Chapter 1 – About the Yhank Institute

Mission, vision and core values

The mission of the Yhank Institute is to offer high-quality higher education that is fully online, accessible, inclusive, and in line with the needs of the global market. Using advanced digital platforms and innovative methodologies, the Institute intends to overcome economic and geographical barriers, promoting flexible, modern and student-centered learning.

The Institute's vision is to become an international reference point in digital higher education, promoting academic excellence, technological innovation, sustainability and social responsibility. The values that guide the Institute's action are quality, inclusion, transparency, ethics, sustainability, continuous learning, and openness to change.

Accreditation and legal status

Yhank Institute is a registered trademark of Omniversity Edutech Ltd., a company with registered office in Malta, duly registered under registration number C 108859. The Institute is licensed to operate as a higher education institution by the Malta Further and Higher Education Authority (MFHEA), under License No. _____.

The Institute's activity is governed by the provisions of Subsidiary Legislation 607.03 – Further and Higher Education (Licensing, Accreditation and Quality Assurance) Regulations, and is subject to periodic checks by the national authority to ensure compliance with the required quality standards.

Organisational structure and key contact persons

The organization of the Yhank Institute is structured to ensure operational efficiency, teaching quality and adherence to regulatory standards. The governance of the Institute is divided into management, support and control bodies, each with well-defined roles and responsibilities.

- **Head of Institute.** He is the legal and academic representative of the Institute. He supervises all educational and administrative activities and ensures compliance with MFHEA regulations.

- **Administrative Director.** Responsible for the financial and operational management of the Institute, he coordinates the administrative staff and support services.

- **Quality Assurance Manager.** Coordinates the internal quality assurance system (AQI), plans and monitors periodic reviews, collects feedback and takes care of the implementation of the PDCA cycle.

- **Internal Quality Committee.** Composed of academic, administrative and student representatives, it supports the QA Manager in defining policies and analyzing qualitative results.

- **Data Protection Officer (DPO).** Oversees the application of GDPR regulations and the security of student and staff personal data.

- **E-learning Training Manager (Online Learning Coordinator).** Oversees the design and operation of the Online Learning Platform (VLE), accessibility of materials, and instructional innovation.

- **Information Systems Manager (IT Director).** Manages digital infrastructures and IT systems, ensuring continuity of services, IT security and technical assistance.

- **Programme coordinators.** Academic contact persons for each course of study, responsible for the consistency between learning outcomes, contents, methodologies and assessments.

- **Student Support Services.** These include figures dedicated to guidance, tutoring, psychological support, inclusion and accessibility.

- **Student representatives.** They participate in collegial bodies to bring the point of view of the student community and contribute to the improvement of the educational experience.

This structure allows for participatory, transparent and continuous improvement-oriented management, consistent with European standards for higher education.

The Institute's complete organizational chart is available on the official website and updated regularly to ensure transparency and accessibility to all stakeholders. https://yhank.com/our-structure

Accreditation and regulatory obligations

Yhank Institute is a Provider in the process of being recognized by the MFHEA and subject to all the obligations provided for by Subsidiary Legislation 607.03. Teachers are an integral part of the quality system and must comply with the provisions of the following official documents.

- *Internal Quality Assurance Manual (IQAM)*

- *Annex I – Quality Management Policy*

- *Annex F – Qualifications and Competencies*

- *Annex H – Ethical Use AI Policy*

- *Annex G – Organisational Structure*

- *YHANK Regulation on the Data Protection*

These documents can be consulted through the reserved portal and are regularly updated.

Chapter 2 – Role of the teacher and code of conduct

Function of the teacher in the Institute

In the academic model of the Yhank Institute, the lecturer takes on a central role in ensuring the quality of the educational experience. It does not limit itself to delivering content, but actively participates in the design of modules, the definition of learning outcomes (LOs), evaluation, monitoring of engagement and continuous improvement of training courses.

The lecturer works in close coordination with the **Programme Coordinator** and the **IQA Officer**, respecting the guidelines set out in the *Internal Quality Assurance Manual* and the *Quality Management Policy*. Their contribution is essential to ensure consistency between learning outcomes, contents, evaluations and MQF criteria.

