards.

Rushford Business School is committed to ensuring the security of all information it holds, and in order to do so, it employs the highest standards of information security. This document outlines the steps taken by the School to accomplish this, which include: -

to guard against potential breaches of privacy

ensure that all information systems and IT infrastructure are safe from harm, loss, or misuse; support our Data Protection Policy by ensuring that all employees are informed of and comply with UK law as well as our own data processing practises.

### Objective:

The objective of the policy is to raise the student and staff awareness and comprehension of information security requirements and their responsibility to preserve the confidentiality and integrity of the information they manage at Rushford Business School.

### Scope

This policy applies to any written, spoken, and electronic information held, utilised, or transmitted by or on behalf of Rushford Business School. This comprises data stored on computers, paper documents, mobile devices, and information communicated orally. The text of this policy must be familiarised by all staff and students, and the provisions must be followed. Breach of this policy will be viewed as a disciplinary offence, and depending on the severity of the breach, may result in disciplinary action under the School's Disciplinary Policy and Procedures, up to and including dismissal.

This policy must be studied in conjunction with Data Breach Policy, Data Protection Policy and Staff and Student Behaviour Policy.

## Section 2: Procedure

All personal information and data submitted by students will be kept private and used exclusively internally. Unless disclosure is required by law, order or government agency, every effort will be made to ensure that the integrity of students' personal details and confidential information is not jeopardised. Without the student's prior written consent, all staff members are prohibited from disclosing any of the student's information to any unauthorised third party.

The policy ensures that the school's IT Security standards are properly implemented and periodically assessed. The School ensures that frequent backups of all data housed within the IT Systems are taken at regular intervals and kept in an appropriate offsite location.

The staff and students may not release this information without proper authority in any type of communication, such as file transfer, written or oral communication, improper email forwarding, or other means of disclosure.

### Policy:

At Rushford Business School, we regard confidentiality and security of data and information to be of utmost importance. As such, individuals employed by Rushford Business School must follow the Confidentiality and Security Policy outlined below:

### Commitment

Rushford Business School is committed to ensure that the staffs and students' data (including course assessment materials and results) will be safeguarded and maintained confidentially. We will limit the data collection to the minimum essential to process required application.



## Responsibility

Rushford Business School shall seek the written permission from the students and/or staff before using the data unless requested by government agencies. For example, student's information in the program application form should only be used for the purpose of program administration and should not be used by Rushford Business School for program advertisement (except testimonials). The Management shall ensure that all staff does not divulge any of the student's or / and staff's information to any unauthorized third party without prior written consent of the concerned student or / and staff.

## Assigning access right

Access right shall only be granted by The Management to relevant staff that need to utilise the applicable data / information for fulfilling their duly duties. The Management shall ensure that the access right is to be terminated shall the relevant staff not need to utilise the applicable data / information for fulfilling their duties anymore.

## Access security

All students and staff are responsible for the security of the equipment they have been assigned or that they use, and they must not allow it to be used in any way that contradicts this policy. All employees are responsible for the security of the equipment they have been given or use, and they must not allow it to be used in any way that is in violation of this policy.

## Electronic storage of data

Without prior agreement from a member of the Senior Leadership Team, no personal data should be stored on any mobile device, whether it belongs to Rushford Business School or not. Data copied onto any of these devices should be deleted as quickly as possible and kept on the school's computer network so that it can be backed up.

By the close of each working day, all electronic data must be securely backed up; this is done automatically by the School's software.

## Reporting Security Breach

All complaints, queries, suspected breaches, and known breaches should be directed to the School Business Manager as soon as possible. Every employee has a responsibility to report any actual or potential data protection violations. When the School Business Manager receives an inquiry or notification of a breach, he or she must assess the situation immediately, including the level of risk involved, and take all required steps to address the problem.

The Staff members or students must never attempt to remedy an IT security issue on their own without consulting the School Business Manager first.

Paper records, mobile devices, computers, or physical media containing personal or confidential information should be reported to the School Business Manager promptly if they go missing or are stolen.

All IT security breaches must be documented in detail.

The Data Breach Policy has complete information on how to report data breaches.

### Communication

The Management shall ensure all staff acknowledge this policy and undersign the Confidentiality and Security Agreement which may also be a part of the employment contract.

## Continuous improvement

The committee shall review our Confidentiality and Security Policy annually as part of our continual improvement process.

### Summary of Changes

April 2022:

Meaning, objective and scope added

Reporting, access of data and security has been added

Appendices:

NA

Further Clarification, if any

Not Applicable

Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)



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BUSINESS SCHOOL

# 11. ENVIRONMENTAL POLICY

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## Section 1: Introduction

### Meaning:

Rushford Business School is committed to environmental protection and sustainability concepts. The School recognises that all of its academic and related activities have local, national, and worldwide environmental consequences. As Rushford Business School continues to establish an environmentally sustainable and economically successful campus that represents the core values of involvement and accountability, this policy is critical. The School will reflect about how its development, communications, procurement, curriculum, research, and campus activities affect the environment. The School will strive to expand its commitment to environmental education by including relevant environmental themes into curriculum material where possible.

### Objective:

To encourage all to adopt effective environmental management policies and practises.

To ensure a thorough awareness of the current state of the ecosystem.

Invest in low-carbon technologies to reduce carbon emissions. To Implement sustainable resource management strategies based on the concepts of reduce, reuse, and recycle.

To offer and communicate relevant environmental educational programmes.

Rushford Business School will host frequent Sustainability Group meetings, which will be chaired by a member of the Vice Chancellors Executive Group, in order to carry out the above.

### Scope

All members of the Rushford Business School community, including students, staff, and visitors, are subject to this policy.

## Section 2: Procedure

Rushford Business School has created defined lines of accountability at the College level in order to implement the Environmental Policy. The staff and students must establish plans to raise environmental awareness and address environmental issues that occur within their spheres of influence. The staff and students have a responsibility at all times to behave and conduct themselves and perform their job in such a way as to protect the environment. They also have a responsibility to assist the School in meeting Policy obligations that pertain to their activities and actions in the event of an emergency. There is also a responsibility to report situations that may affect the environment which is mentioned as below-

### Policy:

At Rushford Business School, we recognise the paramount importance of environmental management as an integral part of our business operations. To implement this policy, we emphasize in our Environmental Policy:

### Commitment

We are committed towards managing and controlling our operations in order to ensure minimal environmental impact.

### Responsibility

We will endeavour to contribute our utmost in the preservation of the environment by 3R.

Reduce -> Use our resources efficiently to reduce wastage

Reuse -> Use innovative ways to reuse our resources.

Recycle -> Promote opportunities to recycle.

## Communication

We shall continuously create environmental awareness and work with our employees, students and stakeholders to promote environmental care and disseminate information to improve overall environmental performance.

## Compliance

We are committed to comply with relevant environmental legislation and regulations, and with other requirements to which the organization subscribes.

## Continuous improvement

We shall review our environmental management system as part of our continual improvement process.

## Infrastructural Initiatives

**Renewable Sources of Energy-** The School is committed to reducing and managing its electricity consumption in a sustainable manner.

**Use equipment that is energy efficient and saves energy-** The School looks forward to install environmentally efficient electrical appliances that conserve energy and reduce waste.

**Dry Waste management-** Collect and recycle paper waste generated on campus in collaboration with scrap merchants.

**Campus with No Plastic-** The School has been observing to ban all single-use plastics due to the harmful effects of plastic use and pollution, prohibit the use of single-use plastics in its property in order to create a "Plastic Free Campus."

**Conduct Green audit-** The School intends to undertake a Green Audit on a regular basis to analyse the strengths and weaknesses in order to advance the long-term sustainability goals.

## Sustainable Initiatives

As part of a Sustainable Initiatives Plan, the School has committed to decreasing its carbon footprint and reduce the adverse environmental impact by upgrading and developing new environmental initiatives and sustainable policies.

## Events

The school observes and promotes awareness of the following events:

### **Earth Day and Earth Hour**

Sweater Day campaign

Recycling

Community Initiatives

Energy conservation

Sustainable Investing (personal investments to help fight climate change)

**Eco-friendly cleaning practices**

Managing e-waste (Use separate bins)

## Summary of Changes

April 2022:

Added meaning, objective and scope.

