INTERNAL QUALITY ASSURANCE SYSTEM
[SGIQ]
MANUAL
of the
ESADE Business School
and ESADE Law School,
UNIVERSITAT RAMON LLULL

Version 3.2
November 2017
Internal Quality Assurance System Manual

Version reviewed by ESADE’s Quality & Programme Development Unit

Approved in accordance with the provisions of process ESADE_D0_01 by CEX on the 13th of November 2017.

Changelog

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The AUDIT programme

ESADE implemented the Internal Quality Assurance System [SGIQ] from the outset of the AUDIT programme call in the 2007-08 Academic Year.

After this call, a second SGIQ version was drawn up in the 2014-15 Academic Year as a result of external changes to the institution bearing on the Directive set out in the SGIQ.

Later on, as a result of internal organisational changes arising from adaptation to stakeholder needs and updating of some of the processes defined by AQU, a third version of the SGIQ was drafted, together with all the processes covered by the various Directives.

The ESADE SGIQ and the Quality Policy are available in the public web site:

http://www.esade.edu/web/eng/about-esade/calidad/sistema-garantia-interna-calidad

PRESENTATION OF THE SCHOOL

School’s Name: ESADE

The ESADE Foundation [La Fundació ESADE] is part of Ramon Llull University, and has two schools:

The ESADE Business School
ESADE Law School

Official Degrees issued by the School

The official degrees currently issued by the School are available on the University’s web site

http://www.url.edu/en/programmes

Registered Office

Barcelona

Postal Address

Av. Pedralbes, 60-62
08034 Barcelona
Spain

Internal Quality Assurance System managers

Dr. Josep Franch, Dean of the Business School
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Dr. Jonathan Wareham, Dean of Faculty and Research
Jordi Brunat, Director of the Executive Education Unit
Acronyms

**AACSB**: Association to Advance Collegiate Schools of Business  
**AMBA**: Association of MBAs  
**AQU**: Agència per a la Qualitat del Sistema Universitari de Catalunya - **Catalan University Quality Assurance Agency**  
**CAI**: Comitè d’Avaluació Interna - Internal Evaluation Committee  
**CEI**: Centre d’Innovació Educativa - **Centre for Educational Innovation**  
**CEX**: Comitè Executiu - Executive Committee  
**CCUR**: Comitè de Currículum - Curriculum Committee  
**CPOR**: Comitè de Portafoli - Portfolio Committee  
**DG**: Direcció General – **Director General’s Office**  
**DGA**: Direcció General Adjunta - Associate Director General  
**DD**: Direcció de Departament - Department Management  
**DP**: Direcció de Programa - Programme Management  
**EHEA**: European Higher Education Area  
**ENQA**: European Association for Quality Assurance in Higher Education  
**EQUIS**: EFMD Quality Improvement System  
**ESADE**: Escola Superior d’Administració i Direcció d’Empreses - **Business School**  
**ExEd**: Executive Education  
**EUA**: European University Association  
**IdA**: Informe d’Acreditació - Accreditation Report  
**ISC**: Informes de Seguiment de Centre - Centre Monitoring Reports  
**ISPD**: Informe de Seguiment de Programes de Doctorat - Monitoring Report for Doctoral Programmes  
**JA**: Junta Acadèmica - **Board of Academic Affairs**  
**MyESADE**: ESADE Intranet  
**OPE**: Oficina de Planificació Estratègica - Office for Strategic Planning  
**PAS**: Personal d’Administració i Serveis - Administrative and Services Staff  
**PAT**: Pla d’Acció Tutorial - **Tutorial Action Plan**  
**PEI**: Pla Estratègic Institucional - **Institutional Strategic Plan**  
**PDI**: Personal Docent i Investigador - Teaching and Research Staff  
**Q&DP**: Unitat de Qualitat i Desenvolupament de Programes - **Quality and Programme Development Unit**  
**RA**: Responsable acadèmic - **Academic responsible**  
**RD**: Reial Decret - Royal Decree  
**HR**: Human Resources  
**SCP**: Servei de Carreres Professionals - **Professional Career Services**  
**SGA**: Servei de Gestió Acadèmica - **Academic Management Service**  
**SGC**: Subdirecció General Corporativa - Corporate Deputy Direction General  
**SGEF**: Servei de Gestió Econòmica-Financera - **Financial Management Service**  
**SGIQ**: Sistema de Garantia Interna de la Qualitat - **Internal Quality Assurance System**  
**SRI**: Servei d’Informació i Coneixement - **Information and Knowledge Service**  
**SRI**: Servei de Relacions Internacionals - **International Relations Service**  
**SSGG**: Serveis Generals - **General Services**  
**ICT**: Information and Communication Technologies Service  
**URL**: Universitat Ramon Llull – **Ramon Llull University**  
**VSMA**: Verificació, Seguiment, Modificació i Acreditació - Verification, Monitoring, Modification and Accreditation
Directive 0: General aspects of the Internal Quality Assurance System

a) Map of processes showing the links between the processes on which the SGIQ is based and the directives of the AUDIT programme

- Directive 0 - General aspects of the Internal Quality Assurance System
## b) Those responsible for each process

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<th>SGIQ process</th>
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<td>0</td>
<td>ESADE_D0_01</td>
<td>ESADE SGIQ monitoring, revision and improvement process</td>
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<td>Process of defining the academic quality policy and objectives</td>
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<td>ESADE_D2_01C</td>
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# Directive 0 - General aspects of the Internal Quality Assurance System

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|                                              | 7 | ESADE_D7_01 | Reporting and accountability process | DP  
|                                              |              |              | SGC  
|                                              |              |              | HR  |
| PS2 Academic organisation | 5 | ESADE_D5_01 | Process of analysing and implementing needs concerning material resources and services | DP  
|                                              |              |              | Corresponding service unit |
| PS3 PDI / PAS Evaluation | 6 | ESADE_D6_01 | Information gathering and analysis process of educational programmes | DP  
|                                              | 4 | ESADE_D4_02 | Process of assessment and recognition of faculty contribution | Deanship of Faculty and Research  
|                                              | ESADE_D4_05A | Staff training and development process |                              |
|                                              | ESADE_D4_05B | Faculty training and development process |                              |
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#### c) Table showing general SGIQ indicators or specific indicators for each directive, as the case may be

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<td>2 How ESADE assures the quality of its educational programmes</td>
<td>Quality indicators of the AQU, AACSB, EQUIS, and AMBA accreditation agencies</td>
<td>CPOR, CCUR and AQU programme reports</td>
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<td>Ratio of Demand for places / Admissions</td>
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<td>Ratio of Admissions / Enrolments</td>
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<td>% of international students</td>
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<td>Nº nationalities on the programme</td>
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<td>% students in the cohort with external internships</td>
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<td>% of Outgoing students</td>
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<td>% of Incoming students</td>
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<td></td>
<td>% employed</td>
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<td></td>
<td>Nº of incidents</td>
<td>-</td>
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<td>4 How ESADE assures and improves the quality of its academic, administrative and services staff</td>
<td>% faculty with a PhD</td>
<td>ISC Self-Accreditation Reports</td>
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<td>% doctoral faculty at the school and in the programmes</td>
<td>ISPD</td>
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<td>% of accredited doctoral faculty</td>
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<td>Ratio of FTE students / FTE faculty at the centre and programmes</td>
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<td>Nº of papers published in leading journals</td>
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### Directive 0 - General aspects of the Internal Quality Assurance System

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<td>Nº of staff training activities</td>
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<td>% faculty participation in training activities</td>
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<td>Student and faculty satisfaction with material resources and services</td>
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d) How the SGIQ documentation is managed

The Q&DP is in charge of managing the SGIQ documentation:

- The SGIQ Manual is the root from which all the other system documents stem. These documents include: the Process Map, the Organisation Chart, and the Description of SGIQ Directives and Other Aspects.
- Processes: set of documents that describe how a given activity is carried out. The processes have been drawn up after taking the AUDIT objectives into account and the overriding aim of ensuring the quality of ESADE’s training programmes. See Annex 2. Each process specifies the documentation needed (linked documentation and inputs) and that are created during the process (outputs).
- Quality Policy: This document reflects ESADE’s commitment to quality — something that stems from the School’s founding mission.
- Biennial Report: This Report is based on a review of documentation bearing on SGIQ. Process ESADE_D0_01 is followed such that regular reviews are conducted. Updates are made to the Manual and to linked processes if and when needed.

All the aforementioned SGIQ documentation can be accessed by stakeholders through the ESADE’s public web site. In addition, each stakeholder group can access the documentation covering activities bearing on programme quality assurance processes (events, reports, etc.) See Annex 1.

