INTERNAL QUALITY ASSURANCE SYSTEM
MANUAL

ESADE Business School and ESADE Law School,
Ramon Llull University (URL)

For verification within the framework
of the AUDIT programme

Version 3
August 2014
Internal Quality Assurance System Manual

Version reviewed by the Vice-Dean of ESADE Programmes and Education Innovation and approved in accordance with procedure ESADE_D0_01 by Executive Committee (CEX) on May 2014

Change history

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<th>Date</th>
<th>Author</th>
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<td>1</td>
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<td>Quality Assurance Area</td>
<td>First Draft</td>
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<td>1.1</td>
<td>11/4/2008</td>
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<td>Quality Assurance Area</td>
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Appendix – Processes linked to the SGIQ manual
AUDIT PROGRAMME

ESADE has had an Internal Quality Assurance System Manual (QASM) in place since the first edition of the AUDIT programme during the academic year 2007/2008.

After this call, there have produced external changes in the centre with regards to the directives of the Manual as well as internal organizational changes adapting to the needs of stakeholders. Moreover, the own experience in the process applications of the Manual since its start has suggested the incorporation of operative improvements, in general focused towards an administrative simplification.

These reasons have led us to check the manual in the present second version of the manual, which has been approved by all responsible organs of the programme, including the processes assigned to the different directives.

PRESENTATION OF CENTRE

Name of Centre: ESADE

- Business School
- Law School

Official degrees awarded by the centre

The current official degrees offered by the Ramon Llull University can be found on the university’s official webpage http://www.url.edu/ca/estudis

Headquarters

Barcelona

Address

Av. Pedralbes 60-62
08034 Barcelona

Responsible for Quality Assurance System (SGIQ)

- Dr. Alfons Sauquet, Dean of the Business School
- Dr. Eduardo Berché, Dean of the Law School
Directive 0: General aspects concerning the Internal Quality Assurance System (SGIQ)

a) Process map with an unambiguous relationship between the processes in which the SGIQ is structured and the AUDIT programme’s guidelines.

Below you can find the processes map of ESADE which corresponds to the needs of stakeholders. On the other hand, they are giving continuity to the processes established by the Vice-Rectorate of Academic Policies of the URL (which list in each directive and in the appendix of the manual).
### b) Details of those responsible for each process

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The Annual Reports on each Programme (IST) include indicators established by the University in accordance with AQU guidelines. If they see fit, Vice-Deans and Programme Directors may add further indicators for decision-making on a given programme.

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<td>General aspects of the Internal Quality Assurance System</td>
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**d) How SGIQ documentation is managed**

The Quality Assurance Area manages the documentation covering the SGIQ:

- SGIQ documentation comprises the Manual and Procedures.
- This documentation is publicly available to all stakeholders through the ESADE website.
- Those in charge of programmes have Intranet access to documents covering activities planned for Quality Assurance processes (acts, reports and so on).

Regarding the coding of documents included in the manual, in order to facilitate understanding and adapt to the new structure of the manual, the existing process, *the EGPCP0110 Procedure for the Emission and Authorization of Documents*, was modified and has been established in the form of recommendations within the review process of the manual.

The nomenclature of the processes included in this manual consists of three sections:

- ESADE, to differentiate the documents issued and approved from the Rector of the URL regarding documentation issued and approved by the processes of ESADE.
- Dx, coding of the specific guideline specifies in which the process is referred to.
- Xx, the number of the process within the guideline. The version of the document will be included in the template itself.

Thus, and to illustrate the process regarding the monitoring, review and improvement of ESADE’s SGIQ manual, guideline 0 will have the following code: ESADE_D0_01

The revision of the documentations is related to the revision of the manual itself, so that by following the process ESADE_D0_01, there will be a regular revision and update, if necessary, of the manual and the processes connected to it.

**e) How overall review of SGIQ is carried out and improvements made**

The Internal Quality Assurance System manual was drawn up by ESADE in the light of both AUDIT programme requirements and has obtained a favourable assessment from AQU.

Substantial changes to the manual should be proposed by the Quality Assurance Area and approved by ESADE’s Executive Committee and by the Academic Boards for each programme and subsequently submitted to Ramon Llull University’s (URL) Vice-Dean’s Office for its approval.

Every two years, the Quality Assurance Area draws up an SGIQ monitoring report, which is submitted to the URL’s Vice-Dean Office.
Directive 1: How ESADE defines its QA policy and objectives regarding education

a) Guidance framework for ESADE’s Quality Policy and Objectives

The texts describing ESADE’s purposes and *modus operandi* are approved by the ESADE Foundation and are published in ESADE’s official website in the document: *Mission, values and teaching orientation*. This document explains the values stated by ESADE in defining and developing its functions and activities. Among other things, it mentions academic and professional skills, improvement and innovation, and social responsibility. These values inspire and form part of ESADE’s Quality Policy.

ESADE’s culture of quality is the fruit of a track record of drawing up policies, strategies and measures for improving the quality of its degrees, teaching activities, research and management. The strength of ESADE’s commitment to quality assurance can be seen in the fact that it was the first business school in Spain and one of the first in Europe to obtain the three most recognized business study accreditations (AMBA since 1994, EQUIS since 1998, AACSB since 2001).

b) Body in charge of the education quality policy and objectives

Functions:
The Executive Committee (CEX) is the body defining and approving Quality Assurance (QA) processes with a view to implementing, monitoring and improving them in each degree. Its QA decisions are debated and approved, as the case may be, by the Academic Boards (JA).

The CEX and Academic Boards’ task regarding QA processes are:
- Defining and verifying QA policies and objectives
- Ratification of the SGIQ manual and substantial manual amendments

Decision-making:
The CEX approves documents submitted for its consideration and takes other decisions it considers appropriate regarding QA. Such decisions must require an absolute majority of all members, whether present or absent. The Chairman may cast his vote to break a tie.

c) Stakeholders targeted by QA Policy and Objectives

Those involved in establishing, monitoring and reviewing ESADE’s QA Policy and Objectives:
- Management, deans, directors of strategic units, programme directors, as those in charge of organising programmes
- Faculty, as those directly in charge of imparting training
- Administrative and Service Staff (PAS), providing training support
• Students, who take part in and benefit from training
• Alumni / Employers, involved in continuous improvement of training

d) Defining, approving and implementing Quality Policy and Objectives

CEX is in charge of defining ESADE’s academic Quality Policy. The proposal is drawn up and submitted by the Vice-Dean of Education Programmes and Innovation. Among other things, the proposal must ensure that:

- Quality and Quality Assurance are key values guiding institutional measures;
- Quality Policy covers all ESADE’s education programmes;
- Quality Assurance procedures provide a framework for stakeholders to examine, reflect on and improve teaching and learning activities;
- Quality Policy is based on responsibility, transparency, participation and continuous improvement.