Commitment to take initiatives for promoting awareness through events

Added recent initiatives and future commitments



Appendices:

Further Clarification, if any

Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)



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BUSINESS SCHOOL

# 12. STUDENT SUPPORT

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BUSINESS SCHOOL

## Section 1: Introduction

### Meaning:

Rushford Business School strives to give students with a personalised, innovative, and supportive learning environment in which they can gain important educational and student experience. This occurs in the context of a collaboration in which students are accountable for their own learning while receiving reasonable support from the School. The School is committed to assisting each student in realising their full potential by identifying and responding to personal and academic challenges that may jeopardise their academic success early on. Students who require more personal support will be identified by the university, and early intervention will be offered in a timely, equitable, and consistent way.

Rushford Business School aims to assist and provide support to students at all times during their course of study starting from induction, the first few weeks of study, before intermediate and final submissions of work and resit/retake, while progressing from one level to another, and when specific events and problems impact their experience.

### Objective:

To advice, guide, train, and support all students irrespective of their level.

To remove barriers to learning so that all students, regardless of their origin or personal circumstances, can attain their full potential

To make the most of the resources available to all students in order for them to reach their greatest potential.

### Scope

The policy aims to aid in the identification of students who require additional personal or academic support, as well as ensuring that appropriate interventions are made to help these students reach their full potential. Students in all programmes, including undergraduate,

postgraduate, higher degree by research, and non-award non-degree programmes such as study abroad, exchange, and Student for a Semester, are covered by the Policy.

The Academic Department and the Head of Academics are in charge of providing leadership in the promotion of the policy.

## Section 2: Procedure

Rushford Business School is committed towards supporting its students in every reasonable way possible. Rushford Business School adopts a student centric approach to teaching and delivering of all our services to ensure a pleasant and fruitful learning experience of our students.

Rushford Business School will support its students in the following manner:

### 1. Easy & Efficient Communication:

Rushford Business School aims to remove all possible communication gaps by providing its students will multiple channels of communication throughout the program. Some examples include:

**Live Chat:** Availability of a 24-hour live chat support on the Rushford Business School's websites

**Telephone & Fax:** Accessibility of the Rushford Business School telephone and fax numbers

**Email:** Less than 24-hour response times to email communications

**Face-to-face Meetings:** At Rushford Business School's premises.


**Social Media:** Such as Facebook, LinkedIn, Twitter etc.

### 2. Advising & Tutoring:

Rushford Business School's career counsellors and/or faculty provides career advice to students from the moment they initiate contact with us. It is important for us to know the student's career aspirations, educational background, work experience etc to ensure that they are making the right choice. This also helps us to guide and prepare the students throughout their program.

Once the student is enrolled the teachers will provide ongoing support and mentorship throughout the program to ensure that the learning objectives are being met.

The curriculum has also enabled continuous preparation of student's ability, technical and employability skills guided by an expert faculty or institution. Ability enhancement skills include workshops like business communication, research methods. Technical enhancement workshops project management, information technology and data analysis skills. Career enhancement workshops includes leadership development and consulting lab. Therefore, all these initiatives also upgrade students' skills.



### 3. Placement Support:

Rushford Business School will assist students to gain suitable employment opportunities in the industry. To accomplish this, Rushford Business School will set up a 'STUDENT SUCCESS TEAM (SST)'. The SST will be comprised of experienced professionals working in the industry in various countries such as Singapore, India, US, Canada etc. Through the SST, latest job opportunities will be made available to students and constant guidance will be provided about how to grab such opportunities.

Placement support may be provided in parallel while the student is participating in the program or nearing completion, and will continue to a reasonable time until the student finds a satisfactory career opportunity.

Rushford Business School will continuously forge relationships with Top Executive Placement agencies and organizations to connect our students with unparalleled career opportunities globally.

#### 4. Student Profile Pages:

Rushford Business School's IT department will create a detailed profile page of interested students on the RUSHFORD website so that they can showcase themselves to potential employers.

#### 5. Technical Support

Rushford Business School informs students in advance about the system and other technical requirements that may be applicable to their program. RUSHFORD will provide all possible technical support to students and ensure that any technical issues are resolved as soon as possible and preferably within 48 hours. Should an issue take longer to resolve the reason for the same should be communicated to the student immediately with an expected date of resolution. All planned system downtimes such as for routine maintenance must be communicated to users in advance.

#### Responsibilities

Regardless of the students' individual support needs, all students studying at Rushford Business School are subject to the policies and procedures for maintaining good behaviour and upholding academic standards.

All students consider on the subjects chosen for the study;

The student is to achieve the minimum progression requirements as defined in the Academic Regulations available on the student portal;

The student needs to pass in the minimum number of modules as outlined in the Academic Regulations;

The staff should determine various techniques for identifying students who need extra help to attain their academic goals;

Assist in the students' overall mental and physical health and well-being through a variety of educational and support initiatives;

make information about support services available to the staff and students in an easily accessible format;

Should they get any formal notifications regarding concerns for their progress or wellbeing, they should notify the relevant Department as soon as possible.

## Faculty as Mentor

The goal of this policy is to ensure that all students receive the required advice, guidance, and support to help them achieve their academic goals in a way that is tailored to their specific learning requirements. The Faculty will contact students who require personal or academic assistance. Once a need has been recognised, it is critical that students receive timely support so that support techniques can be adopted before they become at danger of academic failure. Enrolment limits may be implemented for the following semester if a student does not reply to the University's communication/invitation for more support. This is to prevent the student from becoming at danger of academic failure.



## Identification of Students Requiring Academic Support

If a student is not progressing adequately, is potentially at risk of exclusion, or their physical or mental well-being is fairly assessed to merit some form of intervention by the University, they may be classified as requiring further academic help.

A student may require additional academic support due to a number of factors. These might include, but are not limited to:

- a physical and/or mental health condition

- disability;

- a significant life stressor;

- English language proficiency;

- family or carer responsibilities;



behaviour, capacity or achievement such as:

pattern of deferral;

unapproved over- or under-enrolment;

change to a new field of study that may challenge previously successful approaches to learning;

failure of at least 50% of credit points attempted in the semester just completed;

failure of a compulsory subject, program requirement or CORE curriculum subject;

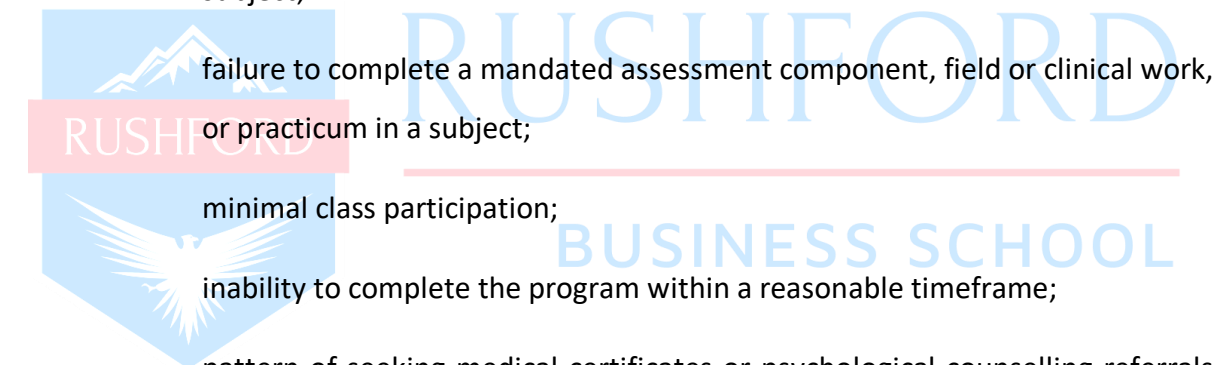
failure to attend compulsory teaching and assessment components of a subject;

failure to complete a mandated assessment component, field or clinical work, or practicum in a subject;

minimal class participation;

inability to complete the program within a reasonable timeframe;

pattern of seeking medical certificates or psychological counselling referrals around the examination period.



## Student Feedback

The student feedback form and tutorial system provide monitoring and assessment processes, ensure that the School can identify potential changes in its practises. This includes but is not limited to teaching, learning, and assessment; management and governance; admissions, access, and participation; equality and diversity; and admissions, access, and participation.

