

# SWISS SCHOOL OF HIGHER EDUCATION Montreux



SWISS SCHOOL  
OF HIGHER EDUCATION

## Faculty Policy and Student Manual

*This manual has been designed as a guideline and support tool for Faculty to describe expected answers to students obligations: it therefore mixes both the “student policy” (generally in grey shade) and the “faculty policy” (generally not shaded)*



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### Objective

This policy manual is designed to increase the efficiency and overall smooth operation of SSHE:

- reduce misunderstandings between students and faculty
- reduce misunderstandings between faculty and administration
- introduce consistency in the handling of the students

This document should be interpreted as the faculty version of the " Student Policy Manual". The text of the "Student Policy Manual" is reproduced below *(in a grey box)* and is followed by additional notes for faculty members.

This policy manual is designed to enhance the understanding between SSHE and its students.

SSHE students are mature, young adults studying for degrees in Business and Social specialties. This document contains a set of guidelines which will make clear the professional behaviour that is expected of all students. Where applicable, the possible consequences of operating outside of these guidelines are indicated.

Obviously a document of this type cannot cover every situation (and does not try to do so). In all disputes about the interpretation of these policy/guidelines, the decision of the Dean's Office will be final.

*Please note that SSHE reserves the right to modify or amend these policy guidelines in time for any next school term, and that at every time, the latest version will be the valid one.*

### Course/Seminar requirements

#### Course/Seminar Assignments

Each course consists of 26 in-class hours and 65 hours of homework for a total of 91 hours (= 4 ECTS credits or 2 US credits). It is the responsibility of faculty to ensure that homework assignments amounting to 65 hours of work for an average student are attributed during the 13-week term, i.e. reflecting about 5 hours per week. This may be more leading up to eventual mid-term (week 7) and end-term exams (week 13), as well as presentations/reports and be compensated with less during other weeks.

Under very specific circumstances (subject and/or faculty) courses could be replaced by seminars, workshops, visits. Typically, each seminar, workshop, visit will correspond to 12 in-class hours and 48 hours of homework for a total of 60 hours (= 3 ECTS credits or 1.5 US credits). It is the responsibility of faculty to ensure that homework assignments amounting to 48 hours of work for an average student are attributed during the 13-week term while the seminars, workshops, visits are generally given in schedules of 6 times 2hours, 4 times 3 hours or 3 times 4 hours. Seminars, workshops, visits do not generally include examinations. Any exceptional deviation to those rules, will be granted exclusively on an ad hoc basis by the Dean's office.

Each course or seminar should incorporate assignments to be completed outside the classroom. These can include for example, case studies, specific questions, projects and essays to be carried out individually or in groups.

Assignments are, of course, part of the learning process. In addition to a grade faculty should also indicate to the student factual mistakes and errors of reasoning: The "answers" to assignments could be discussed in class whenever it makes sense for the overall understanding of students.

## Course/Seminar Syllabus

The course/seminar should be prepared and conducted in accordance with the highest academic and teaching practices. Faculty must prepare thoroughly in advance and supply all necessary materials.

The 'Course/Seminar Syllabus' and adherence to it is an integral part of the contract between SSHE and faculty.

The 'Course/Seminar Syllabus' should follow the SSHE template:

- Course/seminar description
- Course/seminar structure (schedule, topics, assignments)
- Intended learning outcomes (course/seminar specific and link to SSHE programme and institutional ILO's)
- Self-learning activities
- Course/seminar material
- Examination(s) and grading procedure

## Content related requirements

Course/seminar, workshops, visits content:

- Each objective outlined in the course/seminar description is to be covered in a course/seminar and evaluated in the LO's. At SSHE, the emphasis is on practical learning. We are committed to creating a safe and powerful learning environment.
- The course/seminar should be constructed to allow participants to absorb all that needs to be learnt. Use of the full breath of available teaching support materials is highly recommended.
- The inter-active aspect of teaching style must prevail. Lectures should not exceed 50 mins. at a time. It is important to integrate light elements of relaxation involving all senses to ensure a successful mental integration.

## Examinations

The style of examinations will be determined by the individual faculty: it is important to remember that SSHE's mission is to produce "a professional business or social specialist executive who can become immediately operational in a global business environment". The value of typical school exams such as multiple-choice, true/false, or "fill in the blanks" examinations in this context must be questioned as they do not reflect the way professionals are tested in their work performance. Rather, testing the understanding of students through short written answers to questions, annotated calculations or financial analyses, written explanations, reflections or analytical discussions, as well as in-class presentations, are more akin to expected work outputs on a job.

It is up to the discretion of faculty to organise examination, mid-term or final, under the format of a presentation or report. It is strongly suggested to faculty to schedule the mid-term examination, presentation, report during week 7 of the term calendar and the final examination, presentation, report during week 13 (last) of the term calendar.

## Integration of studies

Students tend to look at each individual subject as a watertight compartment. Operating a business is not like that. Faculty should encourage "cross border" discussions.



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### Academic issues

#### Study Plans

A study plan will be designed for each student (it could be the general programme). The study plan shows which SSHE courses/seminars must be taken in order to fulfil the requirements for the degree, and the sequence. Changes in the study plan are only possible with the written approval of the Dean's Office.

#### Credits

Each course has a semester-hour credit value ("credits"), equivalent to 4 ECTS, or 2 US Credits.

Each seminar, workshop, visit has a semester-hour credit value ("credits"), generally equivalent to 3 ECTS, or 1.5 US Credits (except if differently agreed by the Dean's office)

Credits are only obtained for courses/seminars, workshops, visits, thesis/project/internship and which are part of the student's study plan and if the student has satisfied all the requirements, including:

- course assignments
- examinations
- participation
- thesis/project or internships

SSHE course/seminar transcripts will provide GPA as the division of the US Credits divided by quality points (see annex on Grading and Grade Point Average)

##### BACHELOR'S DEGREE: Required credits:

SSHE Bachelor Degree, TOTAL CREDITS needed: 180 ECTS/90 US credits

TOTAL number of courses/seminars, workshops, visits: 35 at each @ 4 ECTS / 2 US credits, plus 5 at each @ 2 ECTS/1 US credit (minimum), plus 1 thesis/project/internship at @ 30 ECTS/15 US credits

over 3 years (normal length) or 2 years (accelerated intensive).