Main tasks and responsibilities

The teacher's duties include.

- Participate in the design or updating of the module, defining clear, consistent and measurable learning outcomes;

- Prepare asynchronous teaching materials (e.g. videos, slides, documents, quizzes, case studies) according to the criteria provided by the VLE platform;

- Establish the methods of formative and summative assessment, including the definition of rubrics and marking criteria;

- Provide individual or collective feedback within the time frame set by the academic calendar;

- Monitor student interaction and report critical situations to the tutor or Programme Coordinator;

- Participate in periodic review processes (QA review) and internal or external audits;

- Adhere to the Institute's timelines, deadlines, and academic standards.

Teachers must operate independently but in line with the official principles and policies of the Institute, assuming responsibility for the content provided and the evaluations carried out.

Code of Conduct and Ethical Principles

Yhank Institute faculty members are required to adhere to exemplary professional behavior. The Code of Conduct sets out the following principles.

- **Academic integrity**. teachers must ensure transparency in evaluation criteria, fairness in relations with students, and compliance with the rules against plagiarism and misuse of AI.

- **Equity and inclusion**. Any form of discrimination is prohibited. Teachers must foster a virtual environment that respects cultural, linguistic, gender, opinion and ability diversity.

- **Confidentiality**. All students' personal and academic information must be treated with the utmost confidentiality, in accordance with the GDPR and the *YHANK Regulation on the Data Protection*.

- **Appropriate communication**. in forums, written feedback and direct messages, the teacher must use professional, clear, non-aggressive and always respectful language.

- **Correct use of technologies**. teachers are required to use the VLE platform and the digital tools provided appropriately, constantly updating the materials and ensuring the quality of the content.

Collaboration and coordination

The teacher collaborates with.

- The **Programme Coordinator**, to ensure didactic alignment, updating of content and annual review;

- The **Tutor**, to share observations on student behavior and performance;

- The **IQA Officer**, to participate in quality checks, contribute to assessment reports and implement corrective actions;

- Administrative **staff**, for technical reports, operational requests or documentary needs.

Each teacher is also required to participate, if summoned, in training refresher courses, workshops on digital teaching or internal evaluation meetings.

Chapter 3 – Instructional design and learning outcomes

Involvement of the teacher in the design

Yhank Institute adopts a model in which lecturers are directly involved in the design of courses and modules, in line with their area of expertise. Such involvement is essential to ensure that content is up-to-date, relevant to the professional context and aligned with the standards of the Malta Qualifications Framework (MQF).

Teachers are responsible for drafting or revising Module Templates, including learning outcomes, teaching methodology and assessment strategies. Each proposal is submitted for approval by the Programme Coordinator and the QA Officer, in accordance with the procedure described in the *Internal Quality Assurance Manual*.

Module structure and consistency with MQF

Each module is structured to be consistent with the assigned MQF level and to ensure a logical progression of skills. During the design phase, the teacher is required to.

- Identify learning outcomes that are clear, measurable and aligned with MQF indicators for the specific level of the course;

- Distinguish between knowledge, skills and competences and ensure that teaching activities cover all three dimensions;

- Ensure the correspondence between learning outcomes, proposed activities and evaluation methods (principle of constructive alignment);

- Propose active teaching strategies, based on cases, real problems, critical reflection, peer interaction and project work.

All modules must conform to the models and standards provided by the MFHEA, and the Institute verifies this compliance during internal approval.

Processing of educational content

The teacher is responsible for the creation of asynchronous content to be uploaded to the platform (VLE). These contents must be.

- Organized into microlearning units of up to 15 minutes for each video lesson;

- Accompanied by supplementary materials (slides, articles, short videos, links to external resources, etc.);

- Supported by self-assessment activities (quizzes, open questions, short cases);

- Inclusive and accessible (use of simple language, subtitles, attention to digital accessibility);

- Compliant with the graphic and technical guidelines provided by the Institute.

In the case of co-design, the teacher must collaborate with other teachers or with the Programme Coordinator to ensure homogeneity and coherence of training.

Reference documents

The teacher must use and comply with the following documents during the design phase.