[Summary of Changes](#)

April 2022:

Referral to events that required extended support has been added

Provision of faculty mentorship has been added

Reference to disciplinary actions is mentioned

Appendices:

Further Clarification, if any

Not Applicable

Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

# 13. Curriculum Design and Development

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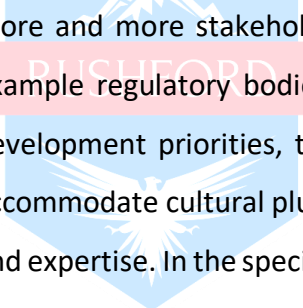
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BUSINESS SCHOOL

## Section 1: Introduction

### Meaning:

Rushford Business School's course and unit design and development is governed by this policy. The forces impacting on higher education curricula have multiplied in recent years, with different constitutional, academic, socioeconomic, geopolitical and cultural forces all claiming a stake in higher education curricula. Inevitably, the curriculum is a highly contested space. Where higher education previously enjoyed greater autonomy in determining what it offered and how it was offered, currently it is facing far more intense demands to contribute directly towards innovation and economic development, and to produce graduate attributes and research relevant to the modern knowledge economy.



More and more stakeholders claim their shares in shaping higher education curricula, for example regulatory bodies, market demands, the corporate sector, regional and national development priorities, the internationalisation of higher education, ongoing demands to accommodate cultural pluralities in curricula, changing student profiles, and institutional foci and expertise. In the specific context of Rushford Business School, we need to have a common understanding of how the curricula offered by the School should respond to globalisation, internationalisation, national development objectives and the skills shortage in an increasingly complex and fast-changing world.

The policy aims to provide an overview of the principles according to which curricula at RUSHFORD will be developed. The implementation of the policy will provide clear principles to which schools and departments can refer in determining the validity of the increasing demands on curricula in higher education.

The implementation of this policy will result in RUSHFORD's graduates having characteristics distinguishing them from other graduates. Finally, the implementation of the policy will contribute to RUSHFORD's vision to be the resource of choice for higher skills education and, revolutionary learning.

## Objective:

The School is dedicated to providing courses that:

13. enable the University to contribute to the transformation of that future by making qualifications appealing to potential students; prepare students for success in a disrupted future of work and society;
14. are simple to grasp for students, with accessible pathways into, though, and back into our academic degrees, alternative qualifications, and learning experiences, and help students achieve their career goals throughout their lives;
15. subscribe to the Higher Education Standards Framework and align with it

## Scope

The goal of this policy is to help ensure and improve the quality of Rushford Business School's courses. The School strives to create courses and programmes of study that reflect the institution's values, goals, and mission, provide an outstanding learning experience for students to learn, discover, and achieve their academic potential, and allow students to be "co-creators" in the learning experience, all while maintaining appropriate academic standards. This Policy applies to all award and non-award courses and units offered by Rushford Business School.

## Section 2: Procedure

## Principles Guiding Curriculum Development

The policy recognises that the different schools at RUSHFORD all have distinctive foci, stakeholders and unique challenges to address in their curricula as well as in their curriculum development processes. It is, however, important to state clearly that despite these differences, all RUSHFORD curricula should adhere to the principles stated in this policy. The policy and its principles are broad enough to provide scope for the distinctive character of the

different schools, curricula and foci, but the policy is also clear enough regarding the non-negotiable elements of curricula and curriculum development at RUSHFORD. The policy applies to all self-developed programmes of Rushford Business School.

There are five broad principles guiding curricula at RUSHFORD, namely

- a. Responsiveness
- b. Student-centredness
- c. Accountability
- d. Curriculum structure
- e. Impact

## Responsiveness

Responsiveness within the RUSHFORD context refers to a sensitivity and continuous awareness of societal expectations, reflected in our qualifications and curricula as they respond to the needs and challenges faced by our students and community. Curricula at RUSHFORD respond firstly to our character as a comprehensive open distance/online learning institution and to our mission and vision. Our curricula secondly also respond to RUSHFORD's immediate (regulatory, political, socioeconomic, environmental and technological) and broader international contexts.

RUSHFORD's curricula take cognisance of the following issues in our local context:

### **(i) Skills development**

In response to national development needs, RUSHFORD's curricula will specifically address the development of transportable skills in all curricula depending on the focus of the curriculum.

### **(ii) Diversity**

In planning curricula, schools should accommodate as far as possible the diverse linguistic, cultural and religious backgrounds of students.

### **(iii) Equity, redress, increasing access and the extended curriculum**

RUSHFORD as a school will be responsible for identifying students at risk, who need additional support. Each school will determine the need for an extended curriculum (and/or

other academic support) appropriate for students who need extra support and additional modules (an extended curriculum).

### **Responsiveness to our international context**

RUSHFORD will take seriously the increasingly international characteristic of our student profile and the increasing globalisation of the application contexts of our curricula.

Our diploma and higher diploma programs will prepare students for local and international application contexts. The School will do this by encouraging the use of different cultural viewpoints, examples and local and international case studies.

### **Student-Centredness**

Rushford Business School places the student at the centre of the entire learning process from the moment the student intends registering through to completion, and continuing on through to its alumni, who play a vital role in evaluating impact and as ambassadors for the institution. Students are therefore invaluable stakeholders in the development of curricula.

Students' current epistemologies and prior learnings should form an integral part of planning the curriculum. Curriculum development should take cognisance of the life-worlds, experiences and expectations in structuring the curricula in such a way as to not exclude students from the curricula, but to ensure that our curricula start where they are, with regard to the epistemological foundations and outcomes of the curriculum.

RUSHFORD's curricula should contribute to their fulfilment of their educational goals, whether personal fulfilment or preparation for employment.



## Accountability

The academics department that designs, develops, or revises a particular curriculum are accountable to RUSHFORD Academic Board for adherence to this policy and the processes prescribed.

Under no circumstances will the responsibility for the development of a curriculum be ceded to any internal or external stakeholder. Although each stakeholder contributes specific expertise to the curriculum process the final initiative and accountability for the academic integrity, teaching and learning quality lies with the academic department. Should external (to the academic department) stakeholders contribute to the development of the curriculum and/or materials, the academic department remains finally accountable for assuring the quality of any contribution.

Where the academics department use external experts to contribute to or author study materials, the academics department remains accountable to ensure quality and adherence to this policy.

## Curriculum Structure

The curriculum structure refers to the alignment of curricula with the pathways as envisaged and determined by the Academic Board as well as the internal coherence and alignment of the different modules.

### **INTERNAL CURRICULUM COHERENCE**

The Program description specifies the program learning outcomes. Each program comprises of several courses. The course outline describes the learning outcomes for each course. The courses outcomes are to evaluated from the assessment guide where assignment outcomes are required to be aligned with the course's outcome, thereby justifying the student's progression in the course. The courses outcomes are derived from the program outcomes and the course outline showcases the alignment of course outcomes with the program

outcomes. Post the student successfully progresses through courses and gains the required number of credits, the student is considered to have achieved the learning outcomes of the program. Therefore, the award corresponding to the number of units achieved by the student is conferred to the student.

### **CREDITS AND NOTIONAL HOURS**

Credits are a means of indicating the time (notional hours) that the student needs to achieve the competencies envisaged in a particular unit of learning. Credits are set for both qualifications and modules and are linked to time frames, the duration of a programme, contact time (in case of on-campus programs), estimated time required for completion of assignments, learning activities in preparation for assessment opportunities and so forth.

The notional hours encompass all the time students need to work through the curriculum. All activities concerning the curriculum are included, for example formative and summative assessments, contact sessions with lecturers, online or multimedia activities, service learning, work integrated learning etc. At RUSHFORD one credit is equal to approximately twenty-five notional hours.

### **CURRICULUM REVIEW**

Curriculum for every program conducted by RUSHFORD is reviewed annually by the Academic Board and the Academics department. Any changes that are required based on this policy will be implemented upon approval of the academic board. The changes will be bought into effect from the batch starting immediately after the changes are approved and implemented. Changes will have no impact on any ongoing batch of students.

### **STAKEHOLDERS AND CONSULTATION IN CURRICULUM DEVELOPMENT**

International good practice in curriculum development provides for the involvement of a range of stakeholders in curriculum development, depending on each stakeholder's expertise and availability. Therefore, RUSHFORD follows a team approach to curriculum design. Consultation with all internal stakeholders and relevant external stakeholders including learners' feedback and industry feedback is key to curriculum development at RUSHFORD. As

a result, the academics department implements a team approach to curriculum design and learning development.

### **CURRICULUM RESOURCES**

Curricula at RUSHFORD encompass more than the study guides and (where applicable) additional prescribed materials. A curriculum is the whole learning experience including what is to be learnt (content), the rationale for the learning, the processes by which the learning take place, the structure of the learning process and how the learning will be assessed.

In developing a curriculum, lecturers' author, refer to and use a number of resources to enable students to be successful. Resources most for most include (but are not limited to):

16. study guides
17. prescribed textbooks
18. prescribed articles and chapters in books
19. online resources
20. lecturers and tutors

Prescribed textbooks, chapters and articles follow on the design of the curriculum process and do not dictate it. The curriculum of modules cannot be determined or prescribed by available textbooks in the field/discourse.