Bachelor partnerships

Total credits earned at the end of the Bachelor will be identical to the above at SSHE.

##### MASTER'S DEGREE: Required credits:

Total courses/seminars, workshops, visits: 16 at SSHE (incl. electives) + Thesis/Project.

Credits earned in total: 90 ECTS / 45 US credits.

The courses/seminars, workshops, visits together earn 60 ECTS / 30 US credits; while the thesis/project is equivalent to 30 ECTS / 15 US credits.



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## Grading

All assignments are graded according to the descriptors below. These consist of the principal performance expectation descriptors in **large bold font**, and each one can be explained with the help of the six assessment criteria below. For each letter grade, these descriptors are applicable for individual assignments and for the entire course. SSHE Students must expect to be graded according to these descriptors of performance, but the professor will decide which of the six criteria will be applicable for which assignment or exam:

Course work and assignment and/or exam results  
Participation in class  
Participation in group work (including Peer Reviews)  
Independent analytical ability  
Contributing additional information, showing initiative  
Showing enthusiasm and dedication

NOTE: the underlined text below indicates changed text from the descriptor above.

Grade	%	Qual. Points	Descriptor of observed student performance
A+	95-100%	12	<p><b>Student's performance is outstanding</b></p> <p><i>Course work and assignment and/or exam results:</i> Exceeded all expectations in all domains and demonstrated to have achieved all Learning Objectives (LOs).</p> <p><i>Participation in class:</i> Has fully participated in class</p> <p><i>Participation in group work:</i> Performed exceptionally well in team projects or group work (even if other members did less well).</p> <p><i>Independent analytical ability:</i> Could summarize and evaluate or compare/contrast key elements between theory and practice or between experience and personal insights.</p> <p><i>Contributing additional information, showing initiative:</i> Student added numerous creative approaches or data relevant to the work at hand.</p> <p><i>Showing enthusiasm and dedication:</i> Student was inquisitive at all times with high self-motivation.</p>
A	90-94%	11	<p><b>Student's performance is excellent - Consistently exceeds expectations in all domains.</b></p> <p><i>Course work and assignment and/or exam results:</i> Exceeded all expectations in all domains and demonstrated to have achieved all Learning Objectives (LOs).</p> <p><i>Participation in class:</i> Has fully participated in class.</p> <p><i>Participation in group work:</i></p>



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			<p>Performed <u>well</u> in team projects or group work (even if other members did less well).</p> <p><b>Independent analytical ability:</b> Could summarize and evaluate or compare/contrast <u>some</u> key elements between theory and practice or between experience and personal insights.</p> <p><b>Contributing additional information, showing initiative:</b> Student added <u>some</u> creative approaches or data relevant to the work at hand.</p> <p><b>Showing enthusiasm and dedication:</b> <u>Was occasionally inquisitive but showed high self-motivation at all times.</u></p>
<b>A-</b>	<b>85-89%</b>	<b>10</b>	<p><b>Student's performance is notable - Exceeds expectations in some domains.</b></p> <p><b>Course work and assignment and/or exam results:</b> Exceeded <u>most</u> expectations in <u>some</u> domains and demonstrated to have achieved all Learning Objectives (LOs).</p> <p><b>Participation in class:</b> Has fully participated in class.</p> <p><b>Participation in group work:</b> Performed <u>well</u> in team projects or group work (even if other members did less well).</p> <p><b>Independent analytical ability:</b> Could summarize and evaluate or compare/contrast <u>one or two</u> key elements between theory and practice or between experience and personal insights.</p> <p><b>Contributing additional information, showing initiative:</b> Added <u>an approach</u> or <u>some data</u> relevant to the work at hand.</p> <p><b>Showing enthusiasm and dedication:</b> Student <u>showed self-motivation and dedication most of the time.</u></p>
<b>B+</b>	<b>80-84%</b>	<b>9</b>	<p><b>Student's performance is very good - Meets expectations in all domains as defined by professor.</b></p> <p><b>Course work and assignment and/or exam results:</b> <u>Met all expectations</u> and demonstrated to have achieved all Learning Objectives (LOs).</p> <p><b>Participation in class:</b> Has fully participated in class.</p> <p><b>Participation in group work:</b> Performed <u>satisfactorily</u> in team projects or group work (even if other members did less well).</p> <p><b>Independent analytical ability:</b> <u>Did not</u> summarize and evaluate or compare/contrast <u>any</u> key elements (<u>unless it was specifically required and thus expectation was met</u>).</p> <p><b>Contributing additional information, showing initiative:</b> Student <u>did not contribute additional information</u> (as it was not required and therefore not expected).</p> <p><b>Showing enthusiasm and dedication:</b> Student showed sufficient motivation/dedication to complete all tasks as expected.</p>
<b>B</b>	<b>75-79%</b>	<b>8</b>	<p><b>Student's performance is good - Does not meet expectations in all domains.</b></p> <p><b>Course work and assignment and/or exam results:</b></p>



