Manual of the Internal Quality Guarantee System (IQGS)

UPF Barcelona School of Management (BSM)

November 2017
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1. Presentation of the Center

1.1 Historical Background

The UPF Barcelona School of Management (BSM) has its origins in the activities of the Private Foundation of the Institute of Continuing Education (Fundación Privada Instituto de Educación Continua, or IDEC), founded by the Pompeu Fabra University (UPF) in 1993 together with several companies and institutions from the business sphere.

The consolidation of the European Higher Education Area (EHEA) makes it possible to strengthen the quality and international competitiveness of higher education in Europe, and allows for an increase in the mobility and employment of European university graduates. In this context, the Board of the IDEC Private Foundation agreed the creation of the Barcelona School of Management, in order to offer educational programs that allow official qualifications to be obtained.

The Barcelona School of Management, a center affiliated with the Pompeu Fabra University, aims to contribute to the UPF's mission by creating an ecosystem for talent in which people achieve the best version of themselves during their careers, challenging established norms with science and social meaning in order to transform themselves and society.

2. Organization and Managers of the Center

The Barcelona School of Management is owned by the IDEC Private Foundation, and it is governed by a Board and a Steering Committee.

The BSM's General Management form part of the Governance Board, as well as chairing the Board of Directors, which includes the management teams of the various functional divisions in order to ensure the institution's proper operation:

- Academic Management.
- Resources and People Management.
- Marketing and Communication Management.
- Quality and Internationalization Management.
- Alumni and Corporate Relations Management.
- General Secretariat.

The Studies Board, made up of a combination of academic and professional members, is responsible for monitoring the academic quality of all the programs.

The chair of the Studies Board is the Dean, who is responsible for the academic management of the Barcelona School of Management.

The internal self-assessment committees (ISACs), established for the accreditation processes, oversee the assessment procedures and the ongoing improvement of the University Master's degree programs, as well as acting as the BSM's quality committees.
The teaching staff, under the academic direction of the dean, is made up of a wide range of internal teachers (core faculty), who are linked to the various academic and professional fields. The center also has the support of the professorship of the Pompeu Fabra University to ensure alignment with the UPF’s areas of knowledge. This combination of its own teachers and teaching collaborators ensures the academic and research stringency which the UPF is known for on the one hand, while also ensuring the transmission of real-life experience, which students will encounter in the companies and institutions they collaborate with at a professional level.

3. Internal Quality Guarantee System

3.1 History: IQGS-UPF Framework

The purpose of the Internal Quality Guarantee System (IQGS) is to ensure the quality and the continuous improvement of the research, teaching and management processes carried out by the BSM.

The IQGS manual sets out the objectives and principles, the stakeholders, the scope, the procedures, the organization, the structure and the resources necessary to carry out such a mission.

This system is developed based on the 6Q-Internal Quality Guarantee System of the UPF degree programs, which was certified by AQU in 2011 and is applicable to all UPF degree programs, including those of affiliated centers. At the same time, this system originates in the AUDIT program, which is structured into a set of dimensions based on the quality guarantee recommendations elaborated by the European Association for Quality Assurance in Higher Education (ENQA).

In drawing up the IQGS, the BSM follows the design principle in accordance with the university legislation currently in force, and it has involved the participation of the various stakeholders.

3.2 Quality Policy and Objectives

The University of Pompeu Fabra defines its mission in four points, as set out in the strategic plan for 2016-2025:

- Offer a rigorous, innovative and personalized educational model.
- Become a research university that stands for social transformation.
- Promote innovation and value creation.
- Foster commitment to culture.

In this context, the priority goal of the UPF Barcelona School of Management (BSM), a center affiliated with the Pompeu Fabra University, is to contribute to the UPF’s mission by establishing an ecosystem of talent where people, in their professional journeys, become the best version of themselves, challenging what is established with social science and purpose in order to transform themselves and others.