This policy envisages that RUSHFORD will also seriously consider making increasing use of the following resources:

3. Open educational resources
4. Multi-, intra- and transdisciplinary sources
5. Community resources

## Approval and administration of accredited courses, specialisations, majors, minors and units

1. The Course and Unit Approval Authorities will authorise the creation, revision, or withdrawal of recognised courses, specialisations, majors, minors, or units.
2. Unless the Academic Board expressly authorises differently, a person or committee authorised to approve an item stated in the Course and Unit Approval Authorities may do so only if all individuals or committees permitted to recommend approval have done so.
3. All operations related to the formation, alteration, and removal of accredited courses, specialisations, majors, minors, and units, as well as accompanying approvals, must be documented and tracked in the Unit and Course Management System at the School (UCMS).
4. All curricular elements required to ensure compliance with the curriculum design principles outlined in this policy and associated procedures will be clearly and fully documented in UCMS records.



### Creation of new accredited courses

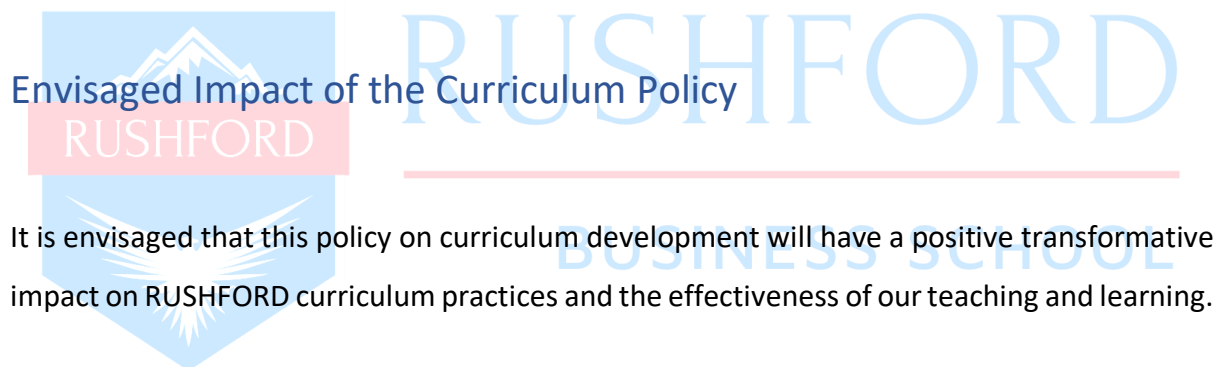
5. A Course Concept Proposal must be produced and accepted in the UCMS in accordance with the Course and Unit Approval Authorities prior to the development of a new course for accreditation.
6. Following approval of a Course Concept Proposal, the proposed new course may be advertised to domestic students and made accessible for application, subject to the Chief Academic Officers' approval.
7. Only when both of these conditions are met may a new accredited course be given.
8. The Course Concept Proposal has been approved by the Academic Board or Chief Academic Officer (Academic Innovation), verifying that the course is financially sustainable and complies with the University's Strategic Plan and goals.
9. The New Course proposal was approved by Council (or the Academic Board as delegated) and the course was therefore accredited.

## Amendment or removal of accredited courses, specialisations, majors, minors or units

Consequential changes to another certified course will be approved and administered as outlined in the Consequential Changes Schedule when an accredited course, speciality, major, minor, or unit is created, amended, or removed.

When an accredited course, speciality, major, minor, or unit is proposed to be changed or removed, the Course Coordinators of all impacted courses must be notified, and any comments must be logged in the UCMS.

Course amendments are typically not authorised for a period of two years after the new course has been accredited.



It is envisaged that this policy on curriculum development will have a positive transformative impact on RUSHFORD curriculum practices and the effectiveness of our teaching and learning.

The academics department will:

10. re-evaluate academics' key priorities and allocation of time to allow for sufficient time to develop quality curricula and learning.
11. encourage, acknowledge and appreciate scholarship in curriculum and teaching and learning development as valid research outputs and as valid grounds for promotion.
12. provide sufficient support to academics responsible for curriculum development and review.
13. encourage interconnectivity and alignment between research, community engagement and curriculum development.

## Responsibility for the policy

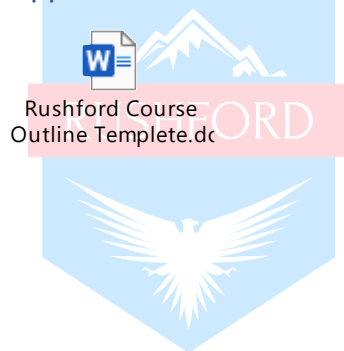
The Director of Rushford Business School is responsible for the implementation of the Policy; its future amendments and updating; ensuring that all persons affected by the Policy are aware of the Policy and any amendments.

### Summary of Changes

Date/ Month/ year: need to write all changes made after signing the policy

### Appendices:

Appendix 1: Course Outline Format



RUSHFORD

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BUSINESS SCHOOL

# 14. Monitoring of Learning & Student Development

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## Section 1: Introduction

### Meaning:

At Rushford Business School, we believe it is important to ensure that the students receive the highest quality teaching and the maximum opportunities for learning. The aim is to maximize and encourage student learning and reflection opportunities that arise as a result of student involvement and encourage additional co-curricular activities to complement the academic experience. The School is dedicated to student-centred learning and growth, which includes transparency in strategic decisions and student participation at all levels. Proactively responding to student input and providing opportunities for feedback, empowering student representatives, and establishing a courteous and reciprocating team culture between staff and students is encouraged. High standards are set for every aspect of the students' engagement with the School. In order to ensure that these high standards are maintained and that new and challenging targets are set, it is important to have a clearly structured system of monitoring and evaluation.

All students have access to appropriate support from their personal tutor and Student support manager on a regular basis; the School will identify and support student needs, help students to target their aspirations, and facilitate personal and professional development; and give teaching staff the opportunity to feedback to students on key issues concerning them.

### Objective:

Rushford Business School is committed to student-centred learning and development with the following objectives

- To ensure that academic needs of the students are met.
- To enhance and improve the quality of teaching and learning.



- To ensure that the students are receiving a broad, balanced and relevant curriculum, including any local national requirements.
- To ensure that the curriculum is inclusive and appropriately differentiated for all students in order to challenge them and enable them to reach their potential.
- To ensure there is consistency and progression throughout different curriculum areas.
- To set targets for improvement and celebrate good practice.
- To enhance the professional development of staff.

## Scope

This policy applies to all the students, staff and administrators at the School. The policy includes the School's processes for monitoring, reviewing, and improving academic standards, the quality of its learning, teaching, and assessment, and the academic support provided to students.

This policy runs parallel to other relevant policies and procedures including the Study and Wellbeing Review Policy, Student Services Complaints Procedure, Student Code of Conduct and Disciplinary Procedure.

## Section 2: Procedure

### THE MANAGEMENT TEAM

The management will use a number of procedures in order to monitor and evaluate the quality of teaching and learning in the School.

4. Monitor the general overview of the ethos and atmosphere in the School on a day-to-day basis by making time each day to review the activities taking place in the school and talking to students.
5. Discussing with teachers the individual needs of students to ensure they are being met.

6. Carrying out observations in class on a regular basis. The focus for these observations will be identified beforehand.
7. Conducting frequent surveys among students with regard to the quality of teaching.
8. Conducting frequent meetings with the teachers to identify strengths and weaknesses in teaching and in management.
9. Analyse whether standards are high enough – analyse and compare any available data
10. Evaluate the quality of teaching and learning – make judgements about the data
11. Look at trends over time
12. Plan what needs to be done
13. Act on the findings of monitoring and evaluation.

## Responsibilities

4. RBS aims at helping all students succeed in their academic pursuits. It is also responsible for the health, safety, and well-being of all members of our community, including students, employees, and visitors.
5. On enrolment in the program, each student will be assigned a named personal tutor. This is usually the programme leader and is a member of the teaching team. In most programs, all students enrolled in the same programme will be assigned to the same personal tutor.
6. Students' personal tutors are their first point of contact at RBS. They can help students who are having academic difficulties during their studies by providing support, guidance, and referrals. Personal tutors will have high expectations of their students, pushing them to engage in their learning and progress in their studies.
7. At least once a semester, students will meet with their personal tutor for a one-on-one progress meeting. Additional one-on-one meetings can be requested by students and personal tutors as needed. These one-on-one tutorials are used to assess a student's academic progress, review their personal development plan and establish goals, and/or direct them to academic and wellness resources.
8. Every week, all students participate in a group tutorial with a flexible curriculum designed to accommodate the needs of students at various stages of their academic careers. Tutorials are frequently scheduled group sessions, although the tutor may

also schedule individual tutorials. Our virtual learning environment will provide access to weekly group lessons in online or blended learning programmes.