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			<p><u>Did not meet expectations fully as expected, but still demonstrated to have achieved all or almost all Learning Objectives (LOs).</u></p> <p><b>Participation in class:</b> Has <u>mostly</u> participated in class.</p> <p><b>Participation in group work:</b> Performed <u>mostly satisfactorily</u> in team projects or group work (<u>was possibly influenced by other members who did less well</u>).</p> <p><b>Independent analytical ability:</b> <u>Did not show much analytical ability</u> to summarize and evaluate or compare/contrast any key elements (unless it was specifically required and thus expectation was met).</p> <p><b>Contributing additional information, showing initiative:</b> Student <u>did not contribute additional information</u>.</p> <p><b>Showing enthusiasm and dedication:</b> Student <u>showed only occasional self-motivation or dedication</u>.</p>
<b>B-</b>	<b>70-74%</b>	<b>7</b>	<p><b>Student's performance is adequate - Meets expectations only partially in numerous domains.</b></p> <p><b>Course work and assignment and/or exam results:</b> Did not meet expectations fully <u>but demonstrated to have achieved the majority (more than 3/4) of the Learning Objectives (LOs).</u></p> <p><b>Participation in class:</b> Has <u>participated only in some of the classes</u>.</p> <p><b>Participation in group work:</b> Performed <u>adequately</u> in team projects or group work (<u>was possibly influenced by other members who did less well or contributed to the overall lower performance of others in the group</u>).</p> <p><b>Independent analytical ability:</b> Did not show <u>any analytical ability</u> to summarize and evaluate or compare/contrast any key elements (<u>even when this was specifically required and expected</u>).</p> <p><b>Contributing additional information, showing initiative:</b> Student <u>did not contribute additional information</u>.</p> <p><b>Showing enthusiasm and dedication:</b> Student <u>showed little self-motivation or dedication</u>.</p>
<b>C</b>	<b>60-69%</b>	<b>6</b>	<p><b>Student's performance is acceptable - Does not meet expectations in most domains.</b></p> <p><b>Course work and assignment and/or exam results:</b> Did not meet expectations in most domains, <u>demonstrated to have achieved between ½ and ¾ of the Learning Objectives (LOs).</u></p> <p><b>Participation in class:</b> Has <u>hardly</u> participated in all the classes.</p> <p><b>Participation in group work:</b> Performed <u>poorly</u> in team projects or group work (<u>was possibly influenced by other members who did equally poorly or even contributed to the overall low performance of others in the group</u>).</p> <p><b>Independent analytical ability:</b> Did not show any analytical ability (even when this was specifically required and</p>





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			<p>expected).</p> <p><b>Contributing additional information, showing initiative:</b> Student did not contribute additional information.</p> <p><b>Showing enthusiasm and dedication:</b> Student <u>showed no motivation and had little interest.</u></p>
<b>D</b>	<b>50-59%</b>	<b>3</b>	<p><b>Student's performance is poor - Consistently fails to meet most expectations.</b></p> <p><b>Course work and assignment and/or exam results:</b> Did not meet expectations in most domains, <u>demonstrated to have achieved only about half or less of the Learning Objectives (LOs).</u></p> <p><b>Participation in class:</b> Has hardly participated in all the classes.</p> <p><b>Participation in group work:</b> Performed <u>very poorly</u> in team projects or group work (was possibly influenced by other members who did equally poorly or even contributed to the overall low performance of others in the group).</p> <p><b>Independent analytical ability:</b> Did not show any analytical ability.</p> <p><b>Contributing additional information, showing initiative:</b> Student did not contribute additional information.</p> <p><b>Showing enthusiasm and dedication:</b> Student showed no motivation and had little interest.</p>
<b>F</b>	<b>&gt;49%</b>	<b>0</b>	<p><b>Student's performance is insufficient - Fails to meet expectations in every domain.</b></p> <p><b>Course work and assignment and/or exam results:</b> <u>Student failed to meet expectations in all domains and thus failed to achieve any Learning Objective (LOs) in a demonstrable manner.</u></p> <p><b>Participation in class:</b> <u>Has missed all opportunities for participation in all the classes.</u></p> <p><b>Participation in group work:</b> Performed <u>too poorly</u> in team projects or group work <u>to be given a grade for any achievement based on personal effort.</u></p> <p><b>Independent analytical ability:</b> Did not show any analytical ability.</p> <p><b>Contributing additional information, showing initiative:</b> Student did not contribute additional information.</p> <p><b>Showing enthusiasm and dedication:</b> Student showed no motivation <u>or interest.</u></p> <p><b>Other reasons that merit an "F" grade:</b></p> <p><b>LATE OR INCOMPLETE ASSIGNMENTS:</b> An "F" grade is given for all late and/or incomplete submissions of assignments, unless faculty has previously stipulated otherwise (such as possibility for drafts to be revised).</p>



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			<p><b>BEHAVIOR-RELATED GRADE:</b></p> <p>Poor behavior also warrants a Fail grade for an assignment or for in-class participation, such as: uncooperative, disruptive or disturbing behavior towards the class, the faculty or towards other students.</p> <p><b>FAILURE OF ENTIRE COURSE:</b></p> <p>Should the student persistently behave in any of the above inappropriate ways, then, following at least one warning in writing from faculty to the student (e-mail with copy to Dean's Office) and a one-week trial period thereafter, the student can be given a "F" for the entire course by faculty.</p> <p>Failure of the course means it must be repeated.</p>
<p><i>Please note, the grades and descriptors are valid for individual as well as group assignments and for the participation grade. The final course grade is the weighted sum of the assignments/exams grades and of the participation grade.</i></p>			
<p>SSHE Students must expect to be graded according to the descriptors of performance above, but the professor decides which of the six criteria will be applicable for which assignment or exam.</p> <p>Only letter grades are issued for each assignment, exam, and for in-class participation. The grades listed above in the table are the only ones which can be accepted (e.g. "C+" does not exist)</p>			

Please note that all the above grades will be permanent in the transcript. The only exception is a conditional "F" that may be removed upon satisfactory completion of probationary performance expectations.

Faculty may not arrange to give the student a "second chance" e.g. to re-submit assignments, retake examinations etc., unless this is part of the option given to all students, preferably at the start of the assignment. A grade should be given on the performance available. Possible future amendment of the grade based on additional work will be discussed on an individual basis.

There are basically two different approaches to calculation of final grades - the absolute method and the relative method.

- the absolute approach looks at the student's performance – assignment, exams, participation – (in letter grades, quality points or percentage marks) and assigns a final letter grade independent of the performance of any other student.
- the relative approach takes the best performance of all the students and sets this at A; all other students are then scaled according to this performance to give a "normal" distribution of grades.

