ACADEMIC GUIDE
ESIC BUSINESS
& MARKETING SCHOOL

ACADEMIC YEAR 2024–2025
SEPTEMBER 2024

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INDEX

ESIC
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Marketing School

01

WELCOME TO
ESIC BUSINESS & MARKETING SCHOOL

This **Academic Guide** (hereinafter **"Guide"**) is a document that describes the academic model offered by **ESIC Business & Marketing School** (hereinafter **"ESIC"**), **the students´ commitments, the requirements to obtain the degree and other** fundamental aspects of the training process for any of the postgraduate degrees (official, permanent training, and private) offered at our different campuses.

It is a document that all students, professors (PDI) and administrative and service personnel (PAS) are obliged to know.

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1.1 PRESENTATION

Dear Postgraduate Student,

I want to welcome you to ESIC Business & Marketing School where we will go on a journey together, in which your academic life will become a constant opportunity to discover and learn about the world around us and thus contribute to the improvement of our society.

Our educational model is a combination of knowledge, values and experiences. As knowledge evolves rapidly, our goal is to "teach to learn" and to activate your curiosity so that you can adapt with agility to a constantly moving and changing world.

I encourage you to give everything you can during this stage, discovering the full potential of your virtues, skills and knowledge, strengthening your skills as a professional with impact. I also invite you to participate in all the complementary activities such as Entrepreneurship, Theatre, Volunteering, etc. that ESIC will offer you, since our goal is your integral training as a person, in both an academical and extracurricular context.

During this year at ESIC you will count at all times with the encouragement, assistance and support of all faculty, administrative and service staff, Alumni, as well as other colleagues. It is not in vain that we are a Business School with a strong presence in our society for almost 60 years that has been able to rely on the value of tradition and at the same time innovate with new learning methodologies and study programs, designed for the present and future needs of the economy and the national and international business environment.

I would like to welcome you to ESIC Business & Marketing School.

EDUARDO GÓMEZ MARTÍN
President of ESIC

1.2 GOVERNING BODY AND MANAGEMENT TEAM

GOVERNING BODY OF ESIC BS

CARLOS LÓPEZ ARIZTEGUI
DEAN

IGNACIO SORET
RESEARCH DEPARTMENT

JAVIER MORENO
ACADEMIC MANAGEMENT AND
PLANNING DIRECTORATE

ANTONIO IGLESIAS
OPERATIONS MANAGEMENT

IOANA LAZAR
VICE-DEAN

GRACIA SERRANO
QUALITY MANAGEMENT

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ACADEMIC MANAGEMENT AND COORDINATION OF DEGREE PROGRAMS

- Mar Cárdenas
  Master DRHO

- Cecilia Kindelán Amorrich
  Academic Coordination: Ana Mª Lado Iglesias
  Master EMBA

- José Ángel Sanz Viejo
  Academic Coordination: África Hernández Rodríguez
  Master GESCO

- Carlos Victor Costa
  Master IMBA

- Ignacio Soret Los Santos
  Master LOCS

- Luis Jesús Ríos Pita
  Master MBDA

- Arancha Gómez Gutiérrez
  Master MCX

- Patricia García Sánchez de la Barreda
  Master MDF

- José María Visconti
  Academic Coordination: Fabián Pedrero Gallego
  Master MDM

- Arancha Gómez Gutiérrez
  Master MDMD

- Daniel Martínez Canca
  Master MIB

- Daniel Martínez Canca
  Master MITB

- José María Visconti
  Academic Coordination: Fabián Pedrero Gallego
  Master MMD

- Ioana Lazar
  Master MML

- Daniel Martínez Canca
  Master MMM

- Ioana Lazar
  Master MMT

- Carlos Victor Costa
  Master MPC

- Carlos José Conejo Sánchez
  Master MPM

1.3 RECOGNITION AND ACCREDITATIONS

ESIC is a member of the most important national and international educational agencies and associations that guarantee educational quality and has received accreditations and certifications of great international prestige. Among others, ESIC has the accreditation of many of its professors by Advance Higher Education and, at the institutional level, is accredited by AUDIT and DOCENTIA by ANECA; it is part of and has programs accredited by the Association of MBAs (AMBA) and the EFMD.