9. All students have access to professional services such as study skills, wellbeing, disability, and employment support through the Student Support. Students can contact the Student Support team or their tutor for assistance, whether for one-time or continuing concerns. A personal tutor may also suggest a student to the Student Support on their behalf, or the Student Support team may contact students directly to offer assistance. Students do not have to be having problems to use the Student Support services; many students use this professional service to assist them make the most of their academic opportunities.
10. The overall management and implementation of these procedures is the responsibility of the Head of the department. The Student Development and Tutorial Manager may be delegated this task by the Head of the department. When there are concerns or when a student refers themselves to a member of staff because of a substantial concern, members of staff are responsible for acting within the scope of these processes.
11. The tutors must have up-to-date tools and information to fulfil their Student Development Policy responsibilities.

## Student Journey

Pre-entry, induction (arrival and orientation), mid-course, transition to the next level of study, exit and progression into work are all covered by the Student Development Policy. See appendix 1.

## Student Development

RBS encourages all students to work closely with their tutor during their studies to obtain study skills, wellbeing, disability, and employability support. Students will receive an outstanding education at Rushford Business School. This will take place through our academic training programs, including excellent classroom and online learning opportunities with caring and competent teachers. Rushford Business School will also focus on the holistic development (total person) of students through educational programs, services and activities.

RUSHFORD will provide opportunities to students for:

- Character Cultivation
- Leadership Development

Students will be encouraged to participate in events related to the above two areas. In addition, student development in regards to career opportunities will be handled according to the Student Support Policy & Procedure.

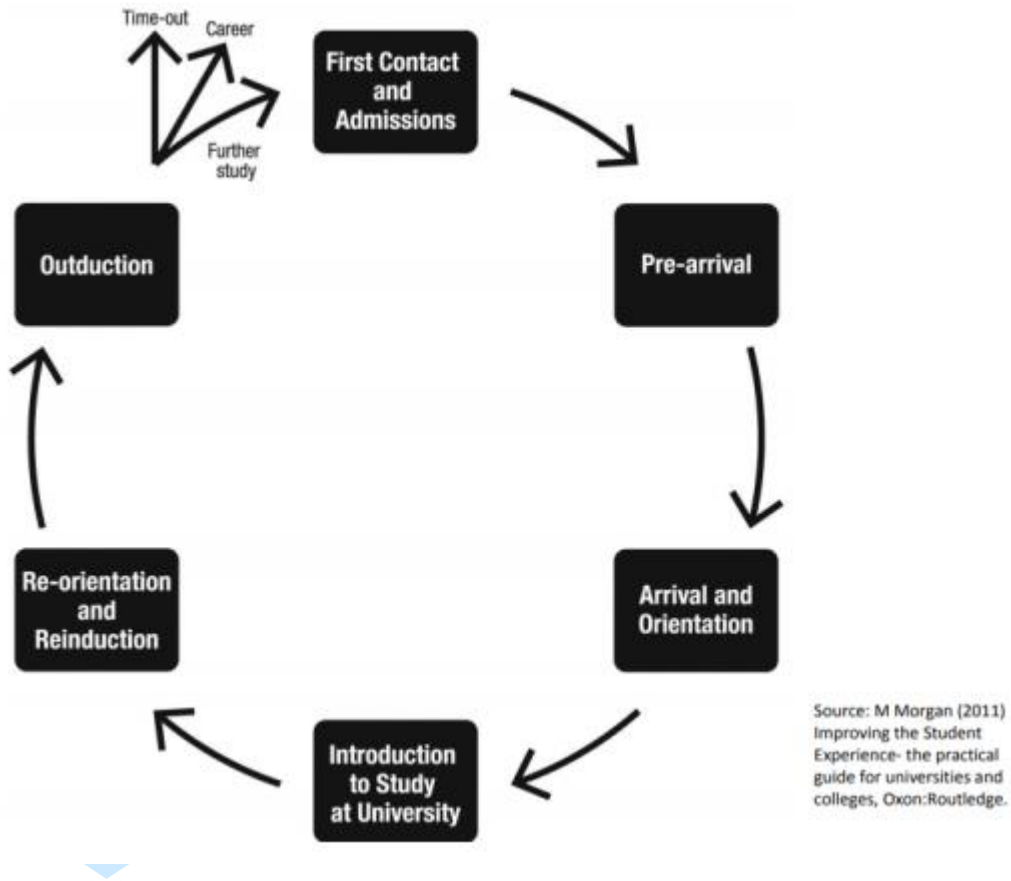
## Summary of Changes

April 2022:

4. Students' developmental activities and role of management has been elaborated.
5. Students' cycle has been added.
6. Objective and scope made clearer

Appendices:

Appendix 1: Student Journey



Further Clarification, if any

NA

Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

# 15. Selection & Management of Academic Staff

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## Section 1: Introduction

Meaning:

The Rushford Business School is committed to ensuring that it has the right people in place to achieve its vision and mission in an increasingly competitive international market for the best academic talent.

The purpose of this policy is to provide an effective platform to face the challenges of this environment, while ensuring that the School's commitment to ensuring equality, diversity and transparency throughout the organisation is upheld. It is recognised that recruiting academic staff is a strategically important activity that needs to be undertaken professionally and with the full engagement of all those involved.

A positive approach to diversity allows for the selection of the best person for the job based on merit alone and free from bias on the grounds of factors such as age, disability, gender, race, sexual orientation or religious belief, that are not relevant to the person's ability to do the job. Employers that take this approach are more likely to be seen as a fair, positive and progressive place to work by the diverse society that they are part of.

Rushford Business School is committed to Equal Employment Opportunity, which means that all employees are evaluated on their merits and talents. During the hiring process, no employee will be discriminated against on the basis of sex, colour, handicap, marital status, religion, or belief. The academic and non-academic personnel on part-time and fixed-term contracts should be treated equally. By doing so, the institution hopes to ensure that the best candidate for the job gets hired in every situation.

### Objective

The objective of Rushford Business School recruitment policy's is

- To provide a well-planned and executed recruitment and selection process that is timely and merit-based, results in the appointment of high-quality academic and non-academic staff who meet the needs of the university's strategic direction, and is a positive experience for all parties involved.

- To outline the criteria and process for hiring academic personnel at the university.

## Scope

This policy refers primarily to recruitment of all teachers (full-time/ongoing and casual/sessional/ part-time), academic counsellors, program coordinators, and any other academic posts.

Everyone involved in the recruitment and selection process should make sure that their actions are in line with the recruitment policies' ideals. To ensure that, all members of the Appointing Committee will receive training in recruiting and selection. In addition, the HR Department will monitor the transparency and accountability of all recruitment and selection operations on a regular basis.

## Section 2: Procedure

### Strategic Planning and Preparation

#### Initial planning

The designated manager of the Rushford Business School will identify requirement of any new academic staff (Full time or part time) and will carefully consider a decision to create a new position, or fill a position when an incumbent leaves. The manager will create a job description for the new position (or use an existing one if available).

#### Authorisation to recruit

The manager will put forward the request in writing to hire new academic staff to the Director and obtain an authorization to recruit in writing. If the director is acting as the designated manager responsible for hiring new staff, then this authorization is not required.

#### Setting Timelines

A timeline to hire the required staff will be set by the manager after consultation with the director. For positions that are not urgent but have been authorized for hiring, new staff



should be hired within about 8 weeks. For positions that are urgent new staff should be hired as soon as possible.

### **Consultation with Academic Board**

Upon authorization to hire, the manager will schedule a meeting with the academic board to discuss the requirements of the new position. The manager and the academic board will identify the eligibility criteria for the new position such as educational requirements, preferred work experience, knowledge, skills, personal qualities etc. based on the job description. The means to advertise for the job opening will be discussed such as posting on own website, listing in job portals etc. The timeline to hire the staff will be again reviewed with the academic board.

### **Selection Process:**

Upon discussion with the academic board, the manager will develop the job advertisement and send it for review to the Academic Board. Upon confirmation the manager will post the job advertisement in accordance to the discussion with the academic board and will wait for a reasonable period of time to receive sufficient applications for the position. The manager will shortlist candidates based on the best match free from any selection bias.

