

Equality, Diversity and Inclusion Policy for UBI Business School

UBI Business School promotes an inclusive, equitable, and diverse environment. The School's commitment extends beyond the classroom to promote sustainable value creation and good citizenship by including them in all the School's learning activities. In particular:

- Inclusiveness. To create an open environment where all students, faculty, and staff feel heard, valued, respected, and supported;
- Equality. To promote equal opportunities and eliminate barriers based on race, gender, religion, disability, sexual orientation, or any other unrepresented group;
- Diversity. To celebrate diversity and leverage it as a strength in the [relevant] community, and
- Sustainability. To embed sustainability principles into the operations and education.

For example, 'Good Citizenship', one of the three School themes, broadly understood as balancing personal, business, and societal interests to contribute positively to society and promote a sustainable and inclusive economy, is the main driver in the design and implementation of educational activities at UBI. In fact it is embedded in the Intended Learning Objectives (ILO) of all programmes and as a result all demonstrations of achievement (assessments) include at least a question/task on good citizenship.

In addition and as part of the School's responsible management approach, UBI also seeks to provide *access* to quality education for people from underprivileged/developing origins as well as for underrepresented groups. For this purpose it has developed a 'hyflex' teaching method that allows students to participate in a programme from different parts of the world. In groups no larger than 35, students are always part of a cohort (i.e. not working in isolation) benefiting thus from horizontal learning, from the development of learning communities, and from the positive externalities of operating in a multicultural environment. In addition through this, graduates get a deep experience in engaging with technology, in hybrid modes of learning and working, in leadership in hybrid conditions, in virtual and F2F collaboration modes, and in the ability to build interpersonal trust in hybrid teams.

The programmes are taught synchronously from purpose-built hybrid rooms (students can participate F2F or online), framed by a pedagogic rationale supported by digital means. Because of this hyflex delivery UBI was shortlisted (among 3,000 participants) for the [2023 QS Reimagine Education Awards](#), in the 'Blended and Presence Learning' category. The *access* is tangible in the following areas:

- Developing regions. It allows candidates without the economic means to benefit from international education without the need to leave their homes/families, strengthening thus the impact into the local communities of their newly acquired knowledge and skills.
- Diversity. It helps students from underrepresented groups to engage in formal education thanks to an environment that is inclusive and supportive by nature due to its high diversity.
- Quality of teaching. Lecturers from UBI, many from developing regions (although based in Europe), have access to an UBI-funded development scheme leading to the Fellowship and/or Senior Fellowship of the Higher Education Academy (now Advance HE); a benchmark professional qualification for teaching quality worldwide. The School is one of the only six business schools members of Advance HE, and the only one offering such a scheme (although similar schemes can be found in large [state-run] universities).
- Technology. UBI is part of Microsoft Learning for Educators ([MSLE](#)) which offers a variety of educational resources, tools, and collaborative platforms to enhance teaching methodologies and foster innovative learning environments. Through this, both lecturers and students, have access to tools, software, platforms, coding, databases, etc, without extra cost. This means that teaching uses the latest available technology, and also students from around the world can have access to the latest Microsoft certifications, enhancing thus their knowledge and skills toolkit. UBI is one of the few business schools with this access, although it is more common in engineering, computer science, or data science higher education institutions.
- SDGs as part of the learning. Every project in the capstone element of each programme (called Integrative Management) needs to explicitly address at least one SDG.
- Entrepreneurship. All programmes offer the option to participate in UBI's Venture Creation Lab (VCL) as part of their capstone project. In this option students learn how companies are created and the importance of developing the right management team and skillset. This is the result of working with entrepreneurs and simulators, led by an experienced tutor, to develop innovative solutions. The outcome is a three-year stage-gate execution plan to transform the opportunity from an idea, supported by first-hand market data, into a viable new venture.

- Entrepreneurship in low-income contexts can be a powerful tool for economic empowerment, as it leverages skills to create businesses that address local needs and generate income. By fostering entrepreneurial skills, individuals in these contexts can break the cycle of poverty, drive community development, and create opportunities for themselves and others.
- Within the VCL to develop their project students have access to work with experienced mentors belonging to UBI's ecosystem.