The BSM’s vision is to be a key factor in the transformation of society to help to create a better world.
Furthermore, and to respond to this commitment with excellence, the BSM focuses the strategic plan in five main areas of action:

1. **Quality**, for continuous improvement consistent with an institution of excellence.
2. **Organization and efficiency**, focused on processes and the development of the resources to implement it.
3. **Project identity**, which defines us as unique and underlines the social purpose that identifies it.
4. **Transformation**, to implement an innovative teaching model and turn the school into a global institution.
5. **Connection**, with all the players that interact with the school - the UPF itself, the companies, the institutions, the students, the alumni, the teaching staff and wider society.

**Values:**

- **Sensitivity**, believing in people and in the needs of every person.
- **Commitment to action**, to turn ideas into reality.
- **Cooperation**, working together to multiply ideas.
- **Transformation**, to promote critical thinking and improve the environment that surrounds us.
- **Depth**, to make informed decisions based on objective analyses and with a humanist approach.
Quality objectives:

Just as the first area of the school's strategic plan sets out, the BSM considers quality and continuous improvement consistent with an institution of excellence to be among its key commitments. To define its quality policy, the BSM uses the UPF's policy as a basis, and the UPF in turn follows the requirements of AQU Catalunya (the Catalan University Quality Assurance Agency) and the legislation of the regulatory framework of European Higher Education.

The BSM is committed to offering services that assure compliance with the requirements identified in the Internal Quality Assurance System (IQAS) and those agreed with the various interest groups. The quality policy includes the following proposals:

- Be a unique, pioneering management school that assumes the ambition of excellence in the UPF's teaching and, at the same time, seeks to adapt the real needs of the company;
- Attract diverse talent and understand success as the capacity to transform society;
- Promote, through real challenges, holistic thinking and evidence-based management, critical thinking and the capacity to communicate effectively through a good story;
- Be recognized for its social purpose: the school allows itself to be affected by the environment and insists on improving it, applying a responsible and sustainable management approach and encouraging diversity;
- Be an institution that attracts people at a global level and is internationally recognized for its uniqueness, adaptability and value proposition, with institutions, companies and students that actively participate, attracted by this innovative model;
- Be a school that involves, motivates and commits the members of the management team and teachers in its development and continuous improvement by means of the IQAS, which assures the optimal management of its resources, people and results.
3.3 Scope of the IQGS

The manual describes the quality management system applied to the Master's degree programs that are taught in the Center*, and it also extends to the qualifications of the UPF itself which are taught by the Barcelona School of Management (with the exception of the aspects that only apply to university Master’s degrees).

3.4 Managers of the IQGS

The BSM’s General Management team and Board of Directors are the main bodies responsible for defining, reviewing, improving and disseminating the IQGS of the BSM. Assessing the system and ensuring its ongoing improvement requires the involvement of the following figures:

- **Governance team**: this is the center's most senior governance and administration body and its functions are regulated in the Internal Regulations of the Center.
- **Management Committee**: this is the executive body which is made up of managers specialized in each and every one of the functional areas.
- **Studies Board**: a body made up of people, both from the UPF and external to the UPF, with outstanding experience and qualifications in the various areas of knowledge. Its function is to advise and assess the academic programming in order to guarantee that they meet the needs of the company and of society as a whole, as well as promoting a quality and continuous improvement program. The Board meets periodically to analyze the new proposals, as well as to assess the quality and the application of quality improvements in the educational programs.
- **Quality Committees**: made up of the different ISACs that are established in the various accreditation processes and that oversee the evaluation and ongoing improvement of the degree programs.
- **Quality Division**: this division promotes the elaboration of the quality policy and objectives, on the basis of the requirements set out by AQU, by the UPF and by the Center's strategic plan. It reviews the fulfillment of the quality objectives by monitoring the established indicators. It defines, reviews and proposes improvements to the IQGS, and it promotes its content to the various stakeholders.
- **Academic Management Division**: responsible for defining the Center’s range of educational programs. At the same time, the Dean of the Center is the chair of the Studies Board.
- **Academic directors of the programs**: they are the people in charge of the programs, ensuring their academic quality in line with the objectives set in each program, as well as being responsible for proposing and applying the improvements proposed by the Studies Board. Each year they are required to produce the Monitoring Report, a document for reflection and for proposing improvements, based on the guide for monitoring the official Master's degree qualifications drawn up by the AQU.