1.4 SCOPE OF APPLICATION

This Academic Guide applies to ESIC Business & Marketing School's permanent training degrees and private Masters´ degrees, hereinafter referred to as "Masters".

02

EDUCATIONAL STRATEGY

The educational strategy is based on a **pedagogical model** called *Transformative Learning*, which has been carefully designed so that students, through innovative **active learning** methodologies, acquire the necessary competencies for their personal and professional development in the business world.

This model is based on the educational strategy **Student Centred Learning (SCL),** which puts students at the centre of the teaching and learning process, emphasizing their autonomy and responsibility for achieving the **learning outcomes** described in the degree (what a student is expected to know, understand and be able to do upon completion).

The fundamentals of *Transformative Learning* are based on:

- The development of know-how competencies, especially critical thinking and ethical leadership.

- Active methodologies based on real business situations.

- The role of students, who are no longer mere receivers of information in the classroom and assume a fundamental responsibility and commitments throughout the learning process, from the acquisition of basic prior knowledge to active participation in discussions, case resolution, projects and other collaborative activities in the classroom that enhance a positive attitude in the teaching-learning process.

- A new role of the professor as a facilitator of learning, designer of experiences that encourage active participation, providing feedback and formative assessment, promoting critical reflection on what has been learned and its application in the real world, based on their business or professional experience.

In summary, the *Transformative Learning* model is based on the theories and innovative educational approaches of active pedagogy in which work is done through various methodologies (projects, challenges, debates, problems, cases, etc.), which involve greater activation and engagement of students in their learning process.

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03
PROGRAM STRUCTURE

The structure of the master's degree programs responds to the pedagogical model, *Transformative Learning*, and involves a training itinerary focused on student learning and experience. Each program has its objectives and learning outcomes that are acquired through modular subjects and topics.

It should be noted that in all the non-official degrees, each credit is equivalent to 25 hours of student work, so that a master's degree of 60 credits requires 1,500 hours of student effort. This criterion is similar to that used for ETCS credits in official degrees.

The distribution of credits in subjects is specific to each program and responds to the objective of the program, the student's profile and the academic quality criteria. Detailed information on the objectives, learning outcomes, credits and assessment system of a program is available in the **Syllabus of each subject** and in the **Program Handbook**.

Generally speaking, each program contains several modular subjects. Each subject is in turn composed of several different topics, and each topic is taught in several classroom sessions.

3.1 MAIN SUBJECTS

These are the subjects that are part of the **specific and mandatory itinerary of the degree** for the development of the students' professional competences in the field of their specialization. These subjects provide students with the theoretical and practical knowledge of the subject, as well as the skills, abilities and tools necessary for decision making in their professional activity. Through these core subjects, students develop their essential "know-how" to perform in the professional field.

Linked to some of these subjects, specific mandatory **activities** are offered for the development of certain competencies. These can be carried out during or outside of classes, such as visits to companies, shopping malls, business hubs, online sessions, etc. These types of activities are described in the Syllabus of each subject.

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[1]ECTS: European Credit Transfer and Accumulation System

3.2 SPECIALIZATION SUBJECTS

These are subjects that allow students to **customize their training itinerary** in order to complete the compulsory credits of the master's degree. This option is only available in some degrees, so the number of subjects, variety and characteristics of these should be consulted in Syllabuss and in the **Program Handbook**.

3.3 INTERNATIONAL EXPERIENCES

One of the options for customization of the training itinerary is based on **international experiences** in different universities and international business schools.
These are of two types:

- **Curricular:** they are part of the structure and have credits and a specific Syllabus like any other subject of the degree. They are, therefore, **mandatory and assessed**. The experience may consist of an **International Stay**, where one or more subjects are taken at the destination. Details, destinations and conditions are described in the Program Handbook.