The nomenclature of SGIQ processes falls under three heads:

- ESADE, to distinguish between documentation issued and approved by the URL.
- Dx, the coding used for a specific directive referring to the process.
- Xx, the process number within the directive.

By way of example, the Process for Monitoring, Reviewing and Improving the ESADE SGIQ under directive 0 would be coded ESADE_D0_01.

e) How the SGIQ is reviewed overall and improvements are made

ESADE’s SGIQ is drawn up as an objective in the AUDIT programme and was favourably evaluated by the corresponding AQU Commission. The Q&DP periodically reviews the SGIQ and its actual implementation to assess the need for changes and updates. This monitoring and the improvement plans are reflected in biennial reports. If major changes occur in the institution during this period and which would imply updating the SGIQ, they will be reflected in the corresponding biennial report.

The overall review process applied to the SGIQ is set out in detail in:

- ESADE_D0_01: ESADE SGIQ monitoring, revision and improvement process.

f) Directive processes

The processes established by the URL Rector’s Office are:

- MSGIQ-URL-FT-D0/02: General aspects of the SGIQ. The Centre’s SGIQ Monitoring, Review, and Improvement Process
- MSGIQ-URL-FT-D0/03: General Aspects of the SGIQ. Cross-cutting Monitoring, Review, and Improvement Processes in the URL

Those covering ESADE:

- ESADE_D0_01: ESADE SGIQ monitoring, revision and improvement process
Directive 1: How ESADE defines its policy and objectives for educational quality

a) Framework for ESADE’s Quality Policy and Objectives

ESADE’s Board of Trustees approves ESADE’s description of being and doing. The documentation arising from ESADE’s mission and values is published in the School’s institutional website. The content sets out ESADE’s mission, corporate identity and values, and its functions and activities. It mentions professional and academic competence; improvement and innovation; personal and institutional rigour and commitment; social responsibility; a framework for the teaching model; the spiritual aspect of training; the strategic framework; the code of conduct. All of these strands are woven into and inspire ESADE’s Quality Policy.

ESADE’s quality-centred culture is strongly rooted and has a long record of accomplishment of drawing up policies, strategies, and initiatives to ensure and improve the quality of its degrees, faculty research and teaching, and management. A sign of ESADE’s unwavering commitment to quality is the fact that it was the first institution in Spain and one of the first in Europe to gain all three of the top business school accreditations in the business studies field. It was accredited by AMBA in 1994, EQUIS in 1998, and AACSB in 2001. It also gained national accreditation of the excellence of its official programmes in the Law School and the Business School.

b) The body in charge of defining academic quality policy and objectives

Executive Committee (CEX)

ESADE’s CEX is the institution’s highest bodies when it comes to drawing up and approving Training Quality Policy and Objectives. It oversees the drafting, execution, monitoring and improvement of a set of quality processes and their implementation in each subject. Quality Assurance proposals are previously submitted by the Q&DP and either debated by the JAs of the university programmes or later approved by the JAs.

The functions of CEX, Q&DP and JAs with regard to quality assurance processes are:

- Drawing up and verifying the Quality Policy.
- Ratifying the SGIQ (Manual and processes) and its later updates.

CEX considers documentation submitted for its approval and deals with resolutions that it deems to bear on Quality Assurance by voting.

c) Stakeholders and their participation in academic quality policy and objectives

The bodies taking part in drawing up, monitoring, evaluating, reviewing, updating, and improving ESADE’s Quality Assurance Policy and Objectives are:

- Q&DP is the body in charge of implementing the SGIQ (Manual, processes, Quality Assurance Policy, and the documents arising from these). It also co-ordinates and evaluates activities in the Quality Assurance field.
- DG, Deans Offices, Associate Deans Offices, Heads of Strategic Units, and Programme Heads, as well as managers dealing with training processes.
- JA, as the body communicating, evaluating, co-ordinating monitoring, deciding and reporting on Quality Assurance processes.
- Faculty members, as those directly responsible for imparting training.
Administrative and Technical Staff [PAS], as those supporting training and Quality Assurance processes.
- The student body, as participants in beneficiaries of training processes.
- Former students and employers, involved in the continuous improvement of training processes.

d) How the academic quality policy and objectives are approved and implemented

CEX is in charge of drawing up ESADE’s Quality Assurance Policy. CEX draws up proposals and submits these to the Q&DP. Among other things, the Quality Assurance Policy must ensure the following:

- That Quality Policy guides institutional actions,
- That Quality Policy underpins all ESADE’s training programmes,
- That Quality Policy processes provide a framework within which the various stakeholders can examine, reflect on, and improve teaching-learning activities,
- That Quality Policy is based on the principles of responsibility, transparency, participation, and continuous improvement.

The drawing up of quality policy and objectives needs to be aligned with the vision, mission and values set out in the texts mentioned in Section (a) of this directive.

The implementation of the Quality objectives is linked to the PEI content covering improvements to academic teaching, and innovation in learning processes.

Implementation of the Academic Quality Policy and Objectives is assigned to the Q&DP, and comprise:

- Monitoring, review, updating, and improvement of the SGIQ.
- Co-ordination of the implementation of SGIQ processes by their managers.

The main managers of the SGIQ processes are:

- Deanships or corresponding units, and DP, with regard to the chain of training activities in each programme (syllabus, admission, teaching, mobility, training and professional orientation, etc.).
- Deanship of Faculty and Research and DD, with regard to faculty management,
- Q&DP, with regard to the co-ordination, evaluation and support of activities falling within the Quality Assurance sphere.

Details of the process can be found in:

- ESADE_D1_01: Process of defining the academic quality policy and objectives

e) How information is gathered and analysed for review and improvement of the academic quality policy and objectives

At the end of the Academic Year, the Q&DP gathers the results obtained from various activities and processes and analyses them. In the event that changes are proposed to some of the processes, the Q&DP submits a report to the CEX for the latter’s approval and any measures that may be needed. Where necessary, the JAs of various programmes are also informed.

The information is gathered from evaluation reports issued by national and international agencies; various improvement proposals and plans; the Centre’s Monitoring Reports; the results of questionnaires and surveys administered to students and faculty; results stemming from the Q&DP own activities.
Directive 1 – How ESADE defines its policy and objectives for educational quality

Details of the process can be found in:
- ESADE_D1_01: Process of defining the academic quality policy and objectives

f) How the improvements arising from the review of the academic quality policy and objectives are implemented

Once the various proposals have been approved by the CEX or by the JA programmes, if it is necessary, the Q&DP takes decisions on the improvements and their implementation in the School units and departments. These changes are incorporated as objectives in the affected areas. Q&DP monitors operational implementation and time scales.

The current SGIQ (Manual and processes) are published on the ESADE’s public web site.

g) Frameworks

The framework for defining ESADE’s Academic Quality Policy and Objectives are:
- ESADE’s Mission, Values and Educational Guidance
- ESADE’s PEI and priority strategy lines
- URL Mission
- URL’s Quality Policy and Action Plan
- URL’s Strategic Plan and priority strategic lines
- Quality criteria, guidelines and standards of the EEES, AQU/ANECA and international accreditation agencies (AACSB, EQUIS, AMBA)

h) Directive processes

The processes established by the URL Rector’s Office are:
- MSGIQ-URL-FT-D1/01: Process for defining URL’s cross-cutting quality policy and objectives

The processes covering the ESADE School are:
- ESADE_D1_01: Process of defining the academic quality policy and objectives
Directive 2: How ESADE assures the quality of its educational programmes

a) The bodies responsible for the educational programmes

Programme Management (DP)
Each programme is directed by a DP, which is the main academic manager. It is in charge of the co-ordination, planning, development and monitoring of faculty teaching activities in the respective DD, and of the student body. In discharging these responsibilities, the following are borne in mind: the criteria and recommendations of stakeholders involved in the learning process; the specific requirements for SGIQ; the content of the Programme brief. Each programme falls under a Deanship or corresponding Unit.

Portfolio Committee (CPOR)
This academic body analyses and evaluates proposals for new programmes, and changes to or scrapping of existing ones. Its mission is to ensure that ESADE has a consistent, quality programme portfolio. In performing this task, it takes into account several factors, such as: market demands; the competitive setting; the risk of cannibalising other programmes; corporate positioning; forecast turnover and profitability; the marketing investment needed; the validation criteria of the URL and of accreditation bodies, among others. The CPQR is a consultative body and it submits recommendations to the CEX, which then takes a decision. The CPQR’s make-up and function are set out in process ESADE_D2_01A.