At least two rounds of interviews will be scheduled with the shortlisted candidates to assess the suitability of the candidate for the job. One round will be conducted by the manager and if successful then the second round will be conducted by the academic board. The interview may be telephonic. Additional rounds may be scheduled as required.

Upon shortlisting of a candidate an email confirmation will be sent to them informing them of the same. A preferred time, date and location will also be provided for the first round of interview with the manager. Once the interview takes place, based on the manager's recommendation the candidate may or may not move to the next round of interview. If the candidate is successful, he/she will be notified of the time, date and location for the second round with the academic board.

Upon the second round of interview the academic board may either approve, reject or keep the candidate on hold until more candidates are interviewed.

The successful candidate will be notified of the compensation package (if not discussed earlier), and will be asked to submit a copy of his/her documents to RUSHFORD for verification of educational background, work experience etc.

Upon completion of the verification of documents and signing of the declaration form (if applicable) a letter of appointment and / or contract will be sent to the successful candidate for signatures. All required documents such as the list of appointed teachers will be updated for record keeping as applicable.

### Management and Performance of Academic Staff:

Rushford Business School acknowledges the importance of positively engaging with candidates at an early stage, and thus cementing a lasting impression of the school. The managers and directors of the Rushford Business School will provide all possible support to academic staff to help them perform to the best of their ability.

This policy is to assist Academic Staff to develop so as to contribute to the quality of their working life and career; and to align their work with the strategic objectives of the School, thus enhancing performance at all levels.

To achieve performance excellence, the School needs to constructively nurture and enhance performance, and have mechanisms to recognise performance excellence and to manage performance improvement. The management of academic staff process provides a framework for identifying, evaluating and developing performance that assists staff to meet individual professional and work goals as well as their collective work area and organisational goals.

This policy applies to all Academic Staff who are employed on a continuing or fixed-term basis for a period greater than 6 months. Staff on probation, participate in the Performance Review and Planning process annually using, as a minimum, the probationary criteria as the basis for their performance objectives.

This policy helps to ensure that:

- the School's Mission is upheld, strategic goals are achieved, activities and operations are enhanced, and effective customer service, including quality teaching and student support, are delivered;
- staff have a clear and agreed sense of their work, role and individual performance objectives and how these fit within the organisational objectives and the overall planning framework of the School;
- a process is in place for monitoring and reviewing and nurturing the achievements of individual staff and their objectives in the organisational context, and for providing feedback and evaluation on performance;
- a clear focus is placed on developmental strategies in support of the staff member's performance and career aspirations

This policy process provides the staff member and their nominated supervisor the opportunity to:

- affirm the staff member's contributions to the School;
- determine work priorities and performance expectations over the next annual review period;
- discuss the staff member's plans for taking annual, long service and other leave;
- discuss the annual workload and specifically the contribution to scholarship and administration;
- provide feedback in relation to individual performance, also with reference to work area and organisational goals;
- determine if the staff member is eligible for incremental advancement;
- identify if the staff member's performance may warrant reward and/or recognition;
- assess if the staff member is making the necessary progress in meeting probationary requirements;
- discuss and identify assistance and support that will be provided to improve performance where performance is assessed as requiring improvement;
- identify the support that will be provided for professional and career development;
- clarify the staff member's position and expected outcomes, if necessary;
- discuss career pathways, work patterns and/or pre-retirement arrangements;

- discuss knowledge, skills and competencies development to support career pathways; and
- discuss as appropriate, any personal/work issues that may impact on work performance.

## Process

The Performance Review and Planning process is retrospective for the performance review element of the process and prospective for the performance planning element.

Each year the staff member and the nominated supervisor meet to:

- discuss, review and assess the staff member's progress towards achievement of the career goals and agreed performance objectives, and
- establish the plan with career goals and performance objectives that are aligned to the academic career pathway,
- affirm contributions to the School, and
- identify any relevant professional development activities

The nominated supervisor initiates the process by contacting the staff member in writing to schedule a meeting.

In preparation for this meeting, the staff member will provide the nominated supervisor, the with a self-evaluation report. This information will be provided to the nominated supervisor on an agreed date prior to the scheduled meeting, normally no later than one week prior to the meeting date.

During the meeting the staff member and the nominated supervisor will discuss achievements in relation to the agreed objectives, areas of concern and/or extenuating circumstances and acknowledge and assess progress towards achieving professional and career development goals. The nominated supervisor and/or assistant supervisor will record comments regarding the staff member's performance against agreed performance objectives, workload relative to their career pathway, behavioural competencies, and, provide an overall performance rating. The staff member can record reflections regarding their achievements against agreed performance objectives and any factors impacting on the achievement of objectives. Further, through consultation, the nominated supervisor will discuss and refine the performance

objectives for the next year, record the agreed career pathway and any professional development activities.

The self-evaluation form will be signed by both the nominated supervisor and the staff member. A copy will be provided to the staff member. The original will be then forwarded by the nominated supervisor to Human Resources. Copies of the documentation arising from the discussions will be retained by the staff member and the nominated supervisor; and the original placed on the staff member's personal file held in Human Resources.

Discussions will be confidential to the staff member and the nominated supervisor.

## Frequency of Review

Staff members (except casual staff members, those on contracts of less than 6 months and guest lecturers) are to be reviewed annually under this Policy.

In addition to the formal annual process, regular informal discussions will occur between Academic Staff and their nominated supervisor about matters relating to their work and workplace. Such informal meetings may be initiated at the request of the staff member and/or the nominated supervisor.

### Summary of Changes

The scope and process of evaluation made clearer

### Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

# 16. Quality Assurance and Monitoring Policy

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## Section 1: Introduction

### Meaning

The Quality assurance and monitoring policy is designed to ensure quality culture for every aspect at Rushford. The policy ensures institutionalizing and communicating and training for upholding the quality. Regular policy and tasks reviews and quality audits are integrated in the system to develop a culture of quality maintenance.

### Objective

The key aims of this policy is

- To design a system which allows thoughtful and systematic system to uphold the academic and academic administration at Rushford,
- To promote institutional practices in a manner that allows incorporating best practices within the existing systems in place.

### Scope

All the stakeholders, especially the staff and faculty are required to apprise themselves of the quality control process so that they aim to adhere to the guidelines and always attempt to work in alignment with the expectations.

## Section 2: Procedure

### Key Functional areas of quality control at Rushford:

2. Quality enhancement of Curriculum design and development
3. Teaching Learning and Evaluation
4. Research, Innovation and Extension

5. Infrastructure and Learning Resources
6. Student Support and Progression
7. Governance, Leadership and Management
8. Institutional Values and Best Practices

Rushford's Internal Quality Assurance Cell aims to regularly review the practices in the above areas and suggests continuous improvement opportunities. The cell is activated in October 2021 and aims at planning and conducting meetings according to the Quality calendar. The cell aims to continually uphold the objectives of this policy as stated above, and to create a culture of quality appreciation by its stakeholders.

The guidelines provided in the document for quality enhancement are also continually reviewed based upon the stakeholders and academic board suggestions, and also incorporating any regulatory guidelines, if available.

Composition of the committee:

2. President
3. Director of Operations
4. Chief Academic Officer
5. 2 Faculty members
6. 1 Nomination from Students and Alumni
7. 1 Nomination of Industry expert

The curriculum development policy is in place that states the process of curriculum design and mentions various stakeholders who are involved in the process of curriculum design. The policy states



The course review process is an integral part of teaching learning and has been set in place. Its main purpose is to ensure continuous improvement in the course design and delivery for an enhanced student learning experience.

2. **Objective** – The objective of this process is to:

- Develop efficient and effective system for the design and implementation of courses to achieve higher student learning

The student learning involves 4 important areas of work for the purpose of enhancing quality of student-learning in our program:

- **Learning outcomes (LOs).** Statements of what the students are expected to know and understand and/or be able to demonstrate after the completion of a course.
- **Alignment.** Design the curriculum, teaching, learning and assessment to enable students to achieve the intended Learning Outcomes.
- **Assessment of outcomes.** Collect data on students' achievement of learning outcomes.
- **Continuous improvement.** Use outcome assessment data to inform further development and assessment of the course/program.

In order to amalgamate all these key inputs to develop a robust and augmented system of learning, a forward planning approach is followed and the course review process designed.

## Course Review Process

The course review process is highly systematic and structured in manner. It follows a step wise approach as described below. The development of this process provides latitude of an Action Plan for continuous improvement of course design.