- **Extracurricular:** these are non-mandatory training complements, where students from different programs have the opportunity to take a series of subjects and obtain a certificate from the host university.

  In this case, the experience may consist of an **International Stay** that will take place in one week during the academic calendar, or a **Degree Extension**, with a duration of normally between 3 and 6 months that takes place after the completion of the degree. Details, destinations and specific conditions for this option will be presented once the course begins.

All these international options will be carried out according to the guidelines of each degree program, which will be explained in detail at the opening session of each program.

Approximately one month after the start of the degree program, interested students will be asked to make their choice, establishing their priorities. The final assignment will be conditioned to ESIC's viability criteria, such as the formation of minimum groups that guarantee adequate learning among students.

Likewise, students interested in participating in an international experience will be informed well in advance of any costs not included in the tuition of the degree program and of the deadlines for obtaining a visa in case it is necessary.

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Likewise, in the case of curricular international experiences and, therefore, mandatory, it is the student's responsibility to process the visa within the indicated deadlines and must inform the degree program management and the **International Development Unit (UDI)** as soon as possible of any delay in the response from the Consulate or Embassy of the country of destination.
Failure by the student to comply with the visa processing deadline resulting in the impossibility to travel will imply that:

a) The student will not obtain the corresponding credits.

b) Will have to carry out an academic activity equivalent in effort (credits) and objectives to be developed, not always abroad.

c) Will not be entitled to any financial compensation for not having participated in the mandatory international experience of the degree.

3.4 MASTER'S THESIS

The capstone Final Project completes the training itinerary of the degree in an integrated way, training students for their professional future. This work consists of the development of a project in which all the competencies of the master's degree are developed.

The Final Project is designed to be developed in a group, in order to strengthen one of the most relevant competencies, which is teamwork.

All the characteristics, assessment criteria and tutorials development are described in the **Syllabus and Handbook of the Final Project** of each degree program.

3.5 EXTERNAL INTERNSHIPS

Extracurricular external internships are governed by RD 592/2014 of July 11th, which implies that they are subject to regulation in the form and time as described in point 7.4 of this document.

04

THE TRAINING ITINERARY

Each of the subjects of a program is designed as a **training itinerary, focused on active learning and oriented to the achievement of learning results**. The phases of this itinerary are:

- Asynchronous **discovery or acquisition of knowledge** by the student, through the contents of the course and the topics that compose it, complementary training materials and/or activities proposed by the professor and available in **CANVAS.**

  - The students must organize their individual and/or group activities assuming responsibility and autonomy in order to reach at the next phase prepared to tackle more practical challenges.

  - The time that the students should dedicate to this phase is variable and depends on the subject, topic, profile and previous experience. This phase is **extremely important for the success of the Transformative Learning model**.

- Face-to-face **Thought Leadership or Master Class** sessions given by an expert professor in the particular field of the subject or topic that will combine a critical review of the most relevant theories, models and case studies, the latest trends in the field and different challenges and activities through which students have to test their ability to apply the knowledge acquired in the previous phase. In this phase, the student is expected to be actively involved in the different activities that are planned in the classroom.

- Finally, the Assessment phase is the evidence of the acquisition of the learning outcomes of the course. The assessment system is detailed in point 8 of this Academic Guide.

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05

ACADEMIC BODIES OF ESIC AND CLASS REPRESENTATION

In the event of non-compliance with internal regulations, the following competent bodies deal with related processes for resolution: the Academic Assessment Committee, the Academic Integrity Committee and the Disciplinary Committee.

5.1 ACADEMIC ASSESSMENT COMMITTEE

It is formed by the Academic Dean, Academic Vice-Dean and the corresponding Program Director, and its objective is to make academic decisions related to:

- Low performance.
- Missed of convenes.
- Appeals about marks.
- Approval of the possibilities to continue studying in case of conditional enrolment.