Curriculum Committee (CCUR)
This body is in charge of the academic content of each programme and analyses proposals for new programmes and changes to existing ones. In performing this task, it takes into account the learning objectives; the syllabus; the contents; methods for imparting the course; teaching resources; evaluation of and improvements to the programme. Its approval is required to launch new programmes or to alter existing ones, to submit the request to the URL, authorities and university agents. The CCUR’s make-up and functions are detailed in process ESADE_D2_01B.

Academic Programme Board (JA)
This body takes part in programme improvement by identifying needs and formulating improvement proposals. It comprises representatives from the three stakeholder groups directly involved in the programme’s training process: students; faculty; DP. Its make-up, purpose and workings are set out in the Academic Board Regulations.

b) The stakeholder groups and how they take part in the educational programmes

- ESADE’s Board of Trustees is the highest decision-making body when it comes to approving new degrees.
- Board of Directors, a consultative, representative body regarding new degrees.
- CEX, the body responsible for ESADE’s programme portfolio.
- DP, which is in charge of the programme.
- JA, as a body representing stakeholder groups with direct interests in the existing programmes.
- Q&DP, which co-ordinates the processes for approving and altering programmes, provides internal audit and guidance, and analyses results.
c) How the educational programmes are drawn up, approved and implemented

The DP is in charge of the process for drawing up, approving and implementing the educational programmes. They receive support from the corresponding Deanship in performing these tasks.

The core of the process is CEX approval with the CPOR acting in an advisory capacity and approval by the CCUR of the proposed programme. Such approval is required for internal purposes; the URL’s own qualifications and official degrees; certification for external URL bodies and university administrative authorities.

The specific, updated details are set out in the following processes:

- **ESADE_D2_01A**: Process of internal approval of new degrees and modifications to existing ones. Portfolio Committee
- **ESADE_D2_01B**: Process of internal approval of new degrees and modifications to existing ones. Curriculum Committee
- **ESADE_D2_01C**: Process of internal approval of new certificates (fewer than 15 ECTS)
- **ESADE_D2_01D**: Process of degrees’ modification

**d) Process for degrees accreditation**

The task of accrediting official degrees falls to ESADE’s CAI. This comprises members accrediting official degrees, and process managers. The core of the task is obtaining accreditation of an official degree through the corresponding Self-Assessment Report procedure in accordance with AQU standards.

Details of the process can be found in:

- **ESADE_D2_03**: Official degree accreditation process

**e) How information is gathered and analysed for the review to improve the educational programmes**

The overall result of the learning process in each training programme can be seen once the student has finished his or her studies. After graduation and embarking on his/her career, the student gains a broader view of what has been learnt and has the chance to compare that with the real-life requirements.

The information gleaned from graduates and employers needs to be looked at over time. That said, the shortest-term analysis allows programme changes to be made that will benefit students. The immediate knowledge and views of those most directly involved in learning processes can be compared later on with information from external sources, annual indicators of academic performance and career development. This allows one to draw conclusions, which then feed into broader improvement proposals.

One can distinguish between two kinds of programme improvements: (1) those covering short-term operational needs (2) those that share changes over the medium or long-term. The information-gathering sources and procedures are initially the same for both kinds of improvement but changes affecting a programme stem from cumulative information and analysis, which is later supplemented by other tools and mechanisms.

How ESADE gathers and analyses information to make changes to its educational programmes is detailed in the processes of Directive 6:

- **ESADE_D6_01**: Information gathering and analysis process of educational programmes
- **ESADE_D6_02**: Graduate information gathering and analysis process
Directive 2 – How ESADE assures the quality of its educational programmes

- **ESADE_D6_03: PEI indicator gathering process**

The Deanships and the DP are in charge of evaluating the information and the results obtained in accordance with the objectives set in the programme, those of similar programmes, and changes compared with previous years. If needed, the Q&DP gives support and guidance for the evaluation.

The main objects of analysis are training programmes and faculty over both the short-term (yearly) and the long-term. If problems or needs are identified, improvement plans are proposed and reports are drawn up on the following processes:

- In the short term, a *Centre Monitoring Report [ISC]* or a *Doctoral Programme Monitoring Report [ISPD]* is drawn up, and annual process for the URL and AQU, and published on ESADE’s public web site. The structure of the ISC and ISPD content follows AQU directives and standards. The processes are detailed at:
  - **ESADE_D2_04: Process for drafting Centre Monitoring Reports (ISC)**
  - **ESADE_D2_02: Process for drafting Doctoral Programme Monitoring Reports (ISPD)**

Over the longer term (every three or four years, depending on sectoral trends), the Deanship or corresponding Unit, together with the DP, analyse the overall results and the scope for drawing up a PEI. This ensures periodic review of all programmes.

- If analysis of the results leads to changes in the programme, the DP, Deanship, or Unit in charge submits a report on the proposed changes to the Q&DP. The DGA analyses and evaluates the proposals in the light of quality regulations and standards. The process is detailed in:
  - **ESADE_D2_01D: Process of degrees’ modification**
  - Where improvements are required, the process established by the CPOR and CCUR will be begun:
    - **ESADE_D2_01A: Process of internal approval of new degrees and modifications to existing ones. Portfolio Committee**
    - **ESADE_D2_01B: Process of internal approval of new degrees and modifications to existing ones. Curriculum Committee**

All these changes are reflected in the corresponding ISC and/or ISPD.

The diagnostics, programme improvements and proposals stem from various processes and are all carefully compared by the corresponding Deanships or Units.

On the other hand, the task of analysing groups and subgroups of faculty as a whole falls to the Deanship of Faculty and Research and the DAs. The DP analyse faculty results in relation to their programme. All the processes bearing on how ESADE ensures and enhances the quality of its academic and administrative and services staff are detailed in Directive 4.

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**f) How improvements stemming from review of the educational programmes are implemented**

The DP have the main responsibility for proper implementation of approved improvements.

**g) How programmes are phased out in accordance with pre-determined criteria**

Given that the student enrollment fees support the funding of ESADE degrees, the chief criterion for phasing out a programme is when the demand continually falls below the threshold for financial viability. The process is detailed in:
The Research Masters and PhD programmes are exceptions to this rule, given that they form a key part of ESADE’s research activities. These programmes are rooted in the creation and dissemination of knowledge in academic, professional spheres, and society as a whole. That is why the criterion for suspending these programmes is failure to meet these objectives rather than purely financial considerations.

From a formal standpoint, an official programme is extinguished when it is unfavourably evaluated during the accreditation process or if the improvements to be implemented are such that a new VSMA Verification Process would need to be undertaken.

**h) Frameworks / sources of information**

- Processes established by the URL Rector’s Office
- Present Royal Decree on the regulation of official university teaching
- EHEA (ENQA-EUA) Quality Assurance Criteria and Directives
- AQU Standards and Directives
- AQU Documentation/VSMA Framework Guides
- ESADE Organisation Chart
- Template of the Programme Brief
- AACSB, EQUIS, AMBA Accreditation Reports

**i) Directive Processes**

The processes established by the URL Rector’s Office are:

- MSGIQ-URL-FT-D2/01: Process for drawing up and approving new qualifications
- MSGIQ-URL-FT-D2/02: Process for drawing up and approving URL’s training portfolio
- MSGIQ-URL-FT-D2/03: Process for monitoring and reporting on the implementation of official qualifications
- MSGIQ-URL-FT-D2/04: Process for approving and implementing changes to official qualifications
- MSGIQ-URL-FT-D2/05: Process for supporting centres in renewing accreditation of URL’s official qualifications

The processes covering the ESADE School are:

- **ESADE_D2_01A**: Process of internal approval of new degrees and modifications to existing ones. Portfolio Committee
- **ESADE_D2_01B**: Process of internal approval of new degrees and modifications to existing ones. Curriculum Committee
- **ESADE_D2_01C**: Process of internal approval of new certificates (fewer than 15 ECTS)
- **ESADE_D2_01D**: Process of degrees’ modification
- **ESADE_D2_02**: Process for drafting Doctoral Programme Monitoring Reports (ISPD)
- **ESADE_D2_03**: Official degree accreditation process
- **ESADE_D2_04**: Process for drafting Centre Monitoring Reports (ISC)
- **ESADE_D6_01**: Information gathering and analysis process of educational programmes
- **ESADE_D6_02**: Graduate information gathering and analysis process
- **ESADE_D6_03**: PEI indicator gathering process
Directive 3: How ESADE develops its educational programmes to encourage students’ learning

a) The bodies charged with carrying out initiatives bearing on educational programmes and that encourage students’ learning.

