



**Geneva
Business School**
Real Business. Future Leaders.

VISION, MISSION AND **QUALITY ASSURANCE MODEL**

www.gbsge.com



VISION, MISSION AND QUALITY ASSURANCE MODEL



One Vision



One Mission and 3
Educational Pillars



Quality Assurance Model
and the 12 Commitments



**Geneva
Business School**
Real Business. Future Leaders.



GBS Vision



A 21st century Swiss educational
influencer for a sustainable society

GBS Mission



Ensure Student success and Academic Excellence



Manage the Institution efficiently in terms and allocation of resources



Engaging with local and international environments through mentoring, internships, research, company placements and transfers

GBS Mission

Defined by 3 Educational Pillars

Pillar 1

Ensuring Student Success and Academic Excellence

Continuously maintaining, improving and developing the quality of our education in order to meet changing market needs.



Offering a transparent presentation of all our academic programs.



Promoting innovation and inspiring leadership to answer the general needs of our students as well as specific requests from local and international firms.



Attracting professional faculty and worldwide students able to reveal or cultivate outstanding leadership and academic qualities.



GBS Mission

Defined by 3 Educational Pillars

Pillar 2



Engaging with local and international environments through mentoring, internships, research, company placements and transfers



Continuously improving the communication between the administration team, students and faculty for each campus as well as between campuses.



Managing and organising resources efficiently within and between campuses.



Developing the strategic enrolment plan and achieving set targets in order to ensure GBS's Sustainability.

GBS Mission

Pillar 3 | Defined by 3 Educational Pillars

ENGAGING WITH LOCAL AND INTERNATIONAL ENVIRONMENTS THROUGH MENTORING, INTERNSHIPS, RESEARCH, COMPANY PLACEMENTS AND TRANSFERS



GBS

Academic Broad-Based Goals

The academic business unit's mission and goals provide strategic direction for guiding its decision making. The academic business unit's outcomes assessment plan evaluates the extent to which the unit's mission and broad-based goals are being accomplished.

The broad-based goals at GBS represent the general aims or aspirations of the academic business unit and derive from the mission.

The broad-based goals of GBS are instrumental to the success of GBS in the sense that achievement of the goals would provide evidence that the academic business unit is accomplishing its mission.

Broad-Based Student Learning Goals:

- ▶ Understand and evaluate the major concepts of business applicable to companies of all sizes.
- ▶ Obtain business knowledge and understand the management processes involved.
- ▶ Learn the different types of effective communication skills.
- ▶ Capture the importance of personal and professional integrity.
- ▶ Apply the ethical ramifications of business decisions.