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1 This manual refers to the programming of university Master’s degrees taught by the center affiliated with the UPF, the Barcelona School of Management, which also considers this manual to be valid for all other programs taught in the center under any of its brands, except for the sub-processes, which are only applicable to the university Master’s degrees due to their nature.
3.5 Ongoing Monitoring and Improvement of the IQGS

Based on the AUDIT system and the center's quality policy, the Center's Executive Board proposes improvements to the IQGS, following proposals by the Quality division under the advice of the competent bodies of the UPF and after having involved the various stakeholders in the process.

Subsequently, the Quality division manages the reviews and communicates the results.

3.6 Stakeholder Engagement

The IQGS is aimed, either directly or indirectly, at the following stakeholders:

- Students (potential, current and former students).
- The teaching staff.
- The management staff.
- The governance team.
- Companies and institutions.
- Wider society.

3.7 Public Information

The purposes of the process “E2-information for stakeholders” is to guarantee the periodic publication of information regarding the various degree programs.

The Quality division checks the suitability of the contents published in the different diffusion channels, based on the requirements established by AQU and taking into account the various stakeholders. If a need for structural changes is identified, a proposal for new publication standards is drawn up, on which the UPF offers advice and the Studies Board gives its opinion for their subsequent approval by the Center's Governance Team.

Once the new standards have been approved, each area is asked to produce the new documents to be published in accordance with the new standard, and the marketing division then reviews and publishes it.
3.8 Process Map

### Strategic Processes

- **E0** Definition of the center’s policies
  - E0.0: Definition of the quality policy
  - E0.1: Approval and review of the IQGS
  - E0.2: Definition of the scholarship policy
  - E0.3: Definition of the staff policy
  - E0.4: Establishment of regulations

- **E1** Design and evaluation of the degree programs
  - E1.0: Design, modification and approval of degree programs
  - E1.1: Monitoring, analysis and improvement of the degree programs
  - E1.2: Discontinuation of the degree programs
  - E1.3: Review of the portfolio
  - E1.4: Accreditation of the degree programs

- **E2** Information for stakeholders
  - E2.0: Information for stakeholders
  - E2.1: Management of suggestions and incidents
  - E2.2: Management of academic qualifications and certificates
  - E2.3: External academic work experience programs

- **E3** Accountability
  - E3.0: Publishing of quality indicators

### Operating Process

- **O0** Promotion and enrollment - O0.1 B2C
  - O0.1: Communication, information and recruitment of interested parties
  - O0.2: Enrollment
  - O0.3: Allocation of Scholarships
  - O0.4: Withdrawals
  - O0.5: Admission

- **O1** Teaching and operational management
  - O1.0: Planning and delivery of teaching
  - O1.1: Operational management of the programs
  - O1.2: External academic work experience programs
  - O1.3: Teaching coordination and promotion of methodology
  - O1.4: Management of suggestions and incidents

- **O2** Services for participants and entitlement
  - O2.0: Welcome Service
  - O2.1: Careers and employment service
  - O2.2: Mobility
  - O2.3: Management of academic qualifications and certificates
  - O2.4: Alumni

### Support Processes

- **S0** Resources and people management
  - S0.0: Teaching staff management
  - S0.1: Resources management
  - S0.2: Documentation management

### Process Measurement

- **MC** Quality measurement
  - MC0.0: Satisfaction measurement
### 3.9 Processes

The elements that make up the IQGS have been established, documented, implemented, maintained and continuously improved, in accordance with the requirements established in the AUDIT program and in the Guide for the Certification of the Implementation of Internal Quality Guarantee Systems (IQGS).

The processes of the IQGS are classified as either strategic, operational, support or improvement processes.