The formulation of Quality Policy and Objectives must be aligned with the mission, vision and values mentioned in Section (a) of this Directive.

Application of the quality objectives is linked to the content of the institution’s Strategic Plan with regard to quality improvements to academic/teaching and to innovation in learning processes.

Implementation of quality policy and objectives is assigned to the Vice-Dean of Education Programmes and Innovation and basically consists of:

- Reviewing and updating the Internal Quality Assurance System Manual.
- Co-ordinating implementation of the procedures set out in the SGIQ Manual by SGIQ managers.

Those mainly in charge of the various procedures are:

- Directors of strategic units and programme directors (PD), with regard to the chain of education activities underpinning each programme (syllabus, admission, teaching, exchange programmes, learning and professional guidance, etc.).
- Vice-Dean of Faculty and departmental directors, with regard to managing faculty.
- Vice-Dean of Education Programmes and Innovation, with regard to co-ordination and support of activities in the Quality Assurance sphere.
e) How information for reviewing education quality policy and objectives is gathered and analysed

At the end of each academic year, the Quality Assurance Area gathers the results of the various QA activities and processes and draws up an Annual Report. Its contents take into account the various QA tools used — especially those bearing on both home and foreign external QA agencies — as well as internal ones employed by URL and ESADE. It also includes analysis of proposed objectives and recommendation for improvements.

Information-gathering is based on: (1) QA agencies assessment reports; (2) annual reports drawn up by directors for the respective programmes; (3) the results of student and faculty surveys; (4) the information available to vice-deans; (5) information generated by the Quality Assurance Area.

f) Implementation of improvements stemming from review of the Quality Policy and Objectives

The first step is to publicise the decisions taken — something that is facilitated by the make-up of the CEX and the Academic Boards, which include stakeholder representatives and/or managers.

The SGIQ manual in force is subsequently published on the ESADE website. The Quality Assurance Area makes decisions known to those persons or groups responsible for their implementation.

The approved changes are made in each area as required. The Vice-Dean of Programmes Educational Innovation monitors operational implementation and deadlines.

g) Reference frameworks

The reference frameworks for defining ESADE’s Quality Policy and Objectives are as follows:

- ESADE’s mission, values, and teaching orientation
- ESADE’s Strategic Plan and strategic priorities
- URL’s mission
- URL’s Quality Policy
- URL’s Strategic Plan and strategic priorities
- The criteria, directives, and quality standards of the European Higher Education Area, AQU and international accreditation agencies (AACSB, EQUIS, AMBA)
h) Directive Processes

The processes established in the Vice- Rectorate of the URL are:

- MSGIQ-URL-FT-D1/01: Process of definition of the transversal policy and quality objectives of the URL

Those which correspond to ESADE:

- ESADE_D1_01: Definition of policies and quality objectives.
Directive 2: How ESADE ensures the quality of its programmes

a) The persons and bodies responsible for programmes

Structure:

Programme Director
A Programme Director is in charge of each degree. He is the academic in charge and among other things, is responsible for: general co-ordination; planning, development and supervision of teaching. In performing these duties, he keeps in close contact with faculty and their respective heads of department, and students. He takes account of the recommendations of all those involved in the learning process, the requirements of the SGIQ and the content of the approved Programme Report.

Strategic Activity Unit
In organisational terms, each programme falls under a Strategic Activity Unit (UEA). ESADE Business School’s current UEAs are: University Programmes (BBA and Masters programme for those lacking work experience), MBA, and Executive Education (EMBA programmes, URL Masters programmes, Post-Graduate programmes). The whole of the Law School constitutes an UEA. The Vice-Dean of Research is in charge of Research Masters programmes and doctorates.

Curriculum Committee
This is the academic body that evaluates and -where appropriate- approves the report proposal for new programmes or substantial changes to existing ones. Among the aspects it takes into account are: defining learning objectives; the syllabus; contents; teaching methods; teaching resources; evaluation and improvement of the degree. The Committee’s approval is required to launch any new programme or to make substantial changes to existing ones and for processing the administrative submission to the URL’s Vice-Rector’s Office and to the corresponding university agencies and authorities. The Committee’s composition and functions are set out in Procedure ESADE_D2_01.

Functions:
- Analysis and approval of the Report proposal requesting new programmes
- Analysis and approval of proposals for making substantial changes to existing programmes

Programmes requiring the approval of the Curriculum Committee are: official university degrees, URL own degrees and ESADE programmes lasting over 200 hours.
Directive 3 - How ESADE develops its training programmes to foster student learning

Composition

Permanent members:
- Vice-Dean of Programmes and Education Innovation, who acts as Chairman
- Director of the Strategic Activity Unit (UEA)
- Director of the Quality Assurance Area
- Director of the corresponding Department (in programmes of a functional nature)
- The Director of the corresponding Centre/Institute/Chair (in programmes of a sectorial nature)
- Programme Director (without vote)
- Director of the Academic Secretary's Office (without vote), acting as Committee Secretary

Elective members:
- Two faculty members, chosen by the Faculty
- One or two faculty members, nominated by the deans with a view to broadening the range of departments represented on the Committee
- The Chairman may, if he deems fit, appoint a faculty member who is an expert on the programme for evaluation.

Decision-making

Approval of submitted reports requires a two thirds majority of the whole Curriculum Committee. Votes may be delegated to other permanent members providing those conferring proxies have completed their evaluations by the submission deadline.

The decision may be one of the following:
- Approved
- Approved, subject to certain modifications being made
- Refused

Programme Academic Board (JA)

This comprises three kinds of stakeholders, all of which are directly involved in training: students, faculty, and programme management. It constitutes a participative body for improving the programme by considering needs and making proposals. The Board’s composition, purpose and functions are described in the Academic Board Regulations.

b) Stakeholders

- Trustees of the ESADE Foundation, as the highest decision-making body for the approval of new degrees
- ESADE’s Management Council, a representative consultative body, which may be asked to tender advice on new degrees.
- ESADE Executive Committee, responsible for the business school’s programme portfolio
- Programme Director
 Directive 3 - How ESADE develops its training programmes to foster student learning

- Programme Academic Board, as a body representing stakeholders in existing programmes (students, faculty, and programme management)

c) Process of defining, approving and implementing programmes

The task of defining, approving and implementing a new degree or making substantial changes to an existing one falls to the Programme Director, with the active support of the UEA Director. The approval of the proposal made by the Curriculum Committee lies at the process’ core. The Committee’s approval is required to proceed for consideration by ESADE and — in the case of official university degrees and the URL’s own degrees — by the URL (Vice-Rectorate) and university authorities.