### *2.1 Review Course Specification and Assessment Handbook*

As the first step, the faculty prepares or revisits course specification and assessment handbook for its contents, pedagogy and desired outcome using the format of the course outline.

### *2.2 External Evaluator Feedback*

The course design and the assessment handbook are shared with the external evaluator from the partner University for the feedback on course contents, assessment components and overall structure of the course. The feedback is communicated as Email communication.

### *2.3 Student feedback (Interim and End Term)*

Student feedback is taken at the end of every course. The feedback is collected on basis of course content, delivery and learning environment (Appendix 2).

### *2.4 Course Review Process (Internal)*

The course is reviewed by the faculty in light of student result and overall performance, student feedback and faculty's self-reflections. The review process also incorporates the way forward planning for the course along with suggestions and approval of Chief Academic Officer (Appendix 3).

### *2.5 Course Moderation Process (External)*

The course moderation process incorporates the course feedback from the external evaluator in case of validated partner award on the specific assessment component of the course in the course review form (Appendix 3).

### *2.6 Exam Board*

This is program level review of all the courses and outcomes achieved by students and validates course delivery quality

### *2.7 Exam Board Feedback*

The exam board also ensures that the relevant feedback is shared with all faculty of respective courses. This feedback acts as a feeder for the development or modification of course description or assessments for the next iteration.

## **LMS REVIEW**

### **Introduction**

LMS is a crucial platform that ensures effective delivery of teaching learning. The LMS review process has been inspired by several reasons, including the recent shift from Canvas to Moodle. Its main purpose is to ensure consistency in design and content delivery across different courses on Moodle to enhance student learning experience.

**Objective** – The objective of this process is to:

- Ensure consistency in format, and structure across different course pages on Moodle.
- Review and moderate content on LMS.
- Ensure user friendliness in accessing and interacting with important links on course page.
- Identifying and troubleshooting technical errors.
- Focus on creating quality courses using feedback on current course designs.

**LMS Review Process:**

The LMS review process has been further classified into two different processes:

2. Review of Checkpoints
3. Course rating

**Review of Checkpoints:**

The LMS review process contains a few mandatory checkpoints. The mandates to be incorporated in every course are as follows:

- ✓ Announcements
- ✓ Tutor Group Forum
- ✓ Course Outline
- ✓ Study Planner
- ✓ Link for live webinar sessions
- ✓ Attendance
- ✓ Recorded webinar links in their respective weeks

- ✓ PowerPoint presentations of each week
- ✓ Reading material as required in relevant weeks

All course pages follow a similar flow of the above elements. The same is reviewed and checked to ensure consistency across courses pages. Review of Checkpoints is done twice in a semester.

**Course Rating:**

The LMS review also checks the quality of content that has been uploaded. The formatting used within the elements. This check is rated on a predefined scale using which a final rating score is awarded to respective course LMS pages. The LMS page is rated across the following eight categories (Appendix 1):

5. Content Management on LMS
6. Learner support and resources
7. Online organization and design
8. Instructional design and delivery
9. Innovative teaching with technology
10. Faculty use of student feedback
11. Assessment and evaluation of student learning
12. Webinar feedback

Course rating is conducted once in a semester.

Once the LMS review is complete, course leaders are first provided with formative feedback using which they are supposed to make desired changes. Once the changes have been made each course is given final summative feedback in the form of a rating score.

## Summary of Changes

April 2022:

1. The policy has been completely re-evaluated and the 7 quality parameters has been identified. Each one of these parameters will require independent reviews from respective committees to define the processes. Until now, course review, LMS review and faculty review has been added.

## Appendices:

### Appendix 1: Student Feedback Form



RBS-SETsQuestionnaire (1).docx

### Appendix 2: Course Review and Moderation Form



A2-CRMF.docx

### Appendix 3: Course LMS Rating



A3-Module Rating.docx

## Further Clarification, if any

NA

## Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

# 17. External Communication and Publicity

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## Section 1: Introduction

### Meaning:

As competition for students and funding intensifies, the presentation of the School externally is of ever-increasing importance. Promotional and recruitment materials (advertisements, publications, web and digital content) play a major part in the student decision-making process; potentially any of these could form the basis of a contract between student and the School, and there is an increasing need to develop and maintain quality control mechanisms. The RUSHFORD BUSINESS SCHOOL academic standing and self-esteem are reflected in high standards of content and presentation.

The Marketing and Communications Division's team works with faculty to secure proactive media coverage relating to accomplishments, launches, research, announcements, or events, as well as to develop a panel of key commentators on a wide range of issues, ensuring that RBS spokespeople are called upon on a regular basis as debate contributors and to provide expert opinions in their fields.

### Objective:

This policy is created to serve as a guideline for the School's strategic approach to media publicity generating. This Policy aims to ensure that:

- The School presents and promotes itself to external audiences positively and effectively, making the best possible use of resources through strategic planning
- All promotional and recruitment materials, including web and digital content, represent and reflect the School's brand, culture and ethos in a coherent and consistent way. They should be accurate, up-to-date and representative; accessible and user-friendly; and effectively address the needs of potential applicants
- The highest possible standards of design and production are achieved within existing financial constraints

- The standard and content of academic publications appearing is consistent with the School's high academic standards
- Appropriate expertise and resources within the school are made available to academic and administrative departments in the preparation of student recruitment publications and publicity materials
- All regulatory requirements as per the Council of Private Education (CPE) are met regarding marketing and advertising
- The Policy has been approved by the Management of RUSHFORD BUSINESS SCHOOL. All departments are expected to work within the guidelines.

## Scope

This policy is applicable to all the stakeholders of Rushford Business School. It is to be observed that the staff and students behave in the same way online as they would in any other work-related capacity. The same rules, professional obligations, and guidelines apply online as they do offline when communicating with students/staff/colleagues/parents/alumni/donors/media and other university constituencies.

This policy should be read in conjunction with the data protection policy, code and conduct policy.

## Section 2: Procedure

A good structure providing for employees in each faculty is accommodated for in the policy to ensure that the School takes use of web-based technology, which is a new frontier of communication. The team will make sure that our web-based communication strategy is up to date, focusing on mutual understanding with our stakeholders, and that our products and services are accessible through various interactive forums.



## Responsibilities

The designated manager of Rushford Business School is responsible for:

- Overseeing, providing advice on, and implementing approved policy with regard to the content and production of student recruitment and corporate materials. These include prospectuses and other print materials, website content, digital content (including film), advertisements, signage, exhibition materials.
- Handling all corporate and departmental student recruitment advertising.
- Overseeing the production of any academic publications
- Supplying information regarding the School and its programmes for external websites, directories and guides
- Co-ordinating PR and media relations and acting as the School's official spokesperson
- Overseeing, monitoring and implementing approved policy on branding and corporate identity (if available)
- Advising on the use of external printers, designers, film companies, and other related suppliers, and ensuring that work produced by suppliers complies with School policies.
- Ensuring the advertisements and marketing materials are in accordance with the applicable regulations.

All departments and individual members of staff are expected to work within this Policy and framework and to ensure that all material intended for external distribution is produced in accordance with School policies and procedures.

Under the terms of the Policy, new or proposed programmes cannot be advertised or promoted without the prior approval of the Council of Private Education and notifying the Academic Board. Once written approval is obtained, such programmes can be promoted according to the guidelines in this policy.

## On Campus Broadcast Policy

Any company or individual wishing to record television, radio, or video transmissions on University of Limerick property must submit a written application to the Marketing and Communications Office, UL, at least 15 working days prior to the scheduled filming.

The request for filming/recording should include the following information:

- The nature of the filming/recording;
- the intended audiences and transmissions;
- the proposed locations;
- the equipment that will be used;
- the number of vehicles and personnel for whom access will be required, including the make, colour, and registration number of any vehicles; and
- the equipment that will be used.
- The duration of the filming/recording •
- The dates on which it is planned to film/record •
- The requestor's mobile contact information

Within seven working days after receiving the request, the Marketing and Communications Division will evaluate all possibilities and notify the requestor of the outcome.

## Events on the Web

The Marketing and Communications Division oversees the RBS homepage and updates on the Latest News and Upcoming Events which can be found at [Rushford.ch](http://Rushford.ch)

News

Events

Photography

Public Relations

Academic Conferences

Guest Lectures

## Social Media Policy

Social media are effective communication tools that have a huge impact on the School's reputation. Rushford Business School has developed this policy on how to best enhance and safeguard personal and professional reputations when participating in and using social media because they can involve overlaps between personal and institutional voice.