The processes interact and are defined based on the following document structure:

1. Process Map
2. Processes
3. Procedures

#### Table matching the system procedures with the AUDIT requirements

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<th>Process / procedure</th>
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**O0 Promotion and enrollment**
- O01.0 Communication, information and recruitment of interested parties
- O01.1 Admission
- O01.2 Enrollment
- O01.3 Allocation of Scholarships
- O01.4 Withdrawals

**O1 Teaching and operational management**
- O1.0 Planning and delivery of teaching
- O1.1 Operational management of the programs
- O1.2 External academic work experience programs
- O1.3 Teaching coordination and promotion of methodology
- O1.4 Management of suggestions and incidents

**O2 Services for participants and entailment**
- O2.0 Welcome Service
- O2.1 Careers and employment service
- O2.2 Mobility
- O2.3 Management of academic qualifications and certificates
- O2.4 Alumni

**S0 Resources and people management**
- S0.0 Teaching staff management
- S0.1 Resources management
- S0.2 Documentation management

**MCo Quality measurement**
- MCo.0 Satisfaction measurement

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1.1. How the Center defines its quality policy and objectives.
1.2. How the Center ensures the quality of its training programs.
1.3. How the Center directs its teaching to students.
1.4. How the Center ensures and improves the quality of its academic staff.
1.5. How the Center manages and improves its material resources and services.
1.6. How the Center analyzes results and takes them into account.
1.7. How the Center publishes information about the degree programs.
3.9.1 Strategic Processes

E0 - Definition of the center's policies

This process involves:

- Definition of the quality policy, “E0.0”
- Approval and annual review of the IQGS, “E0.1”
- Definition of the scholarship policy, “E0.2”
- Definition of the staff policy, “E0.3”
- Establishment of regulations, “E0.4”

Each area’s Management team is responsible for creating the policies at the center-wide level (quality, staff) and the Board of Directors is responsible for approving them in order for them to then be communicated.

E1 - Design and evaluation of the degree programs

This process involves:

- Design, modification and approval of degree programs “E1.0”
- Monitoring, analysis and improvement of the degree programs “E1.1”
- Discontinuation of the degree programs “E1.2”
- Overall review of the portfolio “E1.3”
- Accreditation of the degree programs “E1.4”

The educational programs that are run are aligned with the UPF's various areas of knowledge. In a first phase, an executive summary of the proposal is required in order to assess its suitability in terms of how well it fits the market needs through a market research study (competition and potential interest).

If the Academic Management division believes the proposal to be suitable, it is presented to the Center’s Executive Board, which gives its approval for it to be presented to the Studies Board.

The Studies Board then assesses the proposal at an academic level and issues a report, which is either favorable or unfavorable. If favorable, the proposal is passed on to the Center’s Governance Team which, at its discretion, may definitively approve and authorize the academic management division to initiate the process of drawing up the program and communicating it to the UPF. The UPF, in turn, is then responsible for the procedures required for the program’s approval by the competent bodies (verification) and for its official incorporation into the Center’s range of programs. If, however, the report is unfavorable, the proposal is rejected or it is revised to incorporate the necessary changes (“E1.0”).
The same process is valid for modifications and new reviews of existing programs resulting from reflection after delivering the programs (“E1.1” and “E1.3”), where the different areas of the Center analyze the information on the various aspects (academic results, operational management, market interest, quality results, etc.). With all the available information of each program, a report is prepared and a decision is made on proposals to discontinue “E1.2”, change or maintain each degree program. The report is also very helpful for identifying new opportunities. The results are presented to the Studies Board and to the Governance Team. The Academic Management Team acts on every program based on the decisions taken.

In the case of the degree programs that it is decided to approve, the Academic Direction division, together with the Quality division, makes plans based on the accreditation calendar and the indications provided by the UPF (“E1.4”).

E3. Accountability

All the reports of the results of the surveys and academic indicators are sent to the different divisions that form part of the Center's Board of Directors. An annual summary report is drawn up of each program's quality results. This is then analyzed by the Studies Board, supported by the Monitoring Report that the directors produce based on the results of the satisfaction surveys and indicators, as well as on the opinions gathered directly from students (directly in the classrooms or through class delegates).

The programs with indicators below the target are analyzed in greater detailed and the Studies Board proposes the next steps to be followed. This includes everything from the presentation of new proposals for improvement to the members of the Board holding face-to-face meetings with the program directors.

In any case, the Studies Board always reviews the results of the last three editions in order to analyze how they have performed, in particular those with results below the target in the previous year.