**The absolute approach for grading is the one which is preferred at SSHE, because it allows more consistency between courses. However, under specific circumstances, the relative approach may be used if documented by the professor**



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### Re-taking exams or re-doing assignments

Missed deadlines: Any assignment handed in by a student after the deadline will not be graded and receives an “F” grade. Any exam missed will result in an “F” grade for that exam. The professor will never arrange for a re-take or re-submission of an exam or assignment if the student is late or missed coming to class. Only one exception is possible when a proven medical issue of family emergency (with doctor’s or family’s letter) made it impossible for the student to attend to the exam/assignment. The decision on permitting such an exception can only be made by SSHE Dean’s Office after consulting with the faculty.

Students may be allowed to re-take an exam or re-do an assignment only if valid medical reasons or a family emergency prohibited the student to fulfil the official exam/assignment. Such a decision cannot be taken by the professor alone and final decision on whether this is possible must be taken by the Dean’s Office.

Faculty is not allowed to make individual agreements with students to attend only part of the course and/or take examinations only.

Faculty will not arrange to give students a “second chance” to submit an assignment, unless a resubmission on the basis of earlier feedback on the same assignment is part of the course work, such as in writing assignments where early drafts are also commented on by the professor or student peers.

### GPA & Probation

All grades together amount to an average which is arrived at in the following manner:

$$\frac{\text{Quality Points}}{\text{Credit Hours}} = \text{GPA (Grade Point Average)}$$

All students are expected to achieve sufficiently high GPA levels. If a student's accumulated GPA falls below a fixed level, a warning is given. (The minimum GPAs are: Term-GPA of 2.75 for Bachelor (at end of the first year), and a cumulative GPA of 2.5 for Bachelor at the end of studies; cumulative GPA of 2.5 for Master’s at the end of studies). If the GPA remains below the required level, the student is placed on probation.

A student may be placed on probation not only following low academic performance, but also because of poor attendance, repeated tardiness, or inappropriate behaviour in class.

The consequences of probation are as follows:

Probation during one school term (for reasons that occurred in the previous term) implies that the student’s academic and behavioural performance will be watched closely, that a reduction in the number of subjects/courses may be recommended over a longer period of time so that grades can be improved, or that higher performance (GPA) will be required in order to eliminate probation.

A second consecutive school term of being on probation will be accompanied by stiffer academic performance requirements and incurs an academic warning about the consequence following a third consecutive probation (see below).

A third consecutive term of probation is accompanied by still stiffer academic performance requirements and incurs a final academic warning. This warning being that if the student should not be able to eliminate the probation, then he/she will be asked to withdraw from the programme either temporarily or permanently.

## Graduation Requirements

### Bachelor's programs:

In order to be recommended for a degree, a student must:

- have a minimum number of credits: 170 ECTS
- to pass from year 1 to year 2, obtain a minimum required GPA: 2.75
- obtain a minimum final accumulated GPA of: 2.5

### Master's programs:

In order to be recommended for a degree, a student must:

- have a minimum number of credits: 90 ECTS
- obtain a minimum final accumulated GPA of: 2.5

Graduation Honours (Bachelor's & Master's)

Degrees are awarded to three grades of distinction:

Grade	Bachelor's GPA	Master's GPA
Cum Laude	TBD	
Magna Cum Laude	TBD	
Summa Cum Laude	TBD	

### Bachelor's and Master's programs: The Research Thesis/Project/Internship

The research thesis/project/internship is a significant part of the program. It is usually developed, written and handed in during the second half of the Master's program or the last semester of the Bachelor's programme

All requirements will be provided individually by the Dean's office and the supervising faculty to the students.

## Transfer credits

### Bachelor's program:

For the Bachelor degree, SSHE accepts transfer credits from recognised institutes of higher learning, provided the course description fits that of a course offered at SSHE and a satisfactory performance has been demonstrated. The thesis/project/internship should be completed at SSHE together with a minimum of 30 ECTS/15 US credits.

Originals or certified copies of transcripts are required in order to gain transfer credits.

Courses for which transfer credits have been obtained do not count towards the GPA.



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### Master's program:

For the Master degrees, SSHE accepts transfer credits from recognised institutes of higher learning, provided the course description fits that of a course offered at SSHE and a satisfactory performance has been demonstrated. The thesis/project should be completed at SSHE together with a minimum of 30 ETCS/15 US credits.

Originals or certified copies of transcripts are required in order to gain transfer credits.

Courses for which transfer credits have been obtained do not count towards the GPA.

Transfer credits can only be approved by the Dean's Office.

Faculty is not allowed to make individual agreements with students to attend only part of the course and/or take examinations only.

### Grade Reviews & Grade Appeals

Should a student doubt the correctness of a received grade for an assignment or a course/seminar, the student may stake the following steps to obtain either information on the reasons for the grade or request a re-consideration:

- **Grade Review:** student writes to faculty requesting an explanation of the grade taking into account his/her issue, thus verifying if there was an error in grading or if there is reason for the grade to get adjusted. Faculty replies in writing back to the student (with copy to the Dean's Office).
- **Grade Appeal:** if the student is still unhappy with the reply of faculty, the student forwards the email exchange to the Dean's Office. A formal grade appeal is then set in motion where independent faculty will review the student's work, faculty's evaluation and grade. The outcome of the grade from the appeal process will be final, and the independent faculty conclusion may be that the original grade was correct, too low (issues a higher grade) or too high (issues a new lower grade).

Grade reviews can only be requested within 30 days after the grades have been sent to the student. A grade appeal can only be requested 30 days following from the result of a grade review, or 60 days after the original course grade was sent to the student. Any requests for grade reviews after these deadlines cannot be considered.

The Dean's Office serves as a last instance in resolving disputes and their decisions are regarded as final.

## SSHE Academic Ground Rules

Bachelor's courses/seminars are held as professional business meetings. **It is faculty responsibility to ensure compliance of all these following points on an ongoing basis.** Students are known to be very resourceful to talk faculty out of this. Faculty should be strict.