- Official Module Template, which includes.

    o Title and form code

    o MQF level

    o Learning outcomes

    o Total learning hours / ECTS

    o Teaching methods

    o Types of assessment

    o Bibliographic indications (reading list)

- **ANNEX F –** Qualifications and Competencies establishes the minimum profiles required for teachers based on the level of the course.

- **IQAM and QA Policy (ANNEX I).** for the verification of responsibilities in the design and internal audit processes.

The use of up-to-date sources, adherence to scientific standards and the originality of the materials are the direct responsibility of the teacher, who is also responsible for them during the audit or QA review.

Chapter 4 – Online teaching delivery

Asynchronous teaching model

Yhank Institute adopts an entirely asynchronous and digital training model, based on the principles of modularity, flexibility, accessibility and student-centricity. The course is divided into short teaching units (microlearning), structured to be followed independently, but integrated by collaborative activities, interactive tools and moments of asynchronous support.

Teachers are responsible for creating content, structuring it within the platform, and monitoring student interaction.

Online form structure

Each online form is divided into.

- **Asynchronous video units** (max 15 minutes each), each dedicated to a specific topic, including.

  - Video lesson;

  - Accompanying slides;

  - In-depth texts or readings.

- **Active learning activities**, such as.

  - Reflective questions or quizzes;

  - Individual mini-projects;

  - Case studies to be analyzed;

  - Collaborative activities through shared forums or tools.

- **Supporting materials**. glossaries, checklists, external sources, templates.

The teacher uploads the content following the required format and collaborates with the support team to ensure compliance with the standards of graphic quality, language and accessibility.

Active student involvement

Although the model is asynchronous, it is essential that the teacher stimulates interaction and engagement through.

- Direct and inclusive language;

- Activities that require critical reflection and practical application;

- Forums with open questions or real cases to discuss;

- Personalized feedback on the activities carried out.

The teacher must also monitor the students' activity through the tracking tools offered by the VLE and report any critical issues to the Programme Coordinator or tutor.

Attendance tracking

The Institute provides a system for tracking completed activities (VLE logs, quizzes, uploads, participation in forums). The teacher can access.

- Content viewing statistics;

- Task completion status;

- Participation in forums and posted comments.

It is the responsibility of the teacher to refer inactive or critically performing students to the tutor or coordinator, so that personalized support measures can be initiated.

Using the VLE platform

The Virtual Learning Environment platform is the main tool for.

- Upload content and teaching materials;

- Create quizzes and tests;

- Activate forums and thematic discussions;

- Post feedback and ratings;

- Communicate with students in a traceable way.

Teachers receive technical training at the start of their assignment and can count on the continuous support of the ICT team for any need. Failure to use the platform correctly can compromise the quality of teaching and the educational effectiveness of the module.

Chapter 5 – Student Assessment

General principles

The evaluation system adopted by the Yhank Institute is based on the principles of.

- **Validity** – the evaluation measures what it claims to want to measure;

- **Reliability** – the process is replicable and justifiable;

- **Transparency** – the criteria are clear and communicated in advance;

- **Fairness** – no student is unduly advantaged or disadvantaged;

- **Alignment** – between learning outcomes, teaching methods and assessment tools (constructive alignment).

Each module includes one or more evaluation activities that contribute to the certification of the achievement of learning outcomes.

Academic integrity and use of artificial intelligence

Teachers must ensure that academic integrity is respected. It is forbidden.

- plagiarism;

- the presentation of content generated by AI tools without declaration;

- unauthorized collaboration on individual tests.

Each paper can be subjected to an anti-plagiarism check and, if applicable, a declaration of authenticity by the student. The official policy on the use of artificial intelligence is described in **Annex H – Ethical use AI policy**.

Alternative Resit and Assessments

In case of failure to pass the module, the student is entitled to a **resit session**. The teacher must.

- prepare an equivalent activity, consistent with the learning outcomes themselves;

- upload the materials and instructions to the platform within the deadlines indicated in the calendar;

- comply with the evaluation criteria already communicated.

The management of resit takes place according to the indications contained in the *IQAM* and in the policies of the individual course. In special cases (e.g. medical causes, documented events), an alternative assessment can be activated, subject to the approval of the Programme Coordinator.