If necessary, the Studies Board recommends the qualification be discontinued, always ensuring that students can complete the program before it is stopped.
3.9.2 Operating Process: Student Guidance

O.0 Promotion and enrollment

All the information about the program is available on the website, as well as in the formats necessary to guarantee that the information reaches the interested parties. Moreover, briefing sessions about the programs are held and the program advisers are available to offer advice and answer questions “O0.1.0”.

The admission process “O0.1.1” begins once the interested party has provided the documentation required for their enrollment and admission through the e-Secretariat platform, at which point they become a candidate. It is at this point that the admission process begins. First, the documentation is reviewed to check that the candidate’s previous degree is suitable for entry onto the degree program. This review is carried out by the General Secretariat.

Once the documentation has been reviewed, the candidate is then analyzed by the Admissions Committee, by assessing the documentation and conducting an interview, where this step is established in the process.

A final decision regarding the candidacy is then taken and the candidate is informed in accordance with the calendar. In the event of the candidate being refused, they are informed and the admission application fee is refunded. In the event that the candidate withdraws their application voluntarily, the amount paid is not refunded and their place is made available to another candidate.

In the event that the candidate receives a conditional offer, they must present the necessary documents by the agreed deadline.

If the Academic Management team has suggested it, the candidate should undertake supplementary studies.

The enrollment process “O0.1.2” is followed in the case of an application to join a program, an application to repeat a program, an application withdrawal, a withdrawal after enrollment in the case of internal degree programs, or a recognition of a previous degree (in most cases, recognizing an internal program as an official one).

Once enrolled and before the beginning of the program, admitted candidates are required to provide copies of the original degree and academic dossier documents - certified and, where necessary, duly legalized - for them to be checked and then filed, as well as providing the original declaration of truthfulness of the details and the declaration of acceptance of the general conditions duly signed.

Admitted candidates can also apply for a scholarship “O0.1.2”, a grant or any available discount, based on the agreements established and provided the conditions or requirements are met.

During the enrollment reservation process, the Program Advisers are on hand for all participants (applicants, candidates, admitted candidates) to answer any questions they may have regarding the contents and structure of the academic program. The General Secretariat is the department that responds to academic enquiries on matters related to subject validations or program repetitions.

Once the admitted candidate has enrolled, they become a student.
O1 Teaching and operational management

The center's Academic Management team, together with that of the degree program, draw up the teaching calendar, plan the participation of the teaching staff, the program guides, and the Master's degree dissertation regulations, etc. following the criteria established in the degree program's file “O1.0”.

The degree program's Academic Management team holds periodic faculty meetings or makes periodic announcements to inform the teaching staff of the schedule to be followed in the programs, as well as setting out what is expected of them in terms of content and the activities to be carried out “O1.3”.

The teaching methodology is also developed and it is ensured that the guidelines drawn up by the center are followed, thus guaranteeing that the curriculum is complied with, that there is no overlap in the contents and that the teaching staff is engaged throughout the processing of teaching the material or subject.

Before the program begins, the program manager plans what resources are necessary to teach the program.

The program manager contacts the students to welcome them and offers them their support and advice for whatever they need. Moreover, in online programs, there is a period of familiarization with the virtual classroom. The program manager will be the person of reference throughout the academic year and will oversee the program's proper operation.

At the start of the program, students receive the program guide, which includes all the matters related to the methodology and the learning process, as well as the assessment criteria and any other relevant information.

Students can see which classrooms have been assigned for the face-to-face sessions included in the program. In all cases, students have a virtual classroom which contains the academic contents and is used for other activities, as well as containing the results of the tests they perform during the course of the program.

The program's operational management covers the preparation of the academic materials, the necessary resources (classrooms, technical elements, etc.), the participation of the teachers/tutors, attendance management (or participation management in the case of online programs) and monitoring students' academic performance.

Students can request extracurricular academic work experience programs, in addition to the curricular external academic work experience programs that generally form part of the curriculum of the degree programs. Whatever the case, the Careers Service always assesses their interests and reviews their CV “O1.2”.

In the case of external curricular work experience programs, when the period ends, students produce a report and complete a satisfaction survey, and the tutor from the company also assesses the student. Based on the information received and the report, the Careers Service monitors and sends the results to the degree program's Academic Management team.