The specific, up-to-date details are given in the Procedure for Approving and Reviewing Programmes (ESADE_D2_01).

The key features of the process are described below.

The Programme Director draws up the draft Report on the degree, basically following AQU’s VERIFICA [verification] norms. Among other things, the Report covers: learning objectives; syllabus; details of the course contents, ECTS and contact hours; the skills to be acquired; admission criteria; learning methods; resources needed (faculty, Administrative and Service Staff, classrooms, etc.) and financial viability.

The Report is evaluated by the Curriculum Committee, which bears in mind: the proposal’s academic consistency; the availability of the resources needed; where the degree would fit into the ESADE’s programme portfolio; market opportunity; compliance with the school’s quality standards and the system regulating university studies; the standards of external accreditation agencies; financial viability.

By virtue of Article 18 (2) the proposal for new official degrees approved by the Curriculum Committee must be submitted to ESADE’s Management Council and approved by ESADE Foundation’s Board of Trustees before it can be submitted to URL’s central services. The URL Rectorate’s Internal Quality Assurance System lays down the procedures for approving new degrees (approval by the Governing Board, etc.), submissions to the corresponding university authorities and agencies (MEC, DGU, AQU); gathering and dissemination of the responses obtained, and further measures should the proposal be turned down.

The Programme Director is responsible for implementing the new degree.

d) How information is gathered and analysed in the review for improving programmes

The overall results of the learning of students are perceived once they have graduated. Working in their chosen profession gives them a broader view of what they have learnt and the opportunity to contrast this with what their jobs require of them.
Information gleaned from graduates and employers needs to be put in temporal perspective. That said, short-term analyses allow worthwhile improvements to be made to programmes, thus benefiting students. The most immediate views of those directly involved in the learning process (students, faculty and programme management) can be compared with opinions culled from external sources. Taken together with annual indicators on academic results and job placement, this information gives rise to clear proposals for improvement.

There are two kinds of improvements to programmes: (1) those requiring short-term changes; (2) those involving substantial changes over the medium to long terms. Directive 2 covers more strategic programme changes, while Directive 3 covers more operational aspects.

In the first instance, the sources and procedures for gathering information are basically the same in both cases. Often, substantial changes are considered as the result of cumulative information and analysis, which is later broadened by other tools and mechanisms (see below).

Sources (depending on the stakeholders involved):

- Students:
  - End-of-course surveys
  - End-of-programme surveys (graduates)
  - Meetings with student representatives and the Programme Director

- Faculty:
  - Surveys on the Teaching Experience at the end of the academic year

- Programme Director:
  - Participation in sectorial commissions and social networks (EFMD, AACSB, etc)
  - Meetings with programme faculty
  - Participation in all stages of the training process

- Other:
  - Indicators (of efficiency, drop-out rates, etc.)
  - Admissions Service and Career Service
  - Alumni and Employers (supply and demand for graduates)
  - Accreditation Agencies (EQUIS, AACSB, AMBA and so on)
  - Expert Committees (International Advisory Board, Professional Councils)
  - Benchmarking with similarly recognised university programmes
  - Rankings

The data-gathering process depends on the source. Questionnaires are administered to students at the end of each training period under consideration (course, period or programme). Surveys are made on all courses and all degrees, whereas questionnaires for a given period (semester, module, term, etc.) depend on what each Programme Director decides. Questionnaires on Teaching Experience are administered to faculty at the end of the academic year.

The results are presented in various ways to faculty, departmental directors, the Dean’s Office and General Management.


**Analysis**

The Programme Director evaluates the information in accordance with the objectives set for the degree and compares this with that for other, similar programmes to discern the trend compared with previous years.

The analysis covers two aspects: programmes and faculty. Two perspectives are taken for this purpose — a short-term one (annual) and a long-term one.

Each Programme Director analyses the annual results for the degree for which he is responsible. The tool used for making this analysis is the Programme Monitoring Report (IST). The longer-term analysis is conducted by the Strategic Unit Director and Programme Director every three or four years, depending on trends in the sector, programme results and the opportunity presented in drawing up ESADE’s Strategic Plan.

This analysis guarantees the periodical revision of all programmes.

The Vice-Dean of Faculty and departmental directors are interested in both the results of faculty as a whole and of individual faculty members. The programme directors and the Vice-Dean’s Office of Programmes analyse the results for each of the degrees.

The analysis concludes in the detection of problems or needs and a proposal for improvements. The following reports are produced in the process:

- End-of-Year and/or end-of-programme reports for the Dean’s Office
- Annual Programme Monitoring Report (IST) for AQU.
- Report proposing substantial changes to the programme, where necessary
- Report proposing a new, replacement programme (VERIFICA), where necessary

The organisation of the contents of the End-of-Year Report and/or End-of-Programme Report is decided by the Vice-Dean of Education Programmes and Innovation and is intended for ESADE’s internal use.

The diagnosis and the proposals for improvements arising from it are considered by the corresponding deans.

The contents of the IST are stipulated by the URL Rector’s Office in accordance with AQU criteria and summarise the key information from the end-of-year report. Its purpose is to explain the needs identified, propose improvements and evaluate the implementation of those made in the previous academic year.

The process laid down by the Curriculum Committee is employed where substantial improvements are proposed.
Directive 3 - How ESADE develops its training programmes to foster student learning

**e) Implementation of improvements arising from review of programmes**

The Programme Director is in charge of proper implementation of the approved changes.

**f) Criteria for discard a programme**

Given that the funding of ESADE programmes comes from student registrations, a basic criterion for scrapping a course is lack of the demand that would make it financially viable.

Research Masters programmes and PhD programmes are an exception to this general rule, given that they are an inseparable part of ESADE’s research activities. Such programmes are linked to knowledge creation, the professional world and society. In these cases, one of these programmes is only scrapped when it fails to meet the aforementioned aims.

From a formal standpoint, a programme is scrapped when the scope of the improvements needed would require submission and acceptance under the VERIFICACIO process.