Chapter 6 – Feedback and Interaction

The value of feedback in online training

In the context of asynchronous training, feedback is one of the main tools to support learning, fill gaps, encourage self-efficacy and keep the learner's motivation high. The teacher has the duty to offer constructive, timely, clear and consistent feedback with the evaluation criteria communicated.

Feedback is not limited to pointing out errors or assigning grades, but contributes to the formation of a virtual academic dialogue, capable of replacing the typical interaction of face-to-face contexts.

Types of feedback provided

The instructor can offer different types of feedback, depending on the nature of the activity.

- **Individual written feedback**, on evaluated papers (mandatory for all summative evaluations);

- **General or collective comments** in forums or on the margins of training exercises;

- **Automated feedback**, in the case of structured quizzes with a predefined answer (valid only for training activities, not for final exams);

- **Checklists or rubrics filled in**, returned to students together with the grade;

- **Audio or video feedback**, optional but appreciated as a more personal form of communication.

Minimum time and obligations

The teacher is required to comply with the following **standardized timelines**.

- **For correction and feedback of the evaluated activities**. maximum **10 working days** from the deadline of the delivery;

- **For responses to individual student requests via VLE message or email**. within **48 working hours** (excluding weekends and holidays);

- **For forum posts**. The instructor must actively monitor the forums at least **twice a week** and respond to the most relevant requests within 72 hours.

Failure to comply with the deadlines is monitored by the IQA Officer and may result in internal reports or exclusion from future collaborations.

Handling asynchronous interactions

The teacher interacts with students mainly through.

- **Thematic forums**, activated for each module and organized by lesson, topic or activity;

- **Comments on the tasks**, accessible directly on the VLE platform;

- **Private internal messaging**, to be used for individual issues, doubts about evaluations, operational difficulties.

The communicative tone must always be professional, encouraging, respectful and free of judgmental expressions. In case of inappropriate requests or critical situations (e.g. emotional stress, accusations, hostility), the teacher is required to promptly inform the Programme Coordinator and the IQA Officer.

Coordination with tutors and support

Tutors are the first point of reference for students in difficulty, but they do not provide evaluative feedback. The teacher is encouraged to.

- inform the tutor of any critical issues that have emerged from tests, tasks or interactions;

- involve the tutor in supporting the student (e.g. reminders, motivational follow-up);

- maintain the tracking of significant reports (from an audit perspective).

In addition, in the event of prolonged absences, non-participation or critical performance, the teacher must activate the internal protocol provided for the **management of students at risk**.

Chapter 7 – Quality, monitoring and improvement

The role of teachers in quality assurance

The quality of the educational offer is a pillar of the mission of the Yhank Institute. In this context, the teacher is not only a content provider but is actively involved in all phases of the continuous improvement cycle. design, implementation, monitoring, review.

The approach adopted is that of participatory **internal quality assurance**, in which each lecturer has the obligation to contribute to maintaining high academic, pedagogical and professional standards.

Monitoring tools and processes

The monitoring of teaching and evaluation activities is carried out in accordance with the procedures provided for in the *IQAM.* In particular, each teacher can be involved in.

- **Peer-review** of the modules. peer observation of teaching materials, evaluations and methodologies, with the compilation of appropriate forms;

- **Annual internal audits**. systematic review of accredited modules, carried out by the QA Officer or a designated team;

- **Review of evaluations**. sample verification of evaluation activities and feedback released;

- **Alignment check**. Examining the consistency between learning outcomes, content, activities, and rubrics.

All faculty are required to keep digital copies of their assessments, feedback, and assigned tests, so they can be **traced and transparent** in the event of an MFHEA audit or formal complaint.

Collecting student feedback

At the end of each module, students are invited to fill in an **anonymous evaluation questionnaire**, focused on.

- clarity of materials;

- quality of feedback received;

- usefulness of the proposed activities;

- effectiveness of communication with the teacher;

- overall satisfaction level.

The results are processed by the QA Officer and shared in aggregate form with the teacher and the Programme Coordinator. The teacher is required to view the results, reflect on the comments received and, if necessary, propose changes to the module being revised.