5.2 ACADEMIC INTEGRITY COMMITTEE

It is formed by the Academic Dean, the Academic Vice-Dean, the Program Director or Coordination of the Degree and the Campus Coordination and has the authority to apply the Academic Integrity Policy of ESIC in relation to plagiarism.

In the event that the plagiarism takes place at the Campuses, the Campus Management or Coordination will communicate the facts to the Program Director. Once the case has been resolved by the Academic Integrity Committee, the Campus Management, in coordination with the Program Director, will be in responsible for applying the corresponding sanctions.

5.3 ACADEMIC DISCIPLINARY COMMITTEE

Formed by the Academic Dean, Academic Vice-Dean and the Program Director and has the objective of ensuring compliance with the Academic Discipline Regulations that defend ethical principles and conduct, as well as protection schemes against abuses on the normal coexistence among the Educational Community.

In the case of misconduct classified as serious or very serious, disciplinary proceedings will be processed by an **instructor** who is **a Legal Advisor of ESIC**, with the possibility of appointing another instructor in cases of incompatibility.

5.4 CLASS REPRESENTATIVES

ESIC bases the education activity across the institution on mutual respect and dialogue. It is ESIC's policy to be open to dialogue between students, professors and management staff.

The students of each group will elect two delegates, within the first 2 weeks from the beginning of classes. They will represent the students of the group for which they have been elected and will be the normal channel of communication with the Program Director, for general questions, suggestions and complaints or improvement proposals.

06

STUDENT COMMITMENTS

6.1 ACKNOWLEDGE ESIC'S ACADEMIC REGULATIONS

ESIC students, at the beginning of the program, **explicitly agree to comply with the provisions described in this Guide and other documents that regulate the academic regulations of the degrees** (Syllabus, Program Handbook, Final Project Manual, International Stay Regulations, Regulations for Academic Tutoring of External Internships, Academic Discipline Regulations, Code of Ethics, Educational Harassment Protocol, External Internship Regulations, etc.).

Therefore, **it is the student's responsibility to acknowledge in detail the rules that regulate the degrees they are pursuing and which they have expressly agreed to comply with.**

6.2 ATTENDANCE POLICY

6.2.1 PROGRAM ATTENDANCE

Attendance to all sessions and activities that make up a course, inherent to the structure and credits of the degree is **mandatory.**

In this section, two types of absences can be differentiated: **excused absences** that are not computable to the percentage of overall absences (referred to in point 6.2.3), and **unexcused** absences.

Students will not be able to connect to classes remotely, except in cases of force majeure (listed in the section on Exceptions Policy, described in point 6.2.3. of this Guide). These exceptions will be communicated in advance to the Program Director or Campus Coordination at least **48 hours in advance** (before the start of the subject or topic) and require explicit approval by the Program Director.

The maximum percentage of unexcused absences allowed during the degree is **20% of the total scheduled hours of contact with the professor** in any scheduled session (classes, company visits, academic activities, etc.). Exceeding this percentage would imply a series of consequences, among which is the fact of not obtaining the Master's Degree (for more information see section 6.2.4. of this Guide).

As established in section 12 of this Guide (Code of Expected Professional Behaviour), students have **10 minutes of courtesy to enter** the classroom and after this time the session will be considered as non-attendance, being the professor's decision to allow or not the entry of students as observers.

Likewise, in the event that the students arrive on time, registered their attendance and leave the classroom before the end of the session, it will be considered an unexcused absence, also affecting the contribution grade in the classroom.

6.2.2 REMOTE ATTENDANCE REQUIREMENTS

When the student has been authorized to connect remotely, the following requirements must be met:

1. Have the **camera turned on** during the entire session (otherwise, that session will count as an absence).

2. Have the **necessary resources** to guarantee the optimal development of the classes: Wi-Fi connection, bandwidth, computer connected with camera and microphone (otherwise, that session will be counted as an absence).