Students must comply with the program's schedule and demonstrate their level of learning in each subject through different activities. These results are reflected in the academic report.

The teaching staff and dissertation tutors are assessed by the students through satisfaction surveys where they can provide their opinion.

The Academic Management team ensures that the program and the academic contents are properly delivered and monitors the results of the satisfaction surveys.
Annually, students’ performance is published through the Monitoring Report or Annual Report of the program. This includes the percentage of students who have passed and not passed, by program and overall, as well as the drop-out and efficiency rates. This information is also presented to the Studies Board for their assessment, as well as to the center’s Governance Team.

The Monitoring Report, which is partly based on the *One Page Memory* report produced by the academic director, is based on the 6Q-IQGSt.UPF process and incorporates the following indicators: access and enrollment indicators, performance indicators, graduation and drop-out rates, student and teaching staff satisfaction indicators, data on mobility, the work experience programs and integration into the labor market, and information on management and service to the community. (E3)

The Academic Management team of the center and of the degree program hold recap meetings, in which they analyze the current strengths and propose improvements, which are then reflected in the degree program monitoring report.

**O2 Services for participants and entailment**

All enrolled students have at their disposal the program advisers to answer any questions they may have before the beginning the program, as well as the program managers once the program begins.

International students also have access to the Welcome Service “O2.0” where they will find advice to plan their arrival.

The Careers Service (CS) develops close and long-term relationships with companies and institutions, advising companies in their management of job offers and their search of talent for academic work experience programs and job vacancies “O2.1”.

The CS publishes offers through the platform and provides information about jobs forms and other external activities that may be of interest to students (such as the UPFeina and Jobarcelona jobs forums).

Student mobility “O2.2”, regarding both incoming and outgoing students, is gradually being developed. These mobility programs are conducted with international institutions with which the center has exchange agreements. These institutions are selected by the International Office.

At all times, students have the Management of Academic Qualifications and Certificates service “O2.3” available to them.

Former students, meanwhile, have access to the Alumni service “O2.4”, which aims to add personal and professional value by encouraging networking, facilitating career development and offering different activities and benefits for students to continue sharing their experiences after completing their program.
3.9.3 Support Processes

So Resources and people management

All the programs are directed by an Academic Management team, which is responsible for their academic design together with the Academic Management Department.

All academic proposals are analyzed by the Studies Board, which is the advisory body made up of representatives from the Pompeu Fabra University and companies and which strives for academic quality. Additionally, the center's Governance Team receives these academic proposals and decides whether or not to pursue them.

The professors and teachers are assessed periodically by the students through the satisfaction surveys scheduled at the end of each subject or topic (O1.1 – Quality Measurement).

The results are sent to the academic directors, who in turn review them with each teacher. If the evaluations are below a set threshold, the causes are analyzed and this teacher does not usually participate in subsequent editions.

The overall results of the teaching staff are also reviewed annually through the academic report which is presented to the Studies Board and to the center's Governance Team.

The Center publicizes the teachers' activities in the field of the programs in which they participate. This is a way of providing constant recognition for their work of passing on their knowledge in that area. Moreover, an online publication is periodically produced regarding a central topic with contributions from academics offering different points of view. This publication is sent to the center's contacts database, including students and alumni. This publication is also accessible through the website.

Finally, the websites of each program include information on awards and news related to the teaching staff.

Each of the program reports includes information on the material resources and services that are available to students. These include: classrooms, study rooms, conference rooms, the library and resource center, material available on loan and computer services “0.2”.

The resources are managed by the Computer Department and the General Services Department (S1). The decision process with regard to investments involves analyzing the needs of the different programs (based on the results of the quality surveys that are performed with students and based on the requests of the academic directors of the programs), as well as assessing any obsolescence issues and innovation proposals. The investments to be carried out each year are approved by the Center's management. Maintenance is also the responsibility of these departments. As part of the UPF group, we have access to the infrastructure of the UPF’s campuses in the city.