Reviewing and updating forms

Each lecturer is responsible for the academic maintenance of their module. This involves.

- the periodic updating of the contents based on disciplinary or regulatory evolution;

- the adaptation of the materials according to the feedback received;

- the replacement of obsolete examples, sources that are no longer accessible, dated references;

- the proposal of new teaching activities or evaluation strategies, where useful.

Upgrade requests are formalised through special forms and validated by the Programme Coordinator and the IQA Officer before being implemented in the VLE.

Reference documents

Teachers must know and comply with the provisions contained in.

- *Internal Quality Assurance Manual*

- *Annex I – Quality Management Policy*

- *Student Handbook* (to understand the student's expectations)

- *Official forms for form review, feedback, peer-review*

Any serious non-compliance with the quality procedures may result in exclusion from future teaching activities or revocation of the assignment.

Chapter 8 – Use of Artificial Intelligence and Digital Tools

Introduction to the use of AI in academia

Yhank Institute recognizes the value of artificial intelligence (AI) as a tool to support teaching, personalization of learning, and process efficiency. However, the use of AI by faculty is governed by a strict ethical policy, aimed at ensuring academic integrity, transparency, and respect for student rights.

The use of AI must be **complementary**, never a substitute for the academic responsibilities of the teacher, and always be traceable and declared in the materials.

General principles for teachers

According to *Annex H – Ethical Use AI Policy*, the teacher must comply with the following principles.

- **Transparency**. any content generated or co-generated by AI tools must be openly declared;

- **Accuracy**. AI-supported content must be critically verified by the teacher before publication;

- **Non-delegation of evaluation**. the evaluation of students can never be entrusted to automatic systems without human control;

- **Continuous training**. teachers are encouraged to train themselves on the conscious use of AI tools, especially in the educational field;

- **Respect for copyright and privacy**. the use of AI must not violate copyright or process personal data without authorization.

Any misuse, undeclared or detrimental to professional ethics will be reported to the QA Officer.

Allowed applications for teachers

Educators can use AI tools to.

- To elaborate preliminary traces of texts to be critically reworked;

- Generate quizzes or reflection questions for human review;

- Analyze learning patterns or identify critical areas in student behaviors (where required by the VLE);

- Translate content to be adapted locally;

- Support the writing of columns, objectives or short descriptions, provided that the content is always reviewed and validated.

It is forbidden to use AI to.

- Generate entirely unsupervised learning materials;

- Automatically correct written papers without revision;

- Simulate interactions with students or answers in forums;

- Drafting non-personalized evaluative feedback.

Accountability and traceability

All AI-generated content must be **explicitly flagged** in the document, VLE, or marginal notes. The teacher assumes full responsibility for the published material, even in the case of partial or assisted use.

During QA review or MFHEA audit, the QA Officer may request the instructor **to report on the use of AI,** including tools used, objectives, and control methods.

Official digital tools of the Institute

Teachers are required to use only the digital platforms and tools authorized by the Institute, including.

- **Virtual Learning Environment (VLE).** for the delivery of content, the management of teaching activities and interaction with students;

- **Institutional cloud storage system.** for the secure upload and sharing of teaching materials and documents;

- **Official design and evaluation models**, distributed in digital format.

In the case of external tools (e.g. Canva, Padlet, Quizlet, Genially), you must obtain prior authorization and ensure compliance with the data protection regulation.

Chapter 9 – Student Data Management and Privacy

1. Regulatory framework and responsibilities

All faculty members of the Yhank Institute are required to process student data in full compliance with the General Data Protection Regulation (GDPR), the Yhank Institute's Regulation on the Protection of Personal Data and the related internal guidelines available in Annex J – Student Information Storage System.

Teachers are considered subjects authorized to process data pursuant to the Regulations. They must restrict access to and use of data solely for purposes related to teaching, assessment and academic mentoring.

Chapter 9 – Student Data Management and Privacy

Confidentiality obligations and reference legislation

All teachers of the Yhank Institute are required to process students' personal data in full compliance with the provisions of the General Data Protection Regulation (GDPR) and the Internal Regulation on the protection of personal data adopted by the Institute (Yhank Regulation on the Data Protection). These provisions are also detailed in Annex J – Student information storage system, which regulates the methods of storing and accessing data in the context of the digital environment.