**g) Reference frameworks**

- Processes established by the Vice-Rectorate for the creation, approval, implementation and monitoring of programmes
- Royal Decree on the current organization of official university education
- AQU standards and guidelines
- ESADE flow chart
h) Directive processes

The processes established by the Vice-Rectorate of the URL are:

- MSGIQ-URL-FT-D2/01: Process of design and approval of new programmes
- MSGIQ-URL-FT-D2/02: Process of definition and approval of the overall training of the URL
- MSGIQ-URL-FT-D2/03: Process of monitoring the implementation of official programmes and accountability
- MSGIQ-URL-FT-D2/04: Process for approving and implementing modifications of official programmes
- MSGIQ-URL-FT-D2/05: Support processes in centres for the renovation of the accreditation of URL official programmes.

Those which correspond to ESADE

- ESADE_D2_01: Approval and revision of programme processes
- ESADE_D2_02: Process for the development of the Programme Monitoring Reports (IST)
- ESADE_D2_03: Programme Accreditation process
Directive 3: How ESADE develops its programmes to foster student learning

a) The organs responsible for developing measures covering programmes

The Programme Director takes all decisions and measures covering the development of a degree (ranging from admission to job placement). This excludes course teaching (detail and sequence of course contents, teaching material, pedagogical methods, evaluation system, etc.), which are the responsibility of the faculty member imparting the course.

To perform these tasks, the Programme Directors receive support from Admissions, Career Services, the Academic Secretary, ICT, International Relations and so on, such help being coordinated by the Director of the Strategic Activity Unit and the Vice-Dean of Education Programmes and Innovation. These help in various ways (guidance, teaching, exchanges, internships, teaching methods, etc.).

The most important aspects for programme development are explained in the Programme Report and are thus approved by the Curriculum Committee and by the AQU. Decisions on more operational aspects are taken by the Programme Director or by the corresponding support areas and are set out in the Programme Regulations. These regulations are drawn up by the Programme Director and presented to the Management Council and to the Academic Board, which then issue their respective reports.

The bodies responsible for training programmes are detailed in Directive 2. Apart from these, the following bodies also play a role:

- The Admission Committee. Its function and make-up is detailed in the Report for each programme.
- Faculty, who draw up the teaching guides for the courses they teach, including classroom methodologies and evaluation criteria.
- Career Services and the International Relations Service. These services manage internships and academic exchanges for each programme.
- Vice-Dean of Education Programmes and Innovation, who co-ordinates the measures bearing on training programmes.

b) Stakeholder groups

- ESADE students, as participants in the training process and as active collaborators in welcoming freshers.
- International Relations Service, as the body co-ordinating international exchanges
- Programme Academic Board, as the body representing stakeholders of existing programmes
- Programme Directors, charged with their respective degrees
- Department Directors, as those deciding the teaching load of their faculty members
- Admission Committee, as the body deciding whether or not to admit a candidate for a given programme.
Directive 3 - How ESADE develops its training programmes to foster student learning

- Career Services, which decides student allocation to internships
- ESADE faculty, who impart training
- Academic Secretary’s Office, which is in charge of students’ academic documentation, records of training activities and ensures compliance with the academic regulations for each programme and for classroom allocation

c) How ESADE defines, approves and implements the aforementioned measures

The aforementioned measures in this Directive are grouped depending on the document in which they are described:

- Programme Report
- Programme Regulations
- Teachers Guide
- Other documents

The measures set out in the Programme Report are drawn up by the Programme Director and approved by the Curriculum Committee, which also approves subsequent major changes. Minor changes are approved by the Programme Director and mentioned in the annual Programme Monitoring Report (IST). The Vice-Dean of Education Programmes and Innovation may, if he so chooses, convene the Curriculum Committee to analyse and approve minor changes.

Programme directors are responsible for implementing changes.

The measures set out in the Programme Regulations (and which go beyond the Report contents) are drawn up and implemented by the Programme Director and approved by the Academic Board. The changes shown in the Teachers Guide are drawn up and implemented by the faculty member imparting the course and are approved by the Programme Director.

Measures not appearing in any of the aforementioned three documents are drawn up and approved by the Programme Director.

d) How information for the aforementioned improvement-oriented reviews is gathered and analysed

The provisions of Directive 2, Section (d) apply to the gathering and analysis of information.

e) How improvements arising from the review of the aforementioned measures are implemented

The Programme Director is responsible for the proper implementation of the approved changes.
f) How processes bearing on education programmes are carried out

The purpose of the Quality Assurance Area’s internal audit of programmes is to check compliance with the procedures laid down in: SGIG; programme reports; Internal Regulations and other documents (whether internal or external) required in the QA field (AQU, AACSB, EQUIS, URL, the legislation in force, agreement with universities, etc.). In short, the aim is to verify that the proper indicators and criteria were used and that the stated results were obtained.

In this process, the Quality Assurance Area periodically examines all programmes for compliance with the rules and to check that the stated results were obtained. Efficiency criteria determine the audit interval in each case.

Given that the Programme Report is an official document supporting the degree (whether an official university programme or a URL or ESADE one), it is a base document for the audit but not the only one.

The auditors check that the programme structure matches the current documents and that each of the programme’s aspects meet the established criteria. The detailed procedure is set out in ESADE_D2_02.

g) Reference frameworks

- Processes established by the Vice-Rectorate to guarantee student mobility and the claims process
- Royal Decree on the current organization of official university education
- AQU standards and guidelines

h) Directive processes

The processes established by the Vice-Rectorate of the URL are:

- MSGIQ-URL-FT-D3/01: Process to guarantee the quality of student mobility of the URL
- MSGIQ-URL-FT-D3/02: Management process for the the specific mobility call ERASMUS
- MSGIQ-URL-FT-D3/03: Management process for the specific mobility call LEONARDO
- MSGIQ-URL-FT-D3/04: Management process for the specific mobility call SICUE
- MSGIQ-URL-FT-D3/05: Process for collecting allegations, suggestions and claims of the URL

Those which correspond to ESADE

- ESADE_D3_01: Admissions Process
- ESADE_D3_02: Student Mobility Process
- ESADE_D3_03: Programme Audit Process
- ESADE_D3_04: Career Services Process
- ESADE_D3_05: Claims Process
- ESADE_D3_06: Tutoring Process
Directive 4 - How ESADE ensures and improves the quality of its academic, administration and service staff

Directive 4: How ESADE ensures and improves the quality of its faculty and its administration and service staff

The management framework for ESADE’s Faculty and Administrative and Service Staff is set out in the following documents:

- **ESADE Statute.** This describes ESADE’s organisation and workings and establishes a policy framework for Academic Staff and Administrative and Service Staff.
- **ESADE Faculty Statute**
- **ESADE Faculty Regulations**
- **Regulations governing Faculty Categories at Ramon Llull University (URL)**
- **URL Faculty Teaching Assessment Manual.** The manual is approved by AQU and is the result of the university’s participation in the DOCENTIA [teaching] programme.
- **In ESADE’s case, the standards stipulated by AACSB-International, EQUIS and AMBA accreditation agencies (covering faculty qualifications and suitability in imparting programmes) also apply.**

### a) The bodies responsible for personnel policy

- ESADE Board of Trustees, for approval of the ESADE Statute and the Faculty Statute
- General Management, for defining personnel policy for Faculty and Administrative and Service Staff, and for approving the Faculty Regulations.
- Deans Office and Vice-Dean of Faculty, for drawing up documents covering Faculty Policy; those managing faculty.
- Corporate Sub Director-General, Personnel Management for Administrative and Service Staff
- Faculty Selection Committee
- Faculty Promotion Evaluation Committee
- Faculty Contribution Evaluation Committee

### ACADEMIC STAFF

The composition and duties of the Faculty Selection Committee and the Faculty Contribution Evaluation Committee are set out in the Faculty Regulations.