Students are expected to conduct themselves at all times in a way consistent with mature young professionals who, within one to two years, will be out in the business world. One of the key aspects of this is respect and tolerance for the other people's views, opinions and needs

### Behavior related requirements

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[www.sshe.ch](http://www.sshe.ch)

#### Modeling SSHE's values

- Faculty is the face of SSHE. We expect a professional behavior to be in line with SSHE values and culture (see annexes). SSHE faculty and staff are chosen for their ability to model SSHE's values.
- Faculty is in charge of a classroom and responsible for enforcing SSHE's stated rules and regulations during his or her course/seminar module. The backbone of a safe and powerful learning environment is a clear structure of rules.
- SSHE pays particular attention to punctuality, tolerating nor lateness or delays in either personal attendance or material submission for any reasons, neither from students/participants or faculty.
- We care about continuous improvement and welcome a brief email to the Dean's Office from faculty after a course commenting on key issues, feedback on or from participants, positive or negative experiences as well as suggestions for improvement.

### Faculty guidelines on how to manage classes

#### At Bachelor's and Master's Level

All faculty are asked to follow the measures listed below to create a solid foundation for an effective teaching environment across all courses:

**1. The faculty policy manual serves as the MINIMAL level of classroom compliance**

Most if not all critical elements, that need to be enforced, are well defined in faculty and student policy manual.

**2. Behavioral compliance issues are NEVER discussed during class-time**

Each faculty handles behavioral issues differently. One thing that is critical, however, to avoid students to exploit potential weak spots each faculty may have, is not to enter into discussions with the students on whether they should comply. Worst is if students question or doubt faculty instructions during and in front of the class. Faculty have every right to simply impose instructions without further discussions or alternatively, if one particular student causes an issue, to hold more refined discussions during a break or at the end of a class. Professors should spend as much time with good students as with the problem ones.

- **Faculty are UNQUESTIONABLY supported by the Dean (and the Dean's Office)**

No matter what measures faculty need to take to keep the class under control and to promote learning for the interested students, the Dean and Dean's Office will back faculty up in front of students, no questions asked! It might thereafter be decided to discuss if in future such situations can be handled better for mutual benefits.

**3. The ONLY material on tables are books, pen and paper – computers and devices only on specific authorization by faculty**

Faculty needs to protect the attentive and eager students from those who prevent an effective learning environment:



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- **Mobile devices, computers, iPads and all other electronic devices are PROHIBITED in the classroom except on specific authorization by faculty**
- **Except for water bottle, there should be no drinks or food allowed in the classroom**

All students should write in full and sign a pledge before they write an exam or hand in a major assignment that is to be graded by a professor.

The pledge is as follows:

**“I take full responsibility for my learning and I pledge on my honor that I have not given or received any unauthorized assistance for this assignment or examination and that, except where I make due reference, this work is my own.”**

The pledge includes plagiarism and the following gives more explanation of what this means:

Any work submitted by a student in an exam or assignment must be the student's own work. If you present, as your own ideas, any material copied, paraphrased, or extensively drawn from the work of others (includes pictures, graphs, video), then you are plagiarizing—unless you give full citations for your sources. Of course, you may make full use of ideas, arguments and information obtained from others and from published material, but you must make clear in a footnote or in-text note whose work you are drawing on (paraphrasing). Failure to cite your sources will result in a failing grade for that assignment.

Should an issue require a final decision, then the Dean's Office serves as a last instance in resolving disputes and its decision will be regarded as final.

### **Plagiarism is UNIFORMLY explained and judged across all courses/seminars and programs**

A systematic control of the originality of each submitted assignment needs to be enforced by faculty. An F will be given for the plagiarized assignment the first time. If it happens a second time with the same student, a meeting with the Dean's Office will be scheduled and the student risks receiving an “F” grade for the entire course/seminar. A further repeat of plagiarism may lead to the exclusion of the student from SSHE.

### **Attending Class: Punctuality**

SSHE subscribes to a professional work environment and requires that participants and students arrive on time in class or for other appointments with a professor, advisor or a thesis/project supervisor.

Also, leaving a class before the end is not allowed.

### **Class cancellations**

Except in case of extenuating emergency circumstances, If faculty need to cancel a class (generally for conflicting business schedules), he/she must do so at least 3 weeks prior to the class start date.

### **Class Attendance**

All SSHE courses/seminars require active participation in the classroom. Students are expected to attend ALL of the scheduled classes. Non-attendance will have a negative effect on the grade because of lacking participation in class and because the final grade will be lowered for missed classes.

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**No class can be missed** (this includes tardiness). There is no tolerated number of absences.

Should a student be absent three times (incl. tardiness), then the student will automatically be placed on probation. The grade will also automatically be lowered accordingly.

There is no such option as to withdraw from a course/seminar. Students who are signed up for a course/seminar are expected to attend the course.

Leaving a class before it has finished will be counted as 1 absence, except with express permission by faculty in exceptional cases.

### WHAT TO DO IF STUDENT MUST MISS A CLASS OR ARRIVE LATE IN CLASS:

If a student must miss a class for reasons beyond his/her control, then, first, he/she must send faculty an e-mail/message before the start of class to say that he/she will unfortunately miss the class (please keep e-mails/messages in "sent" box or archive for future reference). Second, he/she must submit to SSHE a letter or note from a doctor, official or family member to explain the absence.

If a student arrives late in class, he/she should apologise to faculty at the first break (no additional disturbance at class entry) and explain the reasons for tardiness. Faculty will decide if it is a reason beyond student's control or not.

**HEALTH:** Students who are sick for more than two consecutive days are required to obtain a medical certificate/note and bring this to SSHE.

There exist absences which are not in student's control. Only four kinds will be considered for an excused absence, and these are:

- 1) Illness – you must bring a doctor's certificate/note;
- 2) Family emergencies – you must have a letter from parents or family members directly concerned;
- 3) Catch-up class that clashes with the class you are normally scheduled for;
- 4) Official appointments at a government office or for a job interview that clash with a class.

**PLEASE NOTE:** absences within these categories can only be excused if accompanied by a written note, a statement or an appointment letter. Such written notes must be written by an official, a doctor, or a family member and must be submitted to SSHE at the latest by the end of the given school term. The authors of these notes must give their personal contact details on the letter. Only with written statements/letters of this kind will an absence be considered excused. This means that such unavoidable absences will not count against the final course grade and, if necessary, will be taken into consideration should the student be placed on probation.

This rule must be strictly enforced. Faculty should remind students of this rule on an ongoing basis; i.e., **No class can be missed** (this includes tardiness). There is no tolerated number of absences.

Courses start and end on time. Faculty need to be an example in this.

### Class participation

Good participation in discussions is that unique combination of quality and quantity. For many people it is not a natural process. But because it is such an important characteristic required of business leaders, it must be actively encouraged in class.

Standing up in front of a group and making a presentation may be a nerve racking experience for many

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people: SSHE will endeavour to teach participants how to make a presentation. All participants should make at least one class presentation in each course. This is not mandatory in seminars.

### General Behavior

Faculty are expected to deal with general behaviour problems on an ongoing basis. Persistent offenders should be reported to the Dean.

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course/seminar depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behaviour.

A high standard of individual honor means that the student, must attend all classes and never be late.

Also, please consider that certain behaviors disrupt class, such as arriving late, a phone ringing, a student leaving in the middle of class. Professors have the authority to decide on the policies for their classroom regarding these and similar behaviors that may disrupt the learning environment. All members, students and participants of the class are expected to respect the learning environment and the lecturer's efforts to maintain it.

Students must be respectful of the faculty and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, i.e. reading materials other than the work set, may result in a low or F grade for participation, and possible referral to the Dean's Office

#### BEHAVIOR AND PROBATION:

**Students' behavior in class and at the school must, all times, be professional as on a job in an office. Should inappropriate behavior be reported by any faculty, the student will then receive a warning from SSHE. If different faculty complain more than twice about a student behavior in class or outside of class at the school, then SSHE reserves the right to dismiss the student from the school, either temporarily or permanently. No recourse is possible following two written warnings from SSHE.**

If, because of disruptive behaviour, a student is told to leave the class, then faculty may give the student an Absence for that class. The student can make an appointment to meet with the Dean's Office. Faculty will send a report to the Dean's Office.

Finally, behaviour outside of SSHE does reflect on the school. Remember that it is in the student interest that SSHE maintains and expands its good reputation. Students who are found to have acted in an irresponsible manner may be asked to withdraw from the program.

### Substance abuse

Course participation and class interaction are central in SSHE teaching approach. Clearly, an open-minded, respectful listening attitude is critical. More to the point, it is evident that students who are under the influence of alcohol, medicine and/or drugs while at SSHE are not only in conflict with SSHE policy but diminish the value and quality of SSHE classes. During the term, SSHE reserve the right to do random substance tests without prior announcement. Students who test positive will be asked to withdraw from the program immediately.

### Poor Performance

In cases where it is suspected that poor performance (lateness, absenteeism, persistent tiredness, lack of concentration in class) may be due to illness (medical condition or substance abuse), SSHE reserves the



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right to ask the student to take a medical examination. Based upon the results of the medical examination a decision will be made about a reduced work load for the student. Refusal to have the medical examination could result in the student being asked to leave the program.

With regard to all the above, should an issue require a final decision, then the Dean's office serves as a last instance in resolving disputes and its decision will be regarded as final.

### iMobile telephones

Mobile phones are to be switched off and stored away. Making and receiving of calls or text messages on mobile telephones is not permitted during class time. This also means that permission will not be given to temporarily leave the classroom for this purpose.

During coffee breaks, students may use their mobile devices, but must switch them off and store them away at the end of the break.

### All electronic tools and computers

No electronic equipment will be used in class, including laptops, phones, ipods, pads, music players, etc., unless you have specific authorisation from faculty. This is a default policy: No electronic equipment at all during class time.

If for any reason a student is obliged to work with electronic equipment because of visual or other impairment, then authorisation must be obtained from the Dean's Office and the faculty.

Furthermore, at any time during a course/seminar, faculty has full authority to ban the use of electronic tools and equipment, even if in earlier classes/seminars their use was permitted. Faculty may demand at any time during a course that all students switch off and store away their personal electronic equipment before the beginning of a class or before an exam/assignment (all phones turned off anyway).

### Dress code

Students and faculty are expected to dress and behave professionally at all times.

SSHE expects students and faculty to dress in a business-like manner. SSHE does not want to tell students and faculty exactly what to wear, and it is certainly not a uniform. 'Business-like' can mean different things around the world, but where ever it is, there is common agreement that it is not untidy. Think about it as coming into contact with a potential client - what you wear will give an impression of you and your company.

Remember, if you wear inappropriate clothing (sloppy, untidy, unclean), you not only hurt your own image vis-à-vis colleagues and faculty (from whom you may want a reference letter one day), but you also degrade the image of the school vis-à-vis the businesses and organisations it collaborates with. The following examples are inappropriate in a business environment: tracksuit pants, shorts for men, midriff tops, flip-flops or slippers.



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### Food and drink

#### Food and Drink in class

Except for fresh water in bottles, food and drink are not allowed into the classroom.

#### Food and Drink outside of class-time

The kitchens are available for use by students and faculty. For clarity, alcohol and any other substance abuse is prohibited at SSHE.

### Health insurance

Health insurance is mandatory in Switzerland for every person residing in the country, even if you are a foreign student with an insurance from your country. You can obtain further information from the administration office at SSHE about the mandatory health insurance. If you already have an international insurance, you need to check with administration office first to see if it is accepted in Switzerland or how it can be validated for Switzerland.

### SSHE Grounds

SSHE grounds are completely non-smoking and should be kept tidy.

#### PLEASE:

Faculty **MUST** ensure that students clear their desks from any rubbish at the end of each class. They must make sure that the class is tidy for the following course/seminar.

An easy way to ensure the room is cleaned after class is for the professor to appoint one or two students –different ones each week – who takes responsibility for cleaning up when all leave the room after class.

If you see your students leave the grounds or the classroom untidy with empty cups or other rubbish, it is your responsibility to remind them to clean up after themselves. Tolerating low standards is of no help to anybody.

### Classrooms and study rooms

The classroom and study room are to be left as a professor would like to enter them. Students are invited to help re-arranging or cleaning up the classroom and study room after a course/seminar or a group work.

## SSHE Resources

### Wireless network

Please obtain the access code at the administrative office. Students can print on connected wireless printers.

### Email address

SSHE does not currently provide SSHE email addresses. Faculty and students should use their own private email addresses and connections. Under exceptional circumstances only will What's App (or for that purpose any other application) be accepted.

### Use of Printers/Photocopiers

In order to access the printers, which are located in the school, you must be in possession of your SSHE faculty/student card. Excessive use of photocopying/printing by students will be monitored and costs reimbursement may be asked to students.

## Quality Assurance

SSHE is committed to a program of continuous course/seminar and program improvement. This can only be achieved by evaluation of performance and the feeding back of the results into the teaching process. At SSHE we achieve this by using a combination of evaluation forms and direct interviews. Each course is assessed from both the faculty and students point of view. The tools which are used are described below.

### Course Evaluation Questionnaire

At the end of the course, before the grades are released, each student will be asked to complete the 'Course Evaluation Questionnaire'.

### Exit Interview

When they have finished their studies, students may undergo an 'Exit Interview' with the school administration or the Dean's office

### Learning Objectives

At the end of the course/seminar, but before the grades are released, faculty is asked to complete a qualitative assessment form that provides two things: an assessment of whether or not each student in the class achieved the intended Learning Objectives, and it offers the space for faculty to write a personal note about students' overall performance in the course/seminar. These forms serve two purposes: first, if needed, the students will get to read how his/her performance is assessed by faculty, and second, SSHE can report on the effectiveness of the learning objectives to accreditation.



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### SSHE E-learning/distance learning

As a part of hybrid or online learning all SSHE students have access to various digital tools and supporting software. These are mainly Google class, Perlego and Zoom. This mix of digital solutions allows students some following perks:

- 1) Access to classes live or via recordings from any part of the world
- 2) Hub of all materials and assignments in one place, plus an additional communication channel with teacher
- 3) Digital library, where all recommended reading and additional learning materials can be found

Below we give some short recommendation on how to use each of the digital tools.

#### **Access Library and Research Support**

All SSHE students have access to Perlego digital library. Feel free to ask administration regarding your login details and how you can use digital materials from Perlego.

#### **Tips about what your instructor expects from you during online classes**

Make sure your camera is ON and not covered up.

Your professor may expect students to raise their hands digitally or ask questions via chat, or, if the class is small, you may just raise your hand like you would in person.

Look at the camera when you talk to make eye contact

Depending on how the course is set up, the instructor might have to unmute your microphone. In other cases, you might be able to unmute yourself.

If you have your microphone muted and no video on throughout the whole class, consider what that might look like to an instructor. You may have very good reasons for this, but it might appear as though you are not paying attention.

#### **Using Zoom from a Student Perspective**

Zoom may be used by faculty for hosting virtual, synchronous classes, offering office hours, and leading review sessions. Students automatically have a Cornell Zoom account. Just install the

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software and you'll be ready to go. You can install Zoom on Windows, MacOS, iOS, and Android devices.

Test your Zoom setup by trying a Test Meeting to make sure your audio/video is set up correctly.

Find the Zoom meeting link for your class

Once you've found the link, join the Zoom session by clicking on the link. Plan to "arrive" a few minutes early. Follow the instructions to join the audio and mute yourself and/or turn off your video. You can unmute when you want to talk. In some cases, the instructor may be recording the session so that you can watch it later.

Remember that the online sessions may be recorded. This is still a classroom and adhering to normal classroom behaviors is still important.

Close all programs that you are not using (email, Microsoft Office, Adobe, etc).

Consider talking with your roommates, parents, siblings, or whoever else is using the internet bandwidth about when you need to be online.

Install the Zoom app rather than using it directly in a browser.

If you still have audio issues when you are talking, turn off your video when you need to speak. Or, if possible, call in using your phone and turn off your computer audio.

### **Google class access**

Every SSHE course will be connected to Google Class designated space, where all of the student assignments and materials, including a course syllabus, can be found.

In order to receive a link for the course, please follow the instructions of the teaching faculty or administration staff.

All updates and new publications from the moderator of the course (teaching faculty member) will be automatically notified via email to each of the participants (students).



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The quality assurance procedure followed is a cyclic one and includes the following steps:

### **Step 1** Preparation of the 'Course/Seminar Syllabus'

The 'Course/Seminar Syllabus' should follow the SSHE template:

- Course/seminar description
- Course/seminar structure (schedule, topics, assignments)
- Intended learning outcomes (course/seminar specific and link to SSHE ILO's)
- Self-learning activities
- Course/seminar material
- Examinations and grading procedure

### **Step 2** Starting the course

**Step 3** The 'Course/Seminar Evaluation Questionnaire' are completed by the students.

**Step 4** The results of the course/seminar evaluation are fed back to faculty, administration and the Dean's office

**Step 5** The 'Course/Seminar Evaluation Questionnaire' forms could be discussed between the Dean's office and students, specifically

any anomalies are discussed with the student e.g. inconsistent answers; questions not answered  
results are summarised and sent to faculty  
individual comments of students are particularly relevant here  
where necessary a full statistical summary will be made

**Step 6** The 'Course/Seminar Evaluation Questionnaire' summaries are discussed between faculty and the Dean's office

**Step 7** Potential results of 5 and 6 must be incorporated into the various categories in the 'Course/Seminar Description' the next time the course/seminar is taught

### **Repeat Step 1**

The results of the thesis/project for Master's and 'Exit Interviews' should be fed into this procedure at Step 6 and used in Step 7.

## **Faculty Qualifications**

SSHE approach to business education is centred around the practical teaching of business practice, in order to equip graduates to be professional business executives who can become immediately operational and make a high contribution to business success. SSHE criteria for judging the ability of someone to teach a particular business subject (not applicable to general education) are threefold:

- does the person have practical experience of the subject in a real business situation?
- is the person skilled to provide an effective learning environment and to accompany the process of learning for the length of the course/seminar?
- does the person have the skills to communicate the subject to the students?
- can the person make the subject interesting, exciting, and stimulating?



The faculty member must be educated to at least Masters level or equivalent. SSHE may have to maintain a minimum percentage of doctorally qualified faculty in order to conform with the standards of certain accreditations. Under very special circumstances, recognised professionals without academic qualification may be invited to teach on specialist matters. This exemption may only be granted by the Dean's office.

### **Hiring Procedure**

All faculty will be hired after an interview with the Dean or his/her delegate. The interview will focus on the interviewee understanding the approach of SSHE to business education and describing how he/she can contribute to the achievement of the mission of the School.

Before hiring, the future faculty member should submit originals or certified copies of diplomas for all claimed qualifications. References from current and past employers, selected by the Dean or his/her delegate, must also be submitted. Where necessary and appropriate, the references will be checked by direct contact with the referrer.

A 'Letter of Appointment' will form the formal contract between SSHE and the faculty member. This clearly states the course/seminar to be taught, the timing and the compensation. The obligations of the faculty member in respect of maintaining deadlines, submission of attendance sheets, preparation of the course/seminar, rearrangement of lectures, and submission of final grades contained in this policy manual are a mandatory complement to the appointment letter.

### **Faculty Evaluation Procedure**

The key process used for faculty evaluation is contained in the section 'Evaluation of Courses/Seminars'. The Dean's office and the member of faculty must agree on the actions to be taken for any particular course/seminar as a result of the evaluations carried out.

In addition, the Dean's office will hold regular meetings with the members of faculty during the term to discuss on-going issues, and to take corrective actions if problems arise. Notes from these meetings will be placed in the member of faculty's personnel file.

Members of faculty must provide evidence of on-going activities to maintain the currency of their expertise. This could be in the form of meetings attended, consultant projects, or contribution to strategic business development.

### **Scholarly and Professional Activities**

Faculty members must be involved in professional activities which will enhance the depth and scope of their knowledge and that of their teaching disciplines, as well as the effectiveness of their teaching. These may include scholarly research, publication, and/or appropriate professional activities. Proof of such activities must be provided to SSHE on a regular basis, and will become part of the faculty member's file.

Faculty need to take part to continuous development programs. Affiliation to Professional bodies is highly recommended for lecturers without doctorates.

SSHE will regularly undertake the provision of specific pedagogy training. Potentially progress on newly trained matters will be checked with the faculty by an external reviewer.

### **Faculty Files**

For each member of faculty a file will be kept showing the record of courses taught and performance.





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The file will also contain a Curriculum Vitae for the member of faculty in a format fixed by the School. It is the responsibility of the member of faculty to make sure that the contents of the CV are current.

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END OF THE MAIN DOCUMENT

**Annexes below:**

- SSHE Vision, Mission and Values
- SSHE institutional learning objectives

## ANNEX 1: SSHE Mission, Vision and Values

### SSHE Vision and Mission Statement, Core Values and Behavioural Competencies

#### SSHE Vision and Mission Statement

We strive to become one of the most relevant private international schools with Swiss quality business higher education through the development of competent future leaders and ready to start specialists: we do this through the delivery of a comprehensive and highly practical students' experience based on

- entrepreneurial drive,
- teamwork,
- respect for all society stakeholders,
- commitment to excellence,
- responsible attitude towards sustainable development goals.

#### SSHE Core Values

- Entrepreneurial drive and proactivity

We develop people who take ownership of their ideas and run with them: they take responsibility to make things happen.

- Teamwork and respect

We develop people who understand that their success is dependent on their ability to work with and respect others.

- Commitment to excellence

We develop people who have a passion to succeed and strive for excellence in anything they do.

- Ethics

We develop people who have a profound sense of responsibility and humanity to mesh business and society.

- Student education centric

We develop people who are open to an inspiring, committed and responsible approach towards a great experience for all school's stakeholders.

#### SSHE Behavioural Competencies

- Open to change and to create opportunities

Adapt to circumstances; challenge status-quo; generate new ideas.



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- **Work together and share knowledge and information**

Share knowledge and information; respect and value input of others; cooperate; build talented teams; fight for ideas not with people.

- **Get it done**

Engage towards excellence; deliver results through decisive, accurate, quality and timely results.

- **Act responsibly**

Adhere and advertise school core values; foster trust, respect and solidarity between all world stakeholders (People, Planet, Profit).

- **Be honest**

Tell it like it is; have the courage to be honest with yourself and your colleagues; recognize your mistakes; call for help when needed.



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## ANNEX 2 : SSHE institutional learning outcomes

### SSHE Institutional Learning Outcomes

- **Conceptualise through analytical reasoning**

To understand and appreciate the value of frameworks and models that impact business performance and feed your own intellectual curiosity.

- **Apply a leadership and management perspective**

To challenges and solutions through problem identification, change anticipation, seizing opportunities with an adaptative, flexible, reactive, creative and innovative attitude; inspire others.

- **Confront proactively and constructively**

To challenge status-quo; to have the courage to bring disagreement into the open while fighting for ideas, not with people.

- **Build and energise talented teams**

To energise others; develop trust, understanding, excitement and alignment through diplomacy, leading by example and respect of others; to communicate accurately and precisely verbally and in writing.

- **Enable strategic vision**

To design and undertake substantial investigations to address global market trends and processes in order to develop and formulate meaningful strategies and courses of actions in multicultural and international settings.

- **Be always conscious of ethics, responsibility and sustainability**

To understand and adhere to a better world for business through the materiality and relevance of the UN sustainable development goals.

- **Develop autonomy, self-confidence, initiative**

To operate in a complex, unpredictable and/or specialized context; to act with initiative in decision-making; to request and access additional support when needed and accept full accountability for outcomes.