Copyright violations should be avoided. It is to be noted that RBS will not be accountable for any content submitted to social networking sites. Make sure you've read this policy before dealing with any social media on behalf of or in relation with UL.

### Withdrawal

Under the terms of the Policy, the Executive Management are authorised to query items which appear to contravene approved style or which fail to meet an adequate standard of presentation for the intended purpose.

Under certain circumstances, the Executive Management are also authorised to require that materials which do not meet the School's high standards are withdrawn from use. Examples may include potentially litigious or inaccurate content, statements made which cannot be supported by documentary evidence, badly designed or produced materials which fail to meet requirements laid down by the Policy, or materials which violate, or appear to violate, registered trademarks.

## Website

IT Services manage the technical and design aspects of the website, and provide assistance and advice to academic and administrative departments in the development of their pages. All websites and new web projects must be approved by the manager.

The manager is responsible for the content and branding of corporate and student recruitment pages.

All pages must follow approved brand guidelines. Unauthorised, illegal, poor quality or out-of-date contributions will not be uploaded, or will be removed from the website and referred to the contributor.

## External and joint activities

Where the School is working in conjunction with other agencies, requests for logos should be forwarded to the manager who will provide the logo in the appropriate format, together with guidelines for use.

### Stationery

All stationery (letterheads, compliment slips, business cards, etc) must be printed in the School's approved style after the manager's review. External vendors may be used for printing of the required stationery.

### Summary of Changes

The entire policy has been reviewed and revised

### Appendices:

NA

### Further Clarification, if any

### Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)

# 18. Management of External Partnership

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## Section 1: Introduction

### Meaning:

The formation of a partner relationship can be productive for Rushford Business School and the potential partner, leading to a variety of collaborations ranging from staff/student exchanges to collaborative programmes and research projects. The policy discusses the features of the academic partnerships, as well as the roles and responsibilities of people involved in managing and delivering partnerships, and provides an overview of the partnership lifecycle's various stages. The policy ensures that all students receive high-quality learning experience as a result of the School's growing range of collaboration activities, both domestically and globally. All collaborations will be evaluated for approval based on how well they connect with the Rushford Business School's goals.

### Objective:

The goal of this policy is to lay out the principles and procedures for developing, approving, monitoring, and reviewing educational collaborations with outside organisations.

### Scope

This policy should be followed by all stakeholders involved in managing external partnerships for the University. It applies to all provisions that leads to Rushford Business Schools' programme or credit award in partnership with an external partner. The policy intends to facilitate the establishment of meaningful and fruitful collaborations with external partners while not limiting innovation or research collaborations.

## Section 2: Procedure

A Strategic Partnership should enhance the overall reputation of Rushford Business School, and provide competitive benefits outside the partnership / alliance by contributing to the college's strategic objectives.

Rushford Business School's management is committed to screen through all the potential partners that are legally established & recognized by their home country authority as well as to ensure that these partners are meeting the selection criteria and in line with Rushford Business School's business direction before any legal contract is signed. Performance of external partners are reviewed and evaluated by Rushford Business School's management.

Our External partners include:

- Universities and/or other educational institutions;
- Course developers
- Marketing agencies

The purpose of a contractual relationship with external partner is to ensure that the partner value-adds to the holistic experience of the students and at the same time supports the vision and mission of Rushford Business School. To protect the interest and reputation of Rushford Business School, the partner's contract will only be renewed if the partner does not engage in any false, misleading and deceptive conduct or contravene any expectation in the contract.

The partnership must not infringe any national interest, and violate any laws and regulations of relevant government agency.

Any association with any external organization with regard to any programs offered by the Rushford Business School will be notified to the Council of Private Education (CPE) as per the applicable requirements.

### **Transition Plan**

Should any unfortunate circumstances happen for whatsoever reason(s), Rushford Business School needs to cease the course(s) collaborated with any external School, Rushford Business School would adopt the following plans:

- To teach out the existing classes until the course is completed. The agreement with external School should include this clause in the Agreement;
- In the event that the teach out is not possible, Rushford Business School would match the module syllabus and credit level with other courses of similar level, and seek for the transfer of the credit of modules completed by affected students, and transfer the affected students to the other courses.

## Memorandum of Understanding

A Memorandum of Understanding can often help to extend a connection further, especially with international entities. Such agreements do not bind the University to specific activities and are not legally binding, but they are a useful instrument for demonstrating commitment to the ongoing growth of a partnership with a partner organisation.

## Approval of an Educational Partnership

The approval procedure is divided into three stages:

- c. initial approval to proceed;
- d. The partner's strategic approval;
- e. Program approval by academics.

## Initial approval to proceed

A new partner, as well as the extension of an existing relationship to another Faculty or a new academic field, requires partnership approval. The decision to proceed with a proposed partnership is made on the basis of strategic fit, risk assessment, possible advantages, and financial sustainability. The Initial Proposal Template (IPT) should be submitted during the initial discussions with a partner so that the School, Faculty, and staff can make an educated decision on the proposal's strategic fit and highlight issues that may be addressed early in the development process.



The proposal is then reviewed by the Head of Academic Unit for feedback and to offer proof of support; this is followed by scrutiny by the relevant Dean on behalf of the Faculty (s).

The Faculty Dean(s) will evaluate the proposal using the following criteria in order to determine if it should be pursued:

- a. The proposed alliance has a sound business reason.
- b. The proposed collaboration is in line with the Faculty and University's strategic goals.

All comments are compiled and forwarded to the Pro-Vice-Chancellor (Learning and Teaching) for consideration in granting institutional clearance to proceed forward with the development process.

### The partner's strategic approval

A proposed partner's strategic approval is needed to ensure that the plan is in line with the University's overall goal and that the partner is financially and academically stable.

When it comes to approving collaborations, both financial and academic aspects are equally important.

The level of approval and consideration necessary will be determined by the risk connected with the collaboration.

### Program approval by academics

The academic approval of any proposed partner is necessary to guarantee that the School is working with partners who have a good reputation and are compatible with the University's vision and goals, as well as having the capacity to deliver academically on the collaboration.

### Criteria for Approval

The committee will evaluate the proposed partner's suitability based on the following criteria.

- Is the partner in the proposed subject area(s) of appropriate status for the School to engage with?
- Has the partner delivered such programmes at a similar level before, or is he or she capable of doing so?
- Is the partner's track record of collaborating with other institutions acceptable?
- Is there a solid quality management system in place at the partner?
- Is the partner equipped (both physically and in terms of personnel) to deliver the proposal?
- Is the partner able to create a suitable and secure working environment for RBS students and employees?
- Has the partner been accused of or convicted of fraud, bribery, or corruption, or has there been any suggestion that they have used techniques that may be illegal in the course of their business?

## Due Diligence

Initial due diligence and the institutional visit are the foundations for full due diligence. It contains additional specific details to ensure that the partner meets the University's cooperation strategy and theme criteria. It will also confirm the partner's capacity and capability to provide University programmes effectively.

## Documents to be submitted for a partner's approval

The following papers will be evaluated by the committee in determining whether to recommend to a proposed provider be accepted:

- IPT has been approved.
- Partner Approval Template (this should be created in collaboration with the partner organisation and includes information about the organization's organisational structure, legal and financial status, and quality management procedures).
- Visit reports from programme proposers

- Evidence of the partner's Senior Management's support for the proposal
- Proposed Memorandum of Understanding.

Rushford Business School will provide a complete Partner Approval Template and other required documents to assist the proposed partner in preparing their documentation and to foster a transparent relationship.

## Renewal of the partnership

The committee is responsible for the renewal of partnerships, which occurs every five years. If stipulated in the Agreement or if substantial concerns with the partnership have been detected, a review can take place sooner.

The School will evaluate the following factors when deciding whether or not to propose the renewal of partnership:

- Whether the collaboration's rationale is still valid.
- How closely the collaboration adheres to the University's strategy and mission.
- Whether the partner is still in good academic, financial, and legal standing.
- Whether the collaboration has met and will continue to fulfil academic requirements and provide suitable learning, teaching, and student experiences.
- Whether the collaboration has worked in accordance with the legal Agreement's conditions.
- Determine whether the business case is still valid.

## Suspension and termination of a partnership

Rushford Business School may choose to end or suspend the partnership, seeking advice and direction from the staff and the Learning and Teaching Team or for any reason found valid.

### Summary of Changes

NA

Appendices:

NA

Further Clarification, if any

NA

Contact Details

For any query, please contact per email at [academic@rushford.ch](mailto:academic@rushford.ch)



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