The teacher is considered an authorised data subject, pursuant to current legislation, and is obliged to operate in compliance with the principles of lawfulness, minimisation, integrity and confidentiality, exclusively for teaching, evaluation and academic support purposes.

Types of data accessible

During the teaching and evaluation activities, the teacher can access the following data.

- Personal and identification data of the student (name, ID, institutional email address);

- Information relating to academic career (attendance, assessments, educational progress);

- Papers, projects, exercises and contributions in forums;

- Reports or requests sent by students via the platform or via email.

It is absolutely forbidden to access, store or process data that is not relevant to one's teaching or institutional role.

Authorized access and digital tools

Access to data must take place exclusively through the digital tools made available by the Institute, including.

- **Virtual Learning Environment (VLE).** for the management of training activities, interactions and assessments;

- **SIS – Student Information System**. to consult authorized academic and personal data;

- **Protected archive for evaluation documents**. for the storage of exam papers and rubrics.

Storing personal student data on personal devices, external clouds, or media that do not comply with the Institute's security standards is not permitted. Any temporary copy must be deleted once the task for which it was needed is completed.

Duration of storage and liability

The teacher is required to comply with the principle of storage limitation. The data must be processed only for the time strictly necessary for the evaluation, and subsequently uploaded to institutional systems or archived according to the procedures provided.

The obligation of long-term storage (up to 40 years) lies exclusively with the Institute, which has set up centralized systems in compliance with current regulations.

The teacher may not keep personal copies of exams, identification data or evaluation rubrics beyond the term of academic validity of the module, unless explicitly authorized.

Data communication and sharing limits

Any communication of personal data must take place only through the official channels of the Institute and for academic purposes. You may not share.

- Grades, ratings, or feedback in public spaces or among students;

- Personal information via private emails or unauthorized platforms;

- Materials containing sensitive data without anonymization.

Any collaborations between teachers on specific cases must take place with traceable agreement and in compliance with the principle of necessity.

Reporting violations and liability

In the event of loss, unauthorized access, accidental export or violation of confidentiality, the teacher is obliged to immediately report the incident to the **Data Protection Officer (DPO)** of the Institute, activating the procedure described in the Internal Regulations.

Failure to report may result in disciplinary sanctions and personal legal liability, as well as damage the Institute's compliance with the audit.

Training and updates

All teachers must periodically participate in **mandatory data protection training courses**, organized by the DPO in collaboration with the QA Officer. Participation in these courses is a requirement for the renewal of the teaching assignment and for access to the sensitive systems of the Institute.

Chapter 10 – Rights, duties and legal responsibility of the teacher

Teacher's rights

Each teacher of the Yhank Institute, in compliance with his or her academic and contractual role, has the right to.

- **Academic freedom**. in compliance with the approved learning outcomes and methodological consistency, the teacher can propose contents, examples, case studies and pedagogical approaches freely, as long as they are compatible with the asynchronous nature of the teaching and the institutional evaluation criteria;

- **Access to continuing education**. the teacher has the right to participate, on a voluntary basis or at the invitation of the Institute, in refresher courses and seminars relating to teaching, pedagogical innovation, use of digital technologies and quality regulations;

- **Technical and organizational support**. the Institute guarantees dedicated support for the use of the VLE, the production of multimedia content and the resolution of technical problems related to online teaching;

- **Protection of intellectual property**. the original teaching materials produced by the teacher remain in the intellectual ownership of the author, unless otherwise agreed by contract. The Institute acquires a non-exclusive license of use for educational, internal and accreditation purposes.

- **Recognition of merit**. teachers can be involved in reward or internal enhancement initiatives based on the feedback received, the innovation introduced or active participation in quality improvement processes.

Duties of the teacher

The teaching assignment involves a series of professional and institutional obligations. The teacher is required to.