6.2.3 EXCEPTION POLICY

The Academic Management establishes the following **exceptions of excused absences,** not computable in the percentage of total absences, as long as the students present a **formally validated certificate, with stamp and signature,** that proves this situation:

1. Death of a relative of first and second degree bloodline.

2. Birth or adoption of a child.

3. Serious illness that makes it impossible for students to attend classroom sessions. Common illness (flu, cold, COVID, bronchitis, gastroenteritis, laryngitis, etc.) **are not considered excused absences. At the same time, the medical appointments that the student schedules with the medical practitioner are also not considered excused absences.**

4. Compulsory attendance at a trial.

If the Program Director and Campus Coordination do not authorize an exception, for not complying with the requirements mentioned above, students must take into account that the absence will be unexcused and, therefore, will be counted in the percentage of total absences, also affecting the contribution grade in the classroom.

In the event that the student provides proof of absences, in any of the above categories, the contribution in the classroom is a maximum of 60.

In the case of students who have been diagnosed with a serious illness during the course of the program, or are in other personal circumstances that **make it impossible** for them **to attend more than 4 credits of the degree,** they must put on hold the program, but will be able to finish it the following academic year without any additional cost.

6.2.4 CONSEQUENCES OF NONCOMPLIANCE

CASE 1. Absences of between 21% and 35% of the degree program
Attendance control is a fundamental requirement to guarantee the academic quality of the degree programs, and its monitoring will be carried out continuously by those responsible for the degree program. **When students exceed the maximum percentage of absences at any time during the degree program, they will be informed of their situation and the consequences of persistent non-compliance. If, at the end of the degree the attendance requirement has not been met, the institution will not grant the Master's Degree,** obtaining a certificate of achievement of the credits passed in the degree.

The **Academic Assessment Committee** will decide at any time during the program the specific measures to be applied to each case.

CASE 2. Absences from 36% of the total of the degree
A percentage of absences of 36% or more at any time of the degree, makes it impossible for students to continue studying the program. Each case will be transferred to the **Academic Assessment Committee,** which will be the body in charge of assessing the measures to be adopted in each case.

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CASE 3. Impact of absences on the rating of the dimension "Classroom Participation"

ESIC includes within its assessment system a fundamental dimension to guarantee the pedagogical success and the assessment of the individual contribution of the students, which is the "Classroom Participation". This participation will be measured throughout all the sessions and topics of the course.

Table 1 below shows the maximum grade that a student can obtain in this variable in the case of absences in sessions of each subject.

In the case of **subjects with two sessions,** the general criterion to be applied is that, if any of them is missed, the grade in this case must be below 60 points.

In **subjects with three and four sessions,** if students miss one session, the maximum grade awarded in this dimension would be a maximum of 60 points; in this same case, if they miss two or more sessions, the final grade would be reduced to 0 points.

In the case of subjects **with five and six sessions,** if students miss two sessions, the maximum grade would be 60 points and, in the case of missing three or more sessions, the grade in this case would be 0 points.

Finally, in subjects **of seven and ten sessions,** if students miss 3 sessions, the maximum grade would be 60 points and, in the case of missing four or more sessions, the grade in this case would be 0 points.

Table 1. Number of absences and maximum score for the variable "Classroom Participation".

NUMBER OF SESSIONS PER TOPIC	NUMBER OF ABSENCES BY SESSION	MAXIMUM GRADE FOR "CLASSROOM PARTICIPATION" (SCALE OUT OF 100)	NUMBER OF ABSENCES BY SUBJECT	MAXIMUM GRADE FOR "CLASSROOM PARTICIPATION" (SCALE OUT OF 100)
2	1	<60	≥ 2	0 points
3	1	60 points	≥ 2	
4	1		≥ 2	
5	2		≥ 3	
6