Last of all, the monitoring and development of human resources (administrative and service staff) is also important. There is an annual training plan, which includes free English courses, as well as support for individual training activities. This plan is decided upon based on the Center's strategy and the analysis of the needs identified. Moreover, a working environment survey is conducted periodically and actions to make improvements are taken based on the results.
3.9.4 Improvement Processes

MCo Satisfaction measurement

All the programs have a calendar for managing their own quality assessments (procedure MCo.0). These questionnaires, which are either specific to material or to a subject, are conducted mid-way through the program and together at the end of the program:

- The overall evaluation
- The fulfillment of expectations and the alignment with the contents initially expected
- The intention to repeat studies
- The coordination between topics, duration, quality of the material, currency of the topics and practical application
- The quality of the teaching staff
- The facilities and services
- The extent to which students would recommendation the program
### 3.10 Table of Indicators

Indicators of the operating processes:

<table>
<thead>
<tr>
<th>PROCESS (ES)</th>
<th>PROCEDURE (S)</th>
<th>INDICATOR (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROMOTION AND ENROLLMENT</td>
<td>COMMUNICATION, INFORMATION AND RECRUITMENT OF INTERESTED PARTIES</td>
<td>PO0.1.0</td>
</tr>
<tr>
<td></td>
<td>no. of applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>no. of pre-enrollments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% applications by communication channel</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ADMISSION</td>
<td>PO0.1.1</td>
</tr>
<tr>
<td></td>
<td>no. of admissions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENROLLMENT</td>
<td>PO0.1.2</td>
</tr>
<tr>
<td></td>
<td>no. of new joiner places offered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>no. of enrolled students (new joiners, partial)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distribution of enrolled students based on entry degree qualification</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average credits enrolled per student</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ALLOCATION OF SCHOLARSHIPS</td>
<td>PO0.1.3</td>
</tr>
<tr>
<td></td>
<td>no. of candidates awarded scholarships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WITHDRAWALS</td>
<td>PO0.1.4</td>
</tr>
<tr>
<td></td>
<td>no. of withdrawals before the beginning of the program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>no. of drop-outs during the program</td>
<td></td>
</tr>
<tr>
<td>TEACHING AND OPERATIONAL MANAGEMENT</td>
<td>PLANNING AND DELIVERY OF THE TEACHING</td>
<td>PO1.0</td>
</tr>
<tr>
<td></td>
<td>Classroom teaching hours by type of teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drop-out rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduation rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Efficiency rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average duration of studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OPERATIONAL MANAGEMENT OF THE PROGRAMS</td>
<td>PO1.1</td>
</tr>
<tr>
<td></td>
<td>% program attendance</td>
<td></td>
</tr>
</tbody>
</table>
### EXTERNAL ACADEMIC EXPERIENCE PROGRAMS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO1.2</td>
<td>no. of work experience offers awarded through the CS&lt;br&gt;no. of work experience programs that lead to a job offer</td>
</tr>
</tbody>
</table>

### MANAGEMENT OF SUGGESTIONS AND INCIDENTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO1.4</td>
<td>no. of complaints</td>
</tr>
</tbody>
</table>

### SERVICES FOR PARTICIPANTS AND ENTALIMENT

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCO-2</td>
<td>no. of job offers published that are managed by the CS&lt;br&gt;Labor market integration index&lt;br&gt;Rate of alignment of the work to the studies</td>
</tr>
</tbody>
</table>

### MOBILITY

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO2.2</td>
<td>no. of students in mobility programs (incoming/outgoing)</td>
</tr>
</tbody>
</table>

### Indicators of the Improvement Processes:

<table>
<thead>
<tr>
<th>Process (ES)</th>
<th>Procedure (S)</th>
<th>Indicator (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALITY MEASUREMENT</td>
<td>PMCo</td>
<td>SATISFACTION MEASUREMENT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rate of satisfaction&lt;br&gt;Rate of intention to repeat studies</td>
</tr>
</tbody>
</table>
4. Reviews of the IQGS

<table>
<thead>
<tr>
<th>REVIEW</th>
<th>DATE OF APPROVAL</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03-2015</td>
<td>Last review of the quality management manual</td>
</tr>
<tr>
<td>M-1</td>
<td>11-2017</td>
<td>General review of the IQGS.</td>
</tr>
</tbody>
</table>