- **Design the module in line with the accredited learning outcomes** and MFHEA criteria, using the official formats;

- **Upload and promptly update the contents on the VLE platform**, respecting the times established by the academic calendar;

- **Evaluate objectively and transparently**, according to official headings, providing feedback within the established timeframe;

- **Comply with ethical and professional standards**, including the prohibition of plagiarism, misuse of artificial intelligence, and offensive or discriminatory communication;

- **Participate in quality assurance processes**, including internal audits, feedback collection, peer-reviews, and annual reviews;

- **Protection of privacy**. the teacher must scrupulously comply with internal regulations and laws on the protection of personal data, as already described in Chapter 9.

Legal and contractual liability

The teacher assumes **personal and direct responsibility** for any teaching action or communication carried out in the name and on behalf of the Institute. Especially.

- It is responsible for the veracity of the content uploaded to the platform and the feedback provided to students;

- Is responsible for any **errors or omissions** in the evaluation that cause damage to the students or the Institute;

- It may be subject to **internal audits** by the QA Officer, Programme Coordinator or Academic Director;

- In the event of a serious breach of contract, academic ethics or regulations, the Institute reserves the right to.

  o Revoke the appointment;

  o Report the conduct to the appropriate authorities (in case of fraud, privacy violations or deliberate damage);

  o Exclude the teacher from future collaborations.

Conflict of interest and declarations

Each teacher is obliged to promptly report any situations of conflict of interest, including economic, family or other relationships with students enrolled in the courses, collaborators or third parties involved in the evaluation. A declaration of absence of conflict is required at the time of signing the contract or assigning the assignment.

Chapter 11 – Contacts and references

Offices and reference figures

In the course of their academic activity, teachers can refer to a network of institutional figures who provide operational, technical, administrative and pedagogical support. The main figures and their respective areas of expertise are listed below.

- **Head of InstituteAcademic and legal director of the Institute. He supervises all teaching, administrative and strategic activities. It is the point of reference for**

institutional decisions, assignments and formal communications with external bodies. stackeholder@yhank.com

- **Academic Coordinator**
  Coordinates the planning and teaching coherence of the courses. He supervises the work of teachers, supports the definition of learning outcomes, approves changes to modules and assists in the resolution of complex academic problems. To be appointed

- **Internal Quality Assurance (IQA) Officer**
  Coordinates the internal quality assurance system. He is responsible for monitoring teaching performance, collecting feedback, internal audit processes and quality training. quality@yhank.com_____

- **Programme Coordinators**
  Direct contact persons for the individual courses of study. They collaborate with teachers in the management of modules, approve alternative assessments, receive reports on students and supervise compliance with the teaching calendar. To be appointed

- **ICT & VLE Support TeamAssists teachers in using the virtual learning platform, producing and uploading materials, solving technical problems, managing quizzes and tracking** online activities. VLE@yhank.com_____

- **Data Protection Officer (DPO)**
  Oversees compliance with regulations regarding the processing of personal data. He is the contact person for privacy reports, GDPR violations or requests for clarification on the use of student data . DPO@yhank.com_____

FAQ and technical-administrative support

To facilitate the daily work of teachers, the Institute provides an updated FAQ section within the VLE platform, where you can find quick answers to common questions related to.

- How to upload teaching materials;

- Structure of the modules and formats required;

- Submission and evaluation of the papers;

- Access to statistical reports on student performance;

- Procedures for reporting technical problems.

For any need that cannot be solved through FAQ, you can contact support by email at the official address. Email.__HR@yhank.com_____

Final Disclaimer

This *Lecturers Handbook* is an operational and informative guide for the teachers of the Yhank Institute. Its content has been prepared in accordance with the internal regulations,

quality documents, approved policies and MFHEA standards in force at the date of publication.

However, in the event of discrepancies, regulatory updates or institutional changes, **only the official documents approved by the Institute**, available in their most recent version on the confidential document platform, are authentic.

All teachers are required to.

- Periodically check the updated version of the regulations and official annexes;

- Refer to the **QA Officer** or **Academic Coordinator** for any interpretative doubts or clarification needs;

- Consider this manual as a tool of support and guidance, but **not a substitute for the formal documents of the Institute**.

The Institute reserves the right to modify the content of this document at any time to adapt it to new internal, external or regulatory provisions.