The DP is mainly responsible for taking all the decisions and measures required to fully develop a programme, save for those teaching aspects falling within the duties of the faculty members imparting it. The DP is supported by several School’s cross-cutting services under the coordination of the Deanship or the corresponding Unit and the Q&DP, which together ensure the proper programme development to encourage students’ learning. This means covering the student admission and professional orientation; student support and guidance; teaching methodologies; evaluation of learning; internships; student mobility; complaints and suggestions; academic regulations, and so forth.

The most important aspects of programme development are detailed in the Programme brief and are approved by all the relevant bodies. More operational aspects are covered in the Programme’s Internal Regulations, which are drawn up by the DP and/or corresponding support services.

The bodies charged with approving and developing training programmes are detailed in Directive 2. These bodies are complemented by:

Programme Management [DP]

This agent is directly in charge of the programme. Its tasks span: (1) programme changes; (2) drawing up the Internal Regulations; (3) setting admission profiles and identifying career paths; (4) setting the learning objectives; (5) providing support and tutoring to students to familiarise them with the learning resources at their disposal; (6) academic mobility and (7) dealing with complaints and suggestions.

Faculty

Faculty are charged with drawing up teaching materials; Teaching Guides (which among other things, cover the teaching methodologies used, the evaluation system, the detail and order of the course content, teaching materials); the web site for communicating with students (Moodle) which contains all the course documentation and materials.

Admissions Committee

This is the body charged with admitting students, in accordance with the admission profile set out in the Brief.

Professional Career Service [SCP]

This is the agent charged with providing students with advice, support, professional orientation, and the management of external internships during the programme.

International Relations Service [SRI]

This is the co-responsible agent, together with DP, manages the specific academic exchanges for each programme and deals with exchange agreement with other universities.

Academic Management Service [SGA]

This is the agent charged with academic management and documentation, management of academic certificates, qualifications and transcripts, in compliance with the academic regulations applicable to each programme and oversees classroom management.
b) Stakeholders and their participation in the aforementioned measures

- The student body, which receives training and takes an active role in all processes.
- Delegates as spokespersons and representatives of the student body for a subject or programme.
- DP, which is in charge of the programme.
- JA, as the body communicating, advising, co-ordinating, monitoring, taking decisions and reporting on all measures for encouraging the student learning.
- The Programme Office, which manages programme development and coordinates the various learning actions between the DP and the aforementioned cross-cutting services.
- Deans or Unit in charge, which is in overall charge of programmes.
- Faculty, as those directly involved in training and imparting subjects.
- Academic advisor, International academic advisor and Buddy, which — together with the DP — are jointly responsible for tutoring students taking a given programme.
- DD, which is responsible for evaluations and assignment of teachers to the programme.
- Admissions Service and Committee, as the body deciding who is admitted to each programme.
- SGA, as the agent charged with academic management and documentation for the student body.
- SRI, as the coordinator for mobility.
- SCP, which is in charge of external internships and of professional guidance.
- Q&D, as the co-ordinator of measures regarding the training programme, of external auditors, and advisor on analysis of the results.
- Staff Committee, acting as spokesperson and representative of ESADE staff.
- Ombudsman, who deals with complaints and suggestions made by members of ESADE Community (that is to say, students, alumni, faculty, and Administrative and technical staff).
- URL Ombudsman’s Office, dealing with URL complaints.

c) How the aforementioned measures are approved and implemented

The measures bearing on training programmes and that foster student learning are grouped under the document in which they are described:

Programme Brief

Measures encouraging students’ learning and that appear in the Brief (such as the entry profile and career options, student support and guidance such as PAT, outside internships and student mobility, and so forth) are set out by the DP and approved by the CCUR.

Internal regulations of the programme

The measures shown in the Programme’s Internal Regulations (such as the academic standards affecting the programme, the syllabus, evaluation tests, qualifications, attendance, etc.) are defined and implemented by the DP and approved by the JA.

Subject Teaching Guide

The faculty member in charge of the subject is the one who draws up the Teaching Guide, which is approved by the DP. The Teaching Guide describes and details the methodologies used, the evaluation system, the content sequence, the teaching materials, and so on.

Lastly, those measures that are not shown in any of the three documents will be defined and approved by the DP.
The specific detail of the measures encouraging students’ learning are set out and described in the following processes:

- **ESADE_D3_01**: Generic programme admissions process
- **ESADE_D3_02A**: Mobility process for outgoing students
- **ESADE_D3_02B**: Mobility process for incoming students
- **ESADE_D3_03**: Process for programmes internal audit
- **ESADE_D3_04**: Career guidance process
- **ESADE_D3_05**: Claims, allegations or suggestions process
- **ESADE_D3_06**: Academic tutoring process
- **ESADE_D3_07**: Completion process of external internships

### d) How the information for reviewing the above mentioned measures is gathered and analysed

The recommendations of Directive 2, Section (e) are applied in the gathering and analyses of the aforesaid information.

### e) How improvements stemming from the above mentioned review are implemented

The DP is charged with proper implementation of the approved improvements.

### f) Frameworks / sources of information

- ESADE Statute
- ESADE Code of Conduct
- Programme Briefs
- Programme Regulations
- Processes set out by the URL Rector’s Office
- Requirements and features of ESADE academic exchanges
- Royal Decree in force regarding official university education
- AQU Standards and Directives
- Faculty Statute
- Faculty Regulations
- PAS Rules
- Collective Agreement for Private Universities
- Equality Plan
- Protocol for Prevention and Action in Moral and Sexual Harassment
- Manual of Non-Discrimination Language

### g) Directive processes

The processes set out by the URL Rector’s Office are:

- **MSGIQ-URL-FT-D3/01**: Process to ensure URL students’ enjoy equality of mobility
- **MSGIQ-URL-FT-D3/02**: Process to manage ERASMUS mobility call
- **MSGIQ-URL-FT-D3/04**: Process to manage SICUE mobility call
- **MSGIQ-URL-FT-D3/05**: URL process for dealing with allegations, suggestions and complaints
Those corresponding to the ESADE School:

- **ESADE_D3_01**: Generic programme admissions process
- **ESADE_D3_02A**: Mobility process for outgoing students
- **ESADE_D3_02B**: Mobility process for incoming students
- **ESADE_D3_03**: Process for programmes internal audit
- **ESADE_D3_04**: Career guidance process
- **ESADE_D3_05**: Claims, allegations or suggestions process
- **ESADE_D3_06**: Academic tutoring process
- **ESADE_D3_07**: Completion process of external internships
Directive 4: How ESADE assures and improves the quality of its academic, administrative and services staff

ESADE’s human capital is key to the institution’s success and to proper application of its corporate strategy.

ESADE needs outstanding professionals who are committed to ESADE’s mission and values, and who rise to challenges and meet the School’s needs. In accordance with these values, the people who join the ESADE Community undertake to act in an ethical, professional, socially responsible manner.

ESADE sets great store by the enrichment provided by diversity and in yielding insights on the world and oneself. Thus, one’s marital status, gender, socio-economic status, ethnic origin, physical qualities and other differences between valid candidates present no hurdles to final selection.

ESADE, and its unwavering commitment to the professional and personal development of all those in the School means that great emphasis is placed on internal selection processes with a view to promoting its staff.

ESADE’s PDI and PAS regulatory framework is set out in the following documents:

- ESADE Statutes. These describe the organisational structure and its workings, providing a framework for the Academic Staff (PDI) policy and the Administrative & Services Staff (PAS) policy.
- ESADE Faculty Statutes.
- ESADE Faculty Regulations.
- Regulations for Access to URL Faculty Posts.
- Manual for Evaluating the Teaching Activities of URL Faculty. The manual has been approved by AQU and is the outcome of the university’s participation in the DOCENTIA programme.
- Collective Agreement for Private Universities
- Workers’ Statute.
- Administrative & Services Staff Regulations.
- In the ambit of ESADE and the ESADE Business School, one should add the standards set by the AACSB, EQUIS and AMBA accreditation agencies concerning the qualifications and suitability of the faculty imparting training programmes.

a) The bodies charged with staff policy

Process for drawing up staff policy

The process for drawing up the personnel policy is based on proposals made by the Human Resources (HR) Service, which works with the Staff Committee. Proposals are approved by the SGC and submitted for final approval by the Directorate General and CEX.