The Faculty Selection Committee comprises the Dean, Vice-Dean and the Director of the Department in which the evaluated faculty member works. The Committee evaluates a faculty member’s execution of the previous year’s Work Plan and establishes a Work Plan for the following year.
Processes covering academic staff

1. Defining faculty policies
2. Recruiting and hiring faculty
3. Promoting faculty
4. Developing and evaluating faculty activities
5. Faculty remuneration and recognition

These processes cover all faculty involved in Degree, Master and Doctoral studies imparted by ESADE and the ESADE Law School.

The process of defining faculty policy

Faculty policy, operating framework and functions are reflected in the ESADE Faculty Statute and in the Faculty Regulations. The former document is approved by the Board of Trustees and the latter by Director General, once the requisite reports have been made to the Faculty and ESADE’s Management Council.

Both documents regulate faculty selection, hiring, promotion, development, training, remuneration and evaluation. They are reviewed during the strategic planning process and changed if needed.

The process of defining ESADE’s Faculty Policy is overseen by the deans of the two schools (that is to say, the ESADE Business School and the ESADE Law School) with the support of the corresponding vice-deans. The deans draw up a draft proposal on Faculty Policy, specifying that:

- The policy covers all faculty, in accordance with the provisions of the ESADE Faculty Statute
- The policy has two purposes, namely:
  o To foster the academic development of faculty and to strengthen their links to ESADE by meeting their career expectations
  o To actively support ESADE’s mission and strategy
- The policy is based on: merit; ability; transparency; individual and collective responsibility; continuous improvement.

The proposed Faculty Policy is presented to the following bodies for discussion: Executive Committee, Faculty, and Department Directors Committee.

Administrative and Service Staff

Administrative and Service Staff posts are specified in a Job Description (DLT), formalised by the Personnel Department, approved by the manager and made known to the Works Committee.

The selection of Administrative and Service Staff, whether by substitution or through a new post, is based on the job description.
The training policy for Administrative and Service Staff is defined by Personnel Management together with the Sub Directorate-General and submitted to CEX for approval.

The Training Plan covers all Administrative and Service Staff and falls under two heads: training needed to do the job; training as a social benefit.

b) Stakeholders

- ESADE Board of Trustees, in approving documents covering the ESADE Statute
- General Management in drawing up the Academic Staff and Administrative and Service Staff Policy and in approving the Faculty Regulations
- Deans and the Vice-Dean of Faculty in drawing up Faculty Policy documents; those in charge of faculty management
- Directors of Departments, as those in charge of managing the academic activities of the faculty in their respective departments
- Corporate Sub Director-General, Personnel Management, in their roles of drawing up and executing personnel policy for Administrative and Service Staff
- Faculty
- Administrative and Service Staff

c) How the personnel policy is defined and is implemented in the light of staff needs

Faculty

The Strategic Plan sets out faculty recruitment policy for a given period. The dean of each school draws up a specific annual plan, bearing in mind current staffing levels, likely teaching demands and the amount of staff time earmarked to research.

Approval of annual plans lies with Director General and Deans. The Vice-Dean of Faculty is responsible for the implementation of these plans.

Administrative and Service Staff

Budgeting for each academic year takes into account Administrative and Service Staff needs based on the requests made by managers in each field. These requests are analysed in an aggregate fashion for the whole school and the posts that need to be filled to cover expansion are identified.

Forecast staff increases are linked to:

- Envisaged changes in activity,
- The objectives and priorities set out in the Corporate Strategic Plan and are subject to balancing the budget.

In drawing up the budget, account is taken of the statistical report for the previous academic year produced by the Personnel Department, together with that of the Financial Management
Service on the composition and annual trend in the Administrative and Service Staff, broken down by strategic units and services.

d) How staff access, training, evaluation, promotion and recognition are defined, approved and implemented

Faculty

There are four processes involved, all of which are set out in the Faculty Regulations:

1. Faculty recruitment (Section 2, Chapters 1 and 2)
2. Faculty promotion (Section 2, Chapter 3)
3. Faculty development and evaluation (Section 3)
4. Faculty remuneration and recognition (Section 4)

These aspects — as well as the Faculty Regulations — are approved by General Management and are implemented by the corresponding committees:

- Faculty Selection Committee (Process 1)
- Faculty Promotion Evaluation Committee (Process 2)
- Faculty Contribution Evaluation Committee (processes 3 and 4)

These processes are described in the Faculty Regulations. This manual describes faculty teaching evaluation and its links with the DOCENTIA programme.

The model for evaluating faculty contribution covers three broad heads: teaching; intellectual contributions; service (which has two components: academic management and external projection). Depending on each faculty member’s profile (that is to say, whether research-oriented, teaching-oriented or professionally-oriented), the weight given to each factor will vary.

The annual evaluation of each faculty member takes place at the end of the academic year and begins with the Report on his activities during the year, comparing these with the tasks set out in the prospective Work Plan drawn up in the previous year. The results of student satisfaction surveys are also taken into account.

The DOCENTIA programme introduces a general evaluation covering the last three years of teaching activity, and which includes student satisfaction results for the period, the faculty member’s own report, and the evaluation of his Departmental Director. Each faculty member teaching at least 12 ECTS a year and with two years’ seniority is evaluated under the DOCENTIA programme every three years. The general evaluation report on ESADE faculty is submitted to the URL Rector’s Office.
Administrative and Service Staff

Recruitment and selection of Administrative and Service Staff

The selection procedure begins when the director of the service draws up the job description for the post to be filled. This profile is validated by the service’s Executive Director.

The post is notified to the head of the Personnel Section for Administrative and Service Staff. He verifies the profile and checks whether there is sufficient annual budgetary provision. Assuming there is, the Personnel Section assigns an appropriate salary band. Armed with this information, the head of selection draws up the job advertisement and chooses an external selection agency with expertise in finding suitable candidates for the post in question.

In parallel with the external search for candidates, ESADE also makes the vacancy known on its Intranet. All internal candidates meeting the job requirements are referred to the selection agency for evaluation. Once the deadline for job applications has passed, the selection agency presents a shortlist of no fewer than three candidates considered suitable for the post, together with a report (following a pre-agreed format) on each candidate. The head of selection and/or the Director of the Personnel Section for Administrative and Service Staff — as appropriate — validate the candidates. The executive management of the corresponding unit decides who (if anyone) gets the job.

Training and development of Administrative and Service Staff

Training is one of the mainstays of ESADE’s personnel policy for Administrative and Service Staff. Its purpose is to ensure continual updating of knowledge and skills so that employees can perform their jobs effectively.

The Training and Development Section works with service directors and unit managers to analyse needs before drawing up a Training Plan. This plan lists training measures (name, objectives, contents, length, calendar, places available), segmented by location and skill profiles. The Training Plan is updated annually to take account of: one-off needs; new demands; changes based on previous experience.

At the end of the academic year, the Head of Training and Development drafts an Annual Report on Training Activities, with qualitative and quantitative data on the training undertaken and proposes changes/improvements for the following academic year. The task of implementing improvements falls to the Personnel Service for Administrative and Service Staff. This report is approved by the Personnel Manager and includes a section in the yearly Management Report he submits to ESADE’s Executive Committee.

e) How information is gathered and analysed for the review and how improvements are implemented in the aforementioned processes

Personnel policy processes are long-term ones. Defining these processes and implementing them is usually slow to start with and once running, few changes are made. The ESADE Statute and the Faculty Regulations are 'long-lived' documents.

Improvement proposals are made at two junctures. One is during the drawing up of the Strategic Plan, during which major institutional aspects and objectives (which include personnel policy) are re-examined.
Directive 4 - How ESADE ensures and improves the quality of its academic, administration and service staff

The second is during stakeholders’ implementation of improvements, which may reveal the need for further changes. However, such improvements are of an operational nature and thus challenge neither statutory texts nor regulations.

With regard to Teaching and Research Staff, the Faculty Vice-Dean is involved in academic staff management processes and is also a member of the group drawing up the Strategic Plan. The Corporate Sub Director-General plays a similar role for the Administrative and Service Staff. Both (each in his own sphere) are in charge of gathering and analysing information with a view to proposing improvements and, once given the green light, for implementing them and ensuring stakeholder participation.

f) Reference frameworks

The reference frameworks of this directive are detailed in the introduction which describes the same regulatory framework.

g) Directive processes

Processes established by the Vice-Rectorate of the URL are:

- MSGIQ-URL-FT-D4/01: Coordination process for the quality guarantee and improvement of academic personnel in the overall framework of the URL

Those which correspond to ESADE are:

- ESADE_D4_01: Definition of faculty policies
- ESADE_D4_02: Evaluation of the contribution, promotion and recognition of faculty
- ESADE_D4_03: Recruitment and selection of faculty
- ESADE_D4_04: Faculty training processes
Directive 5. How ESADE ensures the quality of its material resources and services

a) Bodies (structure, functions and decision-making) in charge of material resources and services

The resources most closely linked to training activities (for example, course websites) are managed by those in charge of developing degrees. From the bottom up, the chain of command here is: Administrative and Service Staff for the corresponding programme or strategic unit, faculty, the Programme Director, Vice-Dean of Programmes. Management is delegated as and when appropriate.

The resources most closely linked to ESADE’s infrastructure, logistics and general management are managed/furnished in accordance with each service’s general protocol. Such resources include: The Library, Internet access, access for the physically handicapped. Those in charge of each programme play an occasional, subsidiary role when it comes to furnishing such resources.

The Vice-Dean of Programmes:

He provides expert services in developing programmes through the e-learning and Innovation fields:

- E-learning: this service draws up policy for programmes in this field
- Teaching Innovation: supports faculty in defining, implementing and evaluating skills.

Information and Knowledge Service (SIC)

This specialises in furnishing users with financial, legal and business information. The SIC puts resources at users’ fingertips for: interpreting the economic, legal and business situation; conducting research; carrying out market surveys; undertaking on-going training. It is staffed by a team of experts on information search and advice.

This Service comprises

- The Library
- The European Documentation Centre

Information and Communication Technologies Service (TIC)

This provides the resources needed to meet ESADE programme teaching and learning objectives. It uses cutting-edge techniques in the education field and plays an active part in ensuring both faculty and students gain advanced TIC skills for application in corporate operations and strategy.

The Service:

- Provides access to internal and external sources of information
- Facilitates internal and external communication
- Supports the production of research papers and publications
Directive 5 - How ESADE ensures the quality of its material resources and services

- Furnishes TIC tools for ‘hands on’ classes
- Facilitates the implementation of administrative procedures (admissions, registrations, notes, grades, etc.).

Its mission is to provide IT infrastructure fostering the on-going incorporation of improvements and changes to meet users’ needs and keep abreast of advances in the sector. The programme is continually updated in consonance with programme learning objectives.

The Service is responsible for supplying and maintaining technological equipment in training areas.

Academic Secretary’s Office

The Academic Secretary’s Office maintains records of academic activities (programmes, faculty and students) in accordance with the legislation in force. It programmes academic activities and furnishes information on them to the URL Vice-Rectorate and to corresponding university administrations in accordance with the regulations in force. It also manages the allocation of classrooms and other teaching areas, co-ordinates the annual calendar for each programme, and provides support to the whole ESADE community in carrying out academic processes.

General Services

This unit manages physical infrastructure and deals with security, cleaning, reception, photocopying, mail, office supplies, catering, painting and gardens. It provides a broad range of services to students, staff and visitors to the high standards required by ESADE.

With regard to sustainability and access:

- Access needs to be taken into account in the built environment to ensure the physically handicapped are given the same opportunities enjoyed by their able-bodied brethren. ESADE follows the Access Code in force in Catalonia to remove barriers to access and routes which hinder the handicapped from leading normal lives. ESADE also considers measures that go beyond the Code to incorporate general design principles within the European concept of universal access. In particular, for those issues not addressed by Catalonia’s Access Code, ESADE has used the DALCO requirements set out in Spanish Standard UNE 170 001-1:2001 as a benchmark. Based on these standards, the institution actively pursues measures to ensure its buildings can be accessed by all.

- Common measures include access ramps with hand rails to facilitate use, lifts for the blind, toilets for the physically handicapped, reserved parking spaces, restricted-use lifts, emergency evacuation plans that take the needs of the handicapped into account.

Individual requests by handicapped persons for building alterations are also considered on their merits with a view to ensuring user-friendly facilities.

b) Material resources and services — stakeholders

- ESADE students as users of the School’s resources
- Faculty, who indicate the resources needed to carry out their training activities
- Involved services
c) How material resources and services are designed and managed

The actions taken by the aforementioned services are subject to their respective annual plans (objectives and projects) and their budget allocations.

Requests for additional classroom equipment and provision are dealt with by the management for each programme and are co-ordinated by the Academic Secretary's Office.

Web resources for courses and access to the Information and Knowledge Service depends on each course faculty member, who informs these services of estimated needs.

d) How information for improving material resources and services is gathered and analysed

Programme Management gathers and analyses information received from faculty and students on material resources and services.

The sources of information for this purpose are the same as those specified in directives 2 and 3.

In this case, the analysis focuses on sections’ material resources and services. Each programme’s management is responsible for ensuring that: (1) students have sufficient tools and resources at their disposal to facilitate learning; (2) faculty have the tools needed to impart their courses.

e) How improvements arising from the review of material resources and services are implemented

Programme Managers ensure proper use of material resources and services insofar as they affect their respective programmes. Infrastructure and general resources are managed and applied by the managers of the respective services under the aegis of the Sub Director-General.

The Strategic Committee of Corporate Units (Student Grants Section, Personnel Department, General Services, Purchasing, Academic Services, Marketing) acts as the body co-ordinating requests from Programme Managers.

f) Reference frameworks

- Processes established by the Vice-Rectorate regarding the coordination of resources
- Real Decree on the current Organization of official university education
Directives 5 - How ESADE ensures the quality of its material resources and services

g) Directive processes

The processes established by the Vice-Rectorate of the URL are:

- MSGIQ-URL-FT-D5/01: Coordination processes of material resources and services in the overall framework of the URL

Those which correspond to ESADE

- ESADE_D5_01: Analysis and implementation of requirements related to material resources and services
Directive 6. How ESADE gathers and analyses the results of the measures taken for improving its programmes

a) The bodies responsible for gathering and analysing the results of programmes (that is, learning, placement and student satisfaction results)

The Programme Director is responsible for gathering and analysing data, obtaining results, making a diagnosis and proposing improvements for the degree he manages.

Data-gathering and parts of the analysis and diagnosis are carried out by the corresponding services (Admissions, Academic Services, Career Services, ICT) and Programme Management. Questionnaires administered to students, alumni and faculty are analysed by the Programme Directors.

b) Stakeholders

- Academic Board, the body representing stakeholders in existing programmes.
- CCUR, in the case of proposed changes requiring major changes to programmes
- Directors of academic departments, who are responsible for their faculty members’ teaching activities
- Faculty
- Students
- Alumni
- Employers

c) How training programme results are gathered and analysed

Section (d) of Directive 2 describes aspects covering programmes and Section (e) of Directive 4 aspects covering faculty.

d) How training programme improvements are implemented

Programme directors together with executive directors of their unit are responsible for taking corrective measures and/or implementing improvements arising from the analysis and evaluation of the overall results of each degree.
e) How the reliability and representativeness of training programme results are ensured

The information and results are compared and discussed by the various stakeholders in the Academic Boards from the standpoint of each programme.

From an institutional standpoint, CEX and the Deans Offices compare the results of each programme in ESADE’s portfolio with information on sectorial trends furnished by both internal bodies (IAB, Professional Councils, International Relations Committee) and external bodies (EFMD, AACBS, etc.) to which the School belongs.

f) Reference frameworks

- AQU guidelines for the monitoring of public information

g) Directive processes

The processes established by the Vice-Rectorate of the URL are:

- MSGIQ-URL-FT-D6/01: Coordination process for the collection and analysis of information and the monitoring, revision and improvement of results of graduate employment and student satisfaction in the overall framework of the URL

Those which correspond to ESADE are:

- ESADE_D6_01: Collection of information and results - Surveys
Directive 7. How ESADE publishes information on its programmes and renders account

a) Bodies responsible for publishing information and rendering account

The Programme Director is also responsible for both aspects.

With regards to publishing information, the Marketing Section manages public information -especially that on the website- to ensure consistency throughout programmes.

The minimum information published on each programme is that included in the first two chapters of the Programme Monitoring Report (IST), which covers the whole process from the admission to job placement and takes in the SGIQ Manual:

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<td>Courses linked to internships</td>
</tr>
<tr>
<td></td>
<td>List of institutions where internships are available</td>
</tr>
<tr>
<td>Exchange Programmes</td>
<td>Objectives</td>
</tr>
<tr>
<td></td>
<td>General rules</td>
</tr>
<tr>
<td></td>
<td>List of institutions covered by exchange programme agreements</td>
</tr>
</tbody>
</table>
### Annexes

<table>
<thead>
<tr>
<th>DIMENSION</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree/Master’s Degree Capstone Project</td>
<td>Rules and general framework (focus, type, etc.)</td>
</tr>
</tbody>
</table>

Activities on this trajectory are recorded by the corresponding services in the computing system and basically cover: Admissions; Academic Secretary’s Office; International Relations with regard to exchange programmes and/or joint ventures with other universities; Career Services. Each of these units is responsible for either direct data entry or data-entry processes (for example, for many courses, students enter matriculation details themselves) and data validation.

#### b) Stakeholders in the publication of key information

The publication of key information on ESADE’s official degrees caters to:
- Candidates and students
- ESADE faculty, as recipients of the Programme Monitoring Report (IST) and as those imparting training (covers teaching guides, relations with students, etc.)
- Departmental Directors
- Administrative and Service Staff, insofar as they form part of various commissions and committees

With regard to rendering account, stakeholders are:
- The Management Committee and the Law Committee
- ESADE Executive Committee
- Academic Boards
- Competent university bodies (quality agencies)
**c) How and when information is given and how account is rendered with regard to:**

<table>
<thead>
<tr>
<th>INFORMATION SOURCE</th>
<th>INFORMATION LIFE SPAN</th>
<th>RENDERING ACCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training quality policy and objectives</td>
<td>SGIQ Manual&lt;br&gt;ESADE web site</td>
<td>Indefinite. It is updated when there is a new plan or there are changes to the SGIQ Manual</td>
</tr>
<tr>
<td>Programmes</td>
<td>Each programme has its own section within the ESADE website. This shows the information of greatest relevance to candidates.</td>
<td>Annually and whenever else is necessary</td>
</tr>
<tr>
<td>Development of programmes to foster student learning</td>
<td>The ESADE website gives students access to the whole course syllabus, together with the calendar for the academic year.&lt;br&gt;MyESADE (the ESADE Intranet) furnishes students with information on the academic year, regulations, classrooms, etc.).&lt;br&gt;MyESADE provides students with access to course websites, which provide faculty-supplied resources and activities.</td>
<td>Annual</td>
</tr>
<tr>
<td>Faculty and administration and service staff</td>
<td>ESADE website</td>
<td>Whenever there are changes to the organisation chart</td>
</tr>
<tr>
<td>Material resources and services</td>
<td>ESADE website</td>
<td>Annual</td>
</tr>
<tr>
<td>Programme results</td>
<td>Students can see their own grades on the Intranet and the course website. In general, results are presented in commissions and internal committees.</td>
<td>Each time there is a test&lt;br&gt;Annual</td>
</tr>
</tbody>
</table>

*Internal Quality Assurance Manual*
d) How information on programmes and related matters is reviewed, updated, made accessible and account rendered

Information: in the internal auditing of programmes and when the IST is drawn up.

Rendering account: in the relevant bodies

e) How improvements are implemented (these arise from: programme review and updating; checks on information objectivity and accessibility; rendering of accounts)

The Programme Director is responsible for everything to do with programmes and in general reports, for Quality Assurance.

f) Reference frameworks

- AQU guidelines for the monitoring of programmes

g) Directive processes

The processes established by the Vice-Rectorate of the URL are:

- MSGIQ-URL-FT-D7/01: Coordination process for the publication of information related to programmes in the overall framework of the URL

Those which correspond to ESADE are:

- ESADE_D7_01: Accountability process
<table>
<thead>
<tr>
<th>Directive</th>
<th>Code</th>
<th>URL Processes</th>
<th>ESADE Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>MSGIQ-URL-FT-D0/02</td>
<td>General SGIQ aspects. Process of monitoring, revision and improvement of the SGIQ in the centre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSGIQ-URL-FT-D0/03</td>
<td>General SGIQ aspects. Process of monitoring, revision and improvement of transversal processes of the URL</td>
<td></td>
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<tr>
<td></td>
<td>ESADE_D0_01</td>
<td></td>
<td>Monitoring, review and improvement of ESADE’s SGIQ processes</td>
</tr>
<tr>
<td>1</td>
<td>MSGIQ-URL-FT-D1/01</td>
<td>Process of definition of the transversal policy and quality objectives of the URL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ESADE_D1_01</td>
<td></td>
<td>Definition of policies and quality objectives</td>
</tr>
<tr>
<td>2</td>
<td>MSGIQ-URL-FT-D2/01</td>
<td>Process of design and approval of new programmes</td>
<td></td>
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<tr>
<td></td>
<td>MSGIQ-URL-FT-D2/02</td>
<td>Process of definition and approval of the overall training of the URL</td>
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<tr>
<td></td>
<td>MSGIQ-URL-FT-D2/03</td>
<td>Process of monitoring the implementation of official programmes and accountability</td>
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<tr>
<td></td>
<td>MSGIQ-URL-FT-D2/04</td>
<td>Process for approving and implementing modifications of official programmes</td>
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<td></td>
<td>MSGIQ-URL-FT-D2/05</td>
<td>Support processes in centres for the renovation of the accreditation of URL official programmes</td>
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<tr>
<td></td>
<td>ESADE_D2_01</td>
<td></td>
<td>Approval and revision of programme processes</td>
</tr>
<tr>
<td></td>
<td>ESADE_D2_02</td>
<td></td>
<td>Process for the development of programme monitoring reports (IST)</td>
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<tr>
<td></td>
<td>ESADE_D2_03</td>
<td></td>
<td>Programme Accreditation process</td>
</tr>
<tr>
<td>Directive</td>
<td>Code</td>
<td>URL Processes</td>
<td>ESADE Processes</td>
</tr>
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<tr>
<td>3</td>
<td>MSGIQ-URL-FT-D3/01</td>
<td>Process to guarantee the quality of student mobility of the URL</td>
<td>Admissions process, [link]([..]/X.GUARDIA.T/AppData/Local/Microsoft/Windows/Temporary Internet Files/Content.MSO/ESADE_D3_01 Procés Admisions.docx)</td>
</tr>
<tr>
<td></td>
<td>MSGIQ-URL-FT-D3/02</td>
<td>Management process for the specific mobility call ERASMUS</td>
<td></td>
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<tr>
<td></td>
<td>MSGIQ-URL-FT-D3/03</td>
<td>Management process for the specific mobility call LEONARDO</td>
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<tr>
<td></td>
<td>MSGIQ-URL-FT-D3/04</td>
<td>Management process for the specific mobility call SICUE</td>
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<tr>
<td></td>
<td>MSGIQ-URL-FT-D3/05</td>
<td>Process for collecting allegations, suggestions and claims of the URL</td>
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<tr>
<td></td>
<td>ESADE_D3_01</td>
<td>ESADE_D3_02</td>
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<td></td>
<td>ESADE_D3_05</td>
<td>ESADE_D3_06</td>
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<tr>
<td>4</td>
<td>MSGIQ-URL-FT-D4/01</td>
<td>Coordination process for the quality guarantee and improvement of academic personnel in the overall framework of the URL</td>
<td>Definition of faculty policies</td>
</tr>
<tr>
<td></td>
<td>ESADE_D4_01</td>
<td>ESADE_D4_02</td>
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<tr>
<td></td>
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<td>ESADE Processes</td>
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<tr>
<td>5</td>
<td>MSGIQ-URL-FT-D5/01</td>
<td>Coordination processes of material resources and services in the overall framework of the URL</td>
<td>ESADE_D5_01 Analysis and implementation of requirement related to material resources and services</td>
</tr>
<tr>
<td>6</td>
<td>MSGIQ-URL-FT-D6/01</td>
<td>Coordination process for the collection and analysis of information and the monitoring, revision and improvement of results of graduate employment and student satisfaction in the overall framework of the URL</td>
<td>ESADE_D6_01 Gathering of information and results - Surveys</td>
</tr>
<tr>
<td>7</td>
<td>MSGIQ-URL-FT-D7/01</td>
<td>Coordination process for the publication of information related to programmes in the overall framework of the URL</td>
<td>ESADE_D7_01 Publication of information and accountability process</td>
</tr>
</tbody>
</table>