GBS

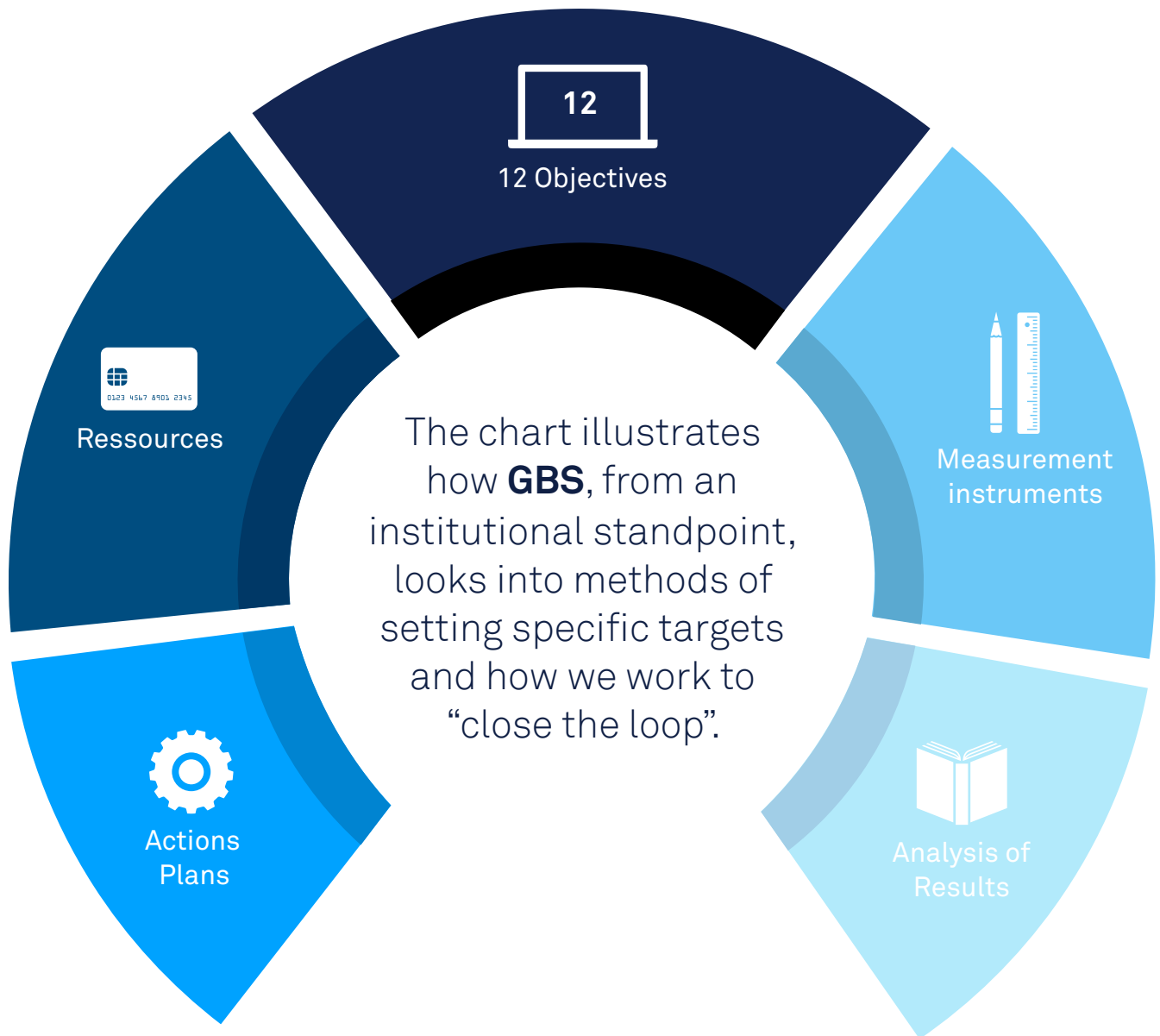
Academic Broad-Based Goals

Broad-Based Operational Goals:

- ▶ A curriculum to cater for students in order to provide them with the skills required in the professional workplace.
- ▶ Students with all necessary material and facilities to enable them to succeed in all courses.
- ▶ Faculty members to be composed primarily of active professionals.
- ▶ A program to prepare and allow students to participate in work placements following completion of their studies.

GBS

Quality Assurance Model



GBS ASSURANCE - DEVELOPED & INSPIRED BY 12 OBJECTIVES



12 Commitments

On an annual basis, each institutional services and programs are assessed using Direct and Indirect Measures. The various measures are meticulously chosen and implemented. The 12 Commitments, presented as 3 pillars, stem from the GBS Mission. The entire quality assurance cycle allows GBS to “close the loop” by prioritizing and assessing all its primary commitments. These Commitments, chosen and agreed upon by the GBS Executive Committee, are used as a means of measuring academic excellence over a predetermined period.



Measurement Instruments

A range of measurement tools is available to assess GBS practices and services. From an academic point of view, GBS evaluates and adopts methods of setting and measuring our specific Student Learning Outcomes for each program using carefully selected tools and evaluation techniques. GBS determines which tools to be used and when to implement them for each Commitments:

- Student results
- Satisfaction surveys
- Classroom observations
- External reviews
- Alumni testimonials
- Feedback from Dean
- CRM Analytics
- Social Media comments
- External statistical modules
- Referrals and Recommendations rates



Analysis of Results

For each of the 12 Commitments a series of quantitative and qualitative data are analysed and submitted to respective Committees who assess GBS practices and services performance.



Action Plans

GBS Committees set a plan of actions based on submitted data and reports. It is at this pivotal moment that the decisions are made to not only maintain or improve existing plans but simultaneously introduce new measures that will assist GBS even further in achieving the outlined goals.



Resources

Resources Allocation is granted by the Executive Committee to support action plans. Each decision is made with respect to mission’s accomplishment and with quality as a mindset.



**Geneva
Business School**
Real Business. Future Leaders.

www.gbsge.com