Once policies have been approved at the highest level, they are published on the MyESADE website:

- Recruitment policy and selection
Directive 4 - How ESADE assures and improves the quality of its academic, administrative and services staff

- Policy on mobility and internal promotion
- Training and development policy, and the annual training programme
- Remuneration and fringe benefits policy
- Staff Management: contracts, payroll, etc.
- Equality Plan

Specific process for drawing up faculty policy

Faculty policy, scope and functions are set out in the ESADE Faculty Statutes and in the Faculty Regulations. The two documents regulate the specific processes for faculty selection, hiring, promotion, development, training, remuneration, and evaluation. These processes are reviewed as part of strategic planning and are changed if needed.

The specific process for drawing up Faculty Policy is managed by the Deanship of Faculty and Research, and the ESADE Board of Trustees draws up proposals stipulating that:

- The policy applies to all faculty, in accordance with the provisions of the ESADE Faculty Statutes
- The policy aims are two-fold, namely:
  - They foster the academic development of faculty and their links with ESADE, meeting faculty expectations in terms of recognition and academic career,
  - They actively underpin ESADE’s mission and strategy.
- The policy is based on the principles of merit, ability, transparency, individual and collective responsibility, participation, and continuous improvement.

The proposed Faculty Policy is presented and debated in the various ESADE bodies involved. These are: DG; Deanships; Faculty; ESADE’s Board of Trustees.

The process for drawing up the faculty policy is detailed in:

- ESADE_D4_01: Faculty policy definition process

The organs in charge of drawing up and approving Staff Policy, Faculty Policy, and Faculty Regulations are:

The ESADE Board of Trustees
This body approves the ESADE Statutes and the Faculty Statutes.

Directorate General (DG)
This is the body charged with approving the Staff Policy and the Faculty Regulations.

CEX
This is the body charged with approving the Staff Policy and the Faculty Regulations.

Corporate Deputy Directorate General (SGC) and Human Resources Head of services
These are the bodies charged with drawing up proposals on Staff Policy, and Staff Management, Co-ordination, and Training.

Deanship of Faculty and Research
This body is charged with Faculty Policy, Faculty Management, Co-ordination, and Training.

The Faculty Assembly
This is the body approving proposals that change the definition of faculty policy.

Faculty Selection Committee
This is the body charged with evaluating the requisites for and merits of candidates seeking academic positions at ESADE.

**Faculty Promotion Evaluation Committee**

This is the body charged with evaluating the requisites and merits of faculty who wish to be promoted to one of the faculty categories established by the ESADE Faculty Statutes.

**Evaluation Committee on Faculty Contribution**

This is the body charged with evaluating faculty in accordance with the execution of the previous year’s Work Plan, and setting the Work Plan for the following academic year. Those sitting on the Committee are: the Dean, Vice-Dean, and the Director of the Department in which the faculty to be evaluated work.

**ESADE’s Teaching Assessment Commission (OEC)**

This is the body charged with the DOCENTIA evaluation of faculty and the drawing up of the General School Report.

**Staff Committee**

This body represent and acts as spokesperson for ESADE staff.

### b) Stakeholders and their involvement in staff policy

- ESADE’s Board of Trustees approves the ESADE Statutes.
- DG, charged with approving staff policy and the Faculty Regulations.
- CEX, charged with approving staff policy and the Faculty Regulations.
- SGC and HR, charged with drawing up, implementing and executing staff policy and staff management, co-ordination, and training.
- Deanship of Faculty and Research, charged with drawing up Faculty Policy, and faculty management and training.
- DD, charged with the management of faculty members academic activities in their respective departments.
- The Faculty Assembly, as the body approving modification proposals.
- PDI and PAS, as receptors of processes.
- Staff Committee, as representative of and spokesperson for ESADE staff.

### c) How staff policy is drawn up, approved and implemented in the light of staff needs

The processes setting out how staff recruitment and selection policies are drawn up vary depending on whether the need is for academic staff (PDI) or management staff.

With regard to academic staff (PDI), the PEI draws up the faculty recruitment and selection policy and the period it is in effect. The drawing up specific annual plans on faculty needs is set out by the Deanship of Faculty and Research, considering both present manning levels and the likely teaching demand of programmes and the research workload.

The call for a new position is public and competitive, and in which must be the description of the academic field of the position to be filled and the requirements and merits to participate in the process.

The process for recruiting and selecting faculty is detailed in:

- *ESADE_D4_04A: Faculty recruitment and selection process*
In addition, recruitment and selection of ESADE Administrative & Services Staff is based on the definition of staff in terms of target activities, PEI priorities, and is subject to budgetary constraints.

A budget is drawn up for each academic year. It is based on justified needs for service staff, based on requests from each Unit’s management. These requests are analysed and aggregated for the School as a whole by the Human Resources Department and the SGC draws up a report for Directorate General and CEX.

This report takes into account the outturn for the previous year’s budget and the budget for the following year. The financial data are drawn up in terms of staffing levels by the Human Resources Department and in terms of income and management by the SGEF. The CEX considers proposals for new positions, in the light of the submitted report.

The recruitment and selection process for Administrative and Technical Staff is detailed in:

- ESADE_D4_04B: PAS recruitment and selection process

**d) The definition and implementation of staff access, training, promotion, and recognition**

**The process for selecting and recruiting staff**

The process for recruiting and selecting staff is set out in the Faculty Staff Policy and Regulations (in the case of PDI). The main aims of the process are:

- Meeting ESADE’s needs: that is to say, talent needs for the various ESADE units and services to ensure the School can carry out its activities and reach its targets.
- Ensuring staff meet the position’s requirements: selecting those candidates who meet the profile (DLT) previously decided and who have the skills needed for the position.
- Ensuring candidates fit in with ESADE: recruiting people whose culture, values, and strategy dovetail with the ESADE Community.
- Value creation: recruiting people who offer prospects of both self and institutional development.
- Versatility: choosing people who offer scope for internal moves, promotional, and professional development.

The processes setting out how staff access is implemented are detailed in:

- ESADE_D4_04A: Faculty recruitment and selection process
- ESADE_D4_04B: PAS recruitment and selection process

**Staff training and development process**

The internal training and development policy is one of the main planks of ESADE’s Staff Policy. This is to ensure continuous updating of the knowledge and skills needed to effectively discharge tasks in the various jobs assigned to PAS (Administrative & Services Staff) and PDI at ESADE.

Human Resources draws up a Training Plan after analysing needs with the head of service and unit managers. Once needs have been identified, HR draws up a list of planned training measures (course name, objectives, content, calendar, trainer, places available) split by location and skill groupings. The Training Plan is updated each year to ensure that one-off/new needs are met and that changes are made based upon past experience. The Plan stresses cross-cutting training for all ESADE staff (PAS and PDI).

In addition, the CEI has a special Faculty Training Plan web site to help faculty provide top-quality teaching. The CEI designs and runs workshops, activities, and sessions on leadership and on special subjects such as digitalisation, productivity, and communication for ESADE faculty.
The PEI stresses talent management, which bears on staff recruitment, development and loyalty. In today’s highly demanding, fast-changing setting, ESADE is committed to the professional and personal development of everyone who works in the School. Training is available to everyone with permanent contracts in ESADE. This training is split into priority subjects so that staff can both do their tasks well and face future challenges. ESADE’s management team plays a key role in drawing up the training offered, helping, supporting and encouraging staff to take part, and facilitating the application of the knowledge and skills acquired.

The main aims of internal training are:

- To foster continuous development of the ESADE Community by enhancing the knowledge and skills of each individual in the performance of his or her duties.
- To consolidate the values set forth in the ESADE Community Declaration.
- To foster a style of leadership and staff development that guides those working in the institution.
- To create forums for sharing knowledge and viewpoints among ESADE professionals.
- To boost ESADE’s value by attracting, retaining, and developing outstanding professionals.

At the end of the academic year, Human Resources draws up an Annual Brief of Training Activities, giving quantitative and qualitative data on the training imparted, together with proposals for changes and improvements for the following academic year. Responsibility for implementing the enhancements falls to HR Management. The Brief is approved by HR Management and is included in a section of the Department Annual Management Brief, copies of which are given to CEX members.

The ESADE staff training and development processes are detailed in:

- ESADE_D4_05A: Staff training and development process
- ESADE_D4_05B: Faculty training and development process

**Faculty assessment, recognition, promotion processes**

The processes involved in faculty access, training, promotion, and recognition are set out in the Faculty Regulations and detailed in the following documents:

- ESADE_D4_02: Process of assessment and recognition of faculty contribution
- ESADE_D4_03: Faculty promotion process

These aspects, as well as the Faculty Regulations, are approved by the Director-General and are implemented by the following committees:

- Faculty Selection Committee (ESADE_D4_04A)
- Committee for Assessing Faculty Contributions (ESADE_D4_02)
- Assessment Committee for Faculty Promotion (ESADE_D4_03)

**e) How information for making the aforementioned improvements is gathered and analysed**

The processes covering staff policy are time-consuming. Drawing them up tends to be a slow affair but once established they remain stable for long periods: The ESADE Statutes and The Faculty Regulations are documents that are designed to last.

Improvement proposals arise at various points in time. When the PEI is being drawn up, institutional aims and policies are re-examined. One of these is staff policy. The process for gathering PEI indicators is detailed in Directive 6:

- ESADE_D6_03: PEI indicator gathering process
Other needs for improvement crop up during agents’ execution of processes. These tend to involve improvements of a minor operational nature that do not call into question either Statutes or Regulations. During meetings of the Faculty Assembly, Academic Departments, Board of Academic Affairs, and so on, staff may make suggestions for improvements, which are gathered together and submitting to the corresponding Deanship or Directorate General. The processes for: (1) co-ordinating information-gathering at various stages of the training process to find out how a degree is working and evolving; (2) checking stakeholders’ satisfaction (especially that of students and faculty); (3) analysing results to make improvements, are all detailed in the following document:

- **ESADE_D6_01**: Information gathering and analysis process of educational programmes

Regarding the faculty, the Deanship of Faculty and Research ties into to all faculty management processes and also belongs to the group drawing up the PEI. The equivalent for Administrative & Services Staff (PAS) is the SGC. In both cases, they gather and analyse information to draw up proposals for improvements and their implementation once they have been approved. In doing so, they ensure stakeholder groups take part in the process.

The process detailing the tools the ESADE Community can use to channel complaints and to make allegations or suggestions may also give rise to ideas for staff improvements. The process is set out at:

- **ESADE_D3_05**: Claims, allegations or suggestions process

### f) How improvements stemming from review of the aforementioned actions are implemented

The Deanship of Faculty and Research, together with the corresponding Vice Deanships, are in charge of implementing all the improvement proposals stemming from the aforementioned analyses. They ensure that stakeholders take part in the whole process.

### g) Frameworks / sources of information

The frameworks for this directive are detailed in the introduction, which describes the regulatory system.

### h) Directive processes

The processes established by the URL Rector’s Office are:

- **MSGIQ-URL-FT-D4/01**: Process for co-ordinating and ensuring academic staff quality improvements within the URL framework

Those corresponding to the ESADE School:

- **ESADE_D4_01**: Faculty policy definition process
- **ESADE_D4_02**: Process of assessment and recognition of faculty contribution
- **ESADE_D4_03**: Faculty promotion process
- **ESADE_D4_04A**: Faculty recruitment and selection process
- **ESADE_D4_04B**: PAS recruitment and selection process
- **ESADE_D4_05A**: Staff training and development process
- **ESADE_D4_05B**: Faculty training and development process
Directive 5: How ESADE assures the quality of its material resources and services

a) The bodies in charge of material resources and services

Resources that are linked to training activities (for instance, course websites, classrooms, technology platforms) are managed by those involved in developing degrees. In hierarchical order, they are: The Deanship or corresponding Unit; DP; Deanship of Faculty and Research; Faculty; Q&DP.

The resources most closely linked with ESADE's infrastructure, logistics, and general management, such as the Library, Internet access, and access for the handicapped, are managed in accordance with the general protocol applicable to each service for the various ESADE groups. In the case of these resources, course managers intervene in a more sporadic, subsidiary way.

Quality and Programme Development Unit (Q&DP)

Q&DP's mission is to ensure the academic quality of training programmes and their consistency with ESADE's mission, values, and teaching model. Q&DP collaborates with the DP in designing, monitoring and developing training programmes. Here, the aim is to enrich the education model used for the programme and the educational experience gained from it. It also supports the gathering and analysis of information on material resources and services, the academic results of the various programmes, assessment of faculty, in pursuing its quality assurance functions.

Deanship of Faculty and Research

From the CEI, the Deanship of Faculty and Research gives faculty members the support, advice, and resources they need to teach well; gain personal and professional satisfaction from their work; contribute to the educational philosophy of the programmes they teach; foster ESADE's mission to train socially responsible managers and jurists for tomorrow's world. This support mainly takes the form of seminars, workshops, mentoring programmes, personalised guidance, and resources.

Information and Knowledge Service (SIC)

This Service specialises in financial/economic, judicial, and business information. ESADE's SIC gives users key resources to interpret economic, judicial, business, and research data and to prospect for markets and ensure continuous training. SIC also has a team of experts who are experts in searching for data and can tender advice on the subject. The Service comprises the Library and the EU Documentation Centre.

Information and Communication Technologies Service (ICT)

ICT provides the resources needed to reach the teaching and learning aims in ESADE's programmes. It uses cutting-edge technologies for this purpose. The Service's infrastructure must: provide access to internal and external sources of information; facilitate communications; provide support for publications and research works; allow classes to be carried out with computing tools and ‘hands-on’ telecommunications; boost the implementation of administrative processes.

Its mission foresees a technology infrastructure that allows continuous incorporation of improvements and changes in keeping with users’ needs and technology advances in the sector. The programme is continually updated in the light of programme learning targets.

It is responsible for technological equipment in classrooms and other training facilities and their maintenance.
Academic Management Service (SGA)

This is in charge of the register of academic activities and, in compliance with the legislation in force, provides information on academic activities at URL and to the corresponding university administrations in keeping with their rules and standards. The Service also manages the allocation of classrooms and other teaching spaces, and co-ordinates the annual calendar for each qualification. In general, it provides support to the whole ESADE Community in executing academic processes.

General Services (SSGG)

The Service’s mission is to manage structural maintenance, security, cleaning, receptions, photocopying, post office materials, catering, painting, and gardens. It thus forms part of the whole package offered to students, staff, and visitors, ensuring that ESADE’s demanding standards are met.

Accessibility is a basic requirement of the built environment, ensuring the handicapped have the same opportunities as other users. ESADE observes the Codi d’Accessibilitat [Accessibility Code], which is in force in Catalonia, to remove barriers at access points, routes, and so on, that would hinder use of the School’s facilities by the handicapped. General design principles and the European concept of accessibility are also taken into consideration. Such standards and rules have involved a set of changes to ensure accessibility in the public areas of buildings. In special cases and at the request of the person affected, changes have been made to meet such individual needs as far as possible.

ESADE is committed to individuals’ development and in the light of the School’s notion of social responsibility, assumes the duty of ensuring the well-being and safety of those in the ESADE Community. Here, the Community embraces students, course participants, faculty, administrative and service staff, suppliers, and in general, anyone with links to the institution. ESADE is committed to achieving the aims set out in the Health and Safety at Work Statement.

Corporate Deputy Directorate General (SGC)

The SGC manages and is responsible for the corporate budget. He evaluates the viability of budgetary requests and considers a cross-cutting vision of all the School’s programmes and its corporate budget.

b) Stakeholders and how they participate in the allocation of material resources and services

- ESADE students as users of the School’s resources.
- Faculty, as users of the resources needed to carry out their training activities.
- Administrative and Service Staff [PAS] involved in the quality assurance of material resources and services.

c) How material resources and services are designed, approved, and managed

The actions taken by each of the above services are determined by the corresponding annual plans (objectives and projects) and the amount of each service’s budget.

Requests for additional equipment in classrooms and materials and planning of these resources depends on the DP and is managed by the SGA.

The faculty member imparting a given subject is responsible for planning and managing it along with the corresponding services, and subject web sites. The DP are responsible for training programme web sites and access to SIC information.
**Directive 5 – How ESADE assures the quality of its material resources and services**

**d) How information is gathered and analysed with a view to improving material resources and services**

The DP is charged with gathering and analysing information on material resources and services, which are delivered to faculty, students, and academic managers.

The information sources are the same as those set out in Directive 2 and 6:

- **ESADE_D2_04**: Process for drafting Centre Monitoring Reports (ISC)
- **ESADE_D2_02**: Process for drafting Doctoral Programme Monitoring Reports (ISPD)
- **ESADE_D6_01**: Information gathering and analysis process of educational programmes
- **ESADE_D6_02**: Graduate information gathering and analysis process
- **ESADE_D6_03**: PEI indicator gathering process

With regard to the analysis of the information gathered from the various processes, the focus is on the sections covering material resources and services. For each programme, the DP are charged with ensuring that students have all the resources, services and tools they need to enable them to learn well. The DP also ensure faculty have all the tools they need to give classes. Details of the process can be found in:

- **ESADE_D5_01**: Process of analysing and implementing needs concerning material resources and services

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

The DP is charged with ensuring the implementation of the improvement stemming from the review of material resources and services, insofar as it affects a given programme. The material resources, infrastructure, and general services are managed and applied by the heads of their respective services falling under the SGC.

The SGC is the co-ordinating body for DP requests to the SGEF, HR, SSGG, Purchasing Service, SGA, Marketing Service, and so on. Details of the process can be found in:

- **ESADE_D5_01**: Process of analysing and implementing needs concerning material resources and services

**f) Frameworks / information sources**

- Processes set by the URL Rector’s Office
- Current Royal Decree on the regulation of official university education

**h) Directive processes**

The processes established by the URL Rector’s Office are:

- **MSGIQ-URL-FT-D5/01**: Process for co-ordinating material resources within the overall URL framework

Those corresponding to the ESADE School:

- **ESADE_D5_01**: Process of analysing and implementing needs concerning material resources and services
Directive 6: How ESADE gathers and analyses results to improve its educational programmes

a) The bodies charged with gathering and analysing the results of the educational programme (with reference to learning, employment, and satisfaction)

The DP is the main body responsible for gathering and analysing data, obtaining results, drawing up a diagnosis, and proposing improvements to the training programme it manages.

The data-gathering, analysis, and diagnosis are carried out by its corresponding services (Admissions, SGA, SCP, SRI, ICT) and the DP, under the guidance of the Q&DP.

b) The stakeholders and how they take part in the gathering and analysis of the results bearing on the educational programme

- JA, as the representative organ for the programmes’ direct stakeholders.
- CCUR, as the body responsible for the academic content in each programme and in the case that the analysis implies proposals for improvements and changes to the programme.
- DD, as those in charge of the teaching activities of their respective faculty members.
- DP, as the bodies in charge of the process.
- Q&DP, as the coordinator for processes, internal auditors, and advice on and analysis of the results.
- SCP, as the body in charge of the results covering employment.
- Faculty members, as those directly responsible for training processes.
- Students, as receptors of the process.
- Graduates, as receptors of the process.
- Employers, as receptors of the process.
- Office for Strategic Planning (OPE), as the coordinator of the process for gathering PEI data and integrator of PEI indicators.
- DG and CEX, as the bodies responsible for reviewing and presenting data/indicators in the PEI Scorecard.
- ESADE’s Board of Trustees, as receptor of the process and the PEI Scorecard.

c) How data on the results bearing on the educational programme are gathered and analysed

Section (e) of Directive 2 describes various processes involved in gathering and analysing data (including results) for review and drawing up improvement proposals for educational programmes. Section (e) of Directive 4 refers to ESADE staff selection, access, training, evaluation, promotion, and recognition.

d) How improvements stemming from the analysis of the educational programme results are implemented

The DP is charged with implementing corrective measures and/or improvements stemming from analysis and evaluation of the overall results for each degree.
e) How to assure the reliability and representativeness of the results of each educational programme

From a programme standpoint, the information and results of the analysis are compared and debated by various stakeholders.

Details of the processes can be found in:

- ESADE_D6_01: Information gathering and analysis process of educational programmes
- ESADE_D6_02: Graduate information gathering and analysis process

From the institutional perspective, information for the PEI indicators is gathered by the bodies that are either in charge or own the data. The data is analysed by the CEX and Deanships. The overall results for each programme within the ESADE Portfolio and the evolution of the sector — according to various internal bodies (IAB, Professional Councils, International Relations Committee, etc.) and external bodies (EFMD, AACBS, AMBA, etc.) — form part of these overall indicators, which are presented by the DG to ESADE’s Board of Trustees.

Details of the process can be found in:

- ESADE_D6_03: PEI indicator gathering process

f) Frameworks / information sources

- AQU Standards and Directives
- EEES Quality Assurance Criteria and Directives (ENQA-EUA)
- MBA CSEA Criteria and Standards
- Royal Decree in force on the regulation of official university education
- Programme briefs
- ISPD/ISC prior to the present Academic Year
- Survey Results for various stakeholders
- Integrated Reporting Model

g) Directive processes

The processes established by the URL Rector’s Office are:

- MSGIQ-URL-FT-D6/01: Process for co-ordinating the gathering and analysis of information on, and the monitoring, review, and improvement of student employment and satisfaction within the overall URL framework

The processes corresponding to the ESADE School:

- ESADE_D6_01: Information gathering and analysis process of educational programmes
- ESADE_D6_02: Graduate information gathering and analysis process
- ESADE_D6_03: PEI indicator gathering process
- ESADE_D4_02: Process of assessment and recognition of faculty contribution
- ESADE_D4_03: Faculty promotion process
- ESADE_D4_04A: Faculty recruitment and selection process
- ESADE_D4_04B: PAS recruitment and selection process
- ESADE_D4_05A: Staff training and development process
- ESADE_D4_05B: Faculty training and development process
Directive 7: How ESADE reports and accounts for its educational programmes

a) The body responsible for the publication of information on educational programmes and renders account of them and of related aspects

The DP, with the support of the Marketing Service, are the main bodies charged with publishing public information and rendering account on the programme.

The Marketing Service and the Communication Service manage public information on the programmes and ESADE’s institutional web site to ensure a consistent, crosscutting approach to all programmes.

The Q&DP acts as auditor and monitors that the right information is published on ESADE’s institutional web site, including the ISC or the ISPD and following the quality standards set out in the Guide for monitoring official Degree and Master’s qualifications. The guide is published by AQU, and these ISC/ISPD reports can be found on ESADE’s institutional web site.

The activities carried out in several educational programmes are recorded by the corresponding services (Admissions, SGA, SRI, SCP, etc.). Each service is charged with proper data entry and validation.

b) The stakeholders involved and their participation in the publication of information and rendering of account on educational programmes and related aspects

The various stakeholders involved in proper publication of information on ESADE programmes are:

- Candidates and students, as receptors of the published information.
- Faculty members, as receptors and managers of the teaching-learning process.
- DP, in charge of the programme.
- PAS, to the extent that it forms part of the various commissions and committees.
- Q&DP, auditor, process coordinator and advisor on the analysis of results.
- Marketing Service, responsible for publication of information on the programmes.
- Communication Service, responsible for controlling, reviewing, and supervising the crosscutting consistency of the information at the institutional level.

With regard to rendering account, the stakeholders are:

- The Management Committee and the Law Committee, which are responsible for monitoring and developing strategy implementation.
- CEX, as the body in charge of the process.
- JA, as the representative body for direct stakeholders in current programmes.
- Competent university organs (quality certification agencies).
### c) How and when account is rendered on the following aspects

<table>
<thead>
<tr>
<th>Location of the information</th>
<th>Updating frequency</th>
<th>Rendering of account</th>
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</thead>
<tbody>
<tr>
<td><strong>Educational quality policy and goals</strong></td>
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<td>SGIQ Manual &amp; processes</td>
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<td>CEX</td>
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<td>ESADE public web site</td>
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<td>JA</td>
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<tr>
<td>ESADE’s public Quality web site</td>
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<tr>
<td><strong>Educational programmes</strong></td>
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<tr>
<td>Each programme has its own page on ESADE’s public web site, in which the detailed information needed by candidates is given.</td>
<td>Annual</td>
<td>CEX JA</td>
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<tr>
<td><strong>Development of educational programmes to encourage students’ learning</strong></td>
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<tr>
<td>ESADE’s public web site includes:</td>
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<td>- Programme web section:</td>
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<tr>
<td>o Teaching guides for the subjects in each official degree</td>
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<td>o The calendar for the Academic Year</td>
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<td>- In the Quality section:</td>
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<tr>
<td>o All of the quality assurance information on the programme to ensure quality and consistency</td>
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<tr>
<td>In MyESADE (ESADE Intranet), students have access to:</td>
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<tr>
<td>- Information and documentation of the programme in the academic year for which they are enrolled</td>
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<td>- All the information bearing on academic management, computing services, logistics, and so forth</td>
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<tr>
<td>- The web sites for subjects in which students have enrolled, together with all the faculty-provided materials, resources and activities</td>
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<tr>
<td><strong>Academic, administrative and services staff</strong></td>
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<td>ESADE public web site</td>
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<tr>
<td>In MyESADE, Administrative and Service Staff (PAS) have access to the following information and documentation:</td>
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<td>Faculty PAS</td>
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<td>- That is linked to their workplace position,</td>
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<td>- That contains necessary information on HR, ICT, Services and Resources, the Campus, Social Responsibility [RS-E], Co-ordination Committees, Institutional documentation, and so on.</td>
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<tr>
<td><strong>Services and material resources</strong></td>
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<td>ESADE public web site</td>
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<tr>
<td>MyESADE, depending on the profile (students, faculty, PAS), provides information and management of all services and material resources. These can be changed to adapt to the needs of each profile.</td>
<td>Annual</td>
<td>JA CEX</td>
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<tr>
<td><strong>Results of the educational programme</strong></td>
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<td>At the individual level, students have access to:</td>
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<tr>
<td>- their academic qualifications and their final results (through the MyESADE Intranet)</td>
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<td>Faculty</td>
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<td>- monitoring and evaluation of the various activities, exams, and so forth (through the course web site)</td>
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<tr>
<td>At the general level, the whole ESADE Community has access to:</td>
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<td>- The public Quality web site, which publishes results for official qualifications, the ISCs and ISPDs, IdA and the indicators</td>
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<td>- The JA, Commissions, internal programme, and school committees present academic results for programme and/or school.</td>
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The process is detailed at:

- **ESADE_D7_01: Reporting and accountability process**
d) How information is reviewed for updating, objectivity, and accessibility, and account is rendered on educational programmes and related aspects

Based on an annual review by ISC and ISPD, the Q&DP reviews the accuracy of the programme information and, if necessary, updates it in collaboration with the Marketing Service and the Communication Service.

Each body (DP, Board, Committee, or Commission) charged with rendering account is responsible for the accurate updating, and the objectivity and accessibility of information on the educational programmes that it reports on.

Details of the process can be found in:
- ESADE_D7_01: Reporting and accountability process

e) Implementation of the improvements stemming from: (1) the review on updating, the objectivity, and the accessibility of information, and; (2) rendering account

The DP is responsible for everything covering the training programme itself. The Q&DP is responsible for the General School Reports.

f) Frameworks / information sources

- AQU Standards and Directives
- EEES Quality Assurance Criteria, Directives and Standards (ENQA-EUA)
- Current RD on the regulation of official university education
- Marketing and Communication Strategic Plan
- Standards of the Global Reporting Initiative (GRI)

g) Directive processes

The processes established by the URL Rector’s Office are:
- MSGIQ-URL-FT-D7/01: Process for co-ordinating publication on qualifications within URL’s overall framework

Those corresponding to the ESADE School:
- ESADE_D7_01: Reporting and accountability process
### Annex 1 – Quality Assurance System [SGIQ] documentation management

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## How ESADE gathers and analyses results to improve its educational programmes

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- **Documentation location**: Information sources: delegates, JA, DD, Faculty Assembly, others (DOC2)
- **Documentation location**: Proposals improvement plans (DOC3)
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### ESADE_D6_02
**Graduate information gathering and analysis process**
- **Documentation location**: End-of-Programme Survey (DOC1)
- **Documentation location**: Employment Form (DOC2)
- **Documentation location**: Proposals for improvements (DOC3)
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### ESADE_D6_03
**PEI indicator gathering process**
- **Documentation location**: PEI scorecard report (DOC1)

## How ESADE reports and accounts for its educational programmes

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  - **ESADE Processes**: Information gathering and analysis process of educational programmes
  - **Documentation location**: AQU
  - **Documentation location**: ANECA
  - **Documentation location**: ENQA

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  - **ESADE Processes**: PEI indicator gathering process
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  - **Documentation location**: ENQA
  - **Documentation location**: Global Reporting Initiative (GRI)
  - **Documentation location**: Survey results
  - **Documentation location**: Quality indicators
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<td>ESADE_D7_01</td>
<td>-</td>
<td>Reporting and accountability process</td>
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</table>
Annex 3 – Listing of standards by AQU Dimensions and ESADE’S SGIQ and URL Directives

Dimension 1. SGIQ review and improvement

The School has an SGIQ, whose processes have been implemented and include ones for review and continuous improvement.

1.1. The SGIQ processes have been implemented. They cover the dimensions of the AUDIT programme, and the stages of the VSMA framework.

1.2. The map of SGIQ is in keeping with the implemented processes and with the interrelationships between those processes.

1.3. There is clear, consistent evidence of the leadership and abilities of those managing the review and improvement of SGIQ processes.

1.4. There is a system for managing SGIQ documentation that allows easy access to the latest version of the documents created.

1.5. There is an information management system that allows easy access to and comprehensive, gathering of representative data and indicators stemming from process implementation.

1.6. There is clear, consistent evidence that processes are efficient and complete, and that the SGIQ is periodically reviewed and improvements made whenever needed.

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<thead>
<tr>
<th>ESADE Directive</th>
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<tr>
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<td>Process of internal approval of new degrees and modifications to existing ones. Portfolio Committee</td>
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<td></td>
<td>ESADE_D2_03</td>
<td>Official degree accreditation process</td>
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<td>ESADE_D2_04</td>
<td>Process for drafting Centre Monitoring Reports (ISC)</td>
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<td>General aspects of the SGIQ. Process for monitoring, reviewing, and improving the Centre’s SGIQ</td>
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<td>General aspects of the SGIQ. Process for monitoring, reviewing, and improving the URL’s cross-cutting processes</td>
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<td>Process for drawing up URL’s cross-cutting quality policy and objectives</td>
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<td>Process for drawing up and approving new qualifications</td>
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<tr>
<td></td>
<td>MSGIQ-URL-FT-D2/02</td>
<td>Process for drawing up and approving URL’s training portfolio</td>
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<td>MSGIQ-URL-FT-D2/05</td>
<td>Process for supporting centres in renewing accreditation of URL’s official qualifications</td>
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</table>
Dimension 2. The design, review and improvement of training programmes

The School has implemented processes for the design, review, and improvement of training programmes and — where necessary — the scrapping of programmes. At the very least, it has a set of evaluation measures within the VSMA Framework.

2.1 There is clear, consistent evidence of the leadership and abilities of those managing the review and improvement of training programmes.

2.2 The evaluation processes carried out within the VSMA Framework are performed in accordance with implemented SGIQ processes.

2.3 Information is gathered in order to review and improve training programmes.

2.4 There is clear, consistent evidence that processes are efficient and complete, and that training programmes are periodically reviewed, and improvements made whenever needed.

<table>
<thead>
<tr>
<th>Dimension 2. Design, review, and improvement of training programmes</th>
<th>ESADE Directive</th>
<th>ESADE Coding</th>
<th>ESADE Process</th>
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</table>
Dimension 3. Systems supporting student learning and providing guidance

The School employs processes that foster student learning.

3.1 There is clear, consistent evidence of the leadership and abilities of those managing systems student learning and providing guidance.

3.2 The actions for supporting student learning and guidance (for example, entrance tests, admission criteria, TFG/TFM, etc.) are carried out in accordance with implemented SGIQ processes.

3.3 Information is gathered for reviewing and improving support systems for student learning and guidance.

3.4 There is clear, consistent evidence that support systems for student learning and advancement are periodically reviewed and improvements made whenever needed.

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</table>
**Dimension 4. Academic staff**

The School has implemented processes that ensure academic staff’s competence and qualifications.

4.1 There is clear, consistent evidence of the leadership and abilities of those managing the processes bearing on academic staff.

4.2 The SGIQ bearing on academic staff is tied in with the University’s DOCENTIA Programme.

4.3 Information is gathered for the review and improvement of the management of teaching resources.

4.4 There is clear, consistent evidence that the management of teaching resources is periodically reviewed and improvements made whenever needed

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**Dimension 5. Material resources and services**

The School has implemented processes for the management of material resources and services linked to training programmes.

5.1 There is clear, consistent evidence of the leadership and abilities of those managing the review and improvement of processes bearing on material resources and services.

5.2 Information is gathered for the review and improvement of the management of material resources and services.

5.3 There is clear, consistent evidence that the management of material resources and services is periodically reviewed and improvements made whenever needed

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<td>Process for co-ordinating the gathering and analysis of information for monitoring, reviewing, and boosting graduate employment and student satisfaction with URL as a whole</td>
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</table>
Dimension 6. Public information

The School has applied processes to ensure that published information on training programmes is complete and up to date.

6.1 There is clear, consistent evidence of the leadership and abilities of those managing processes bearing on public information.

6.2 Information is gathered for reviewing and improving public information.

6.3 There is clear, consistent evidence that public information is periodically reviewed and improvements made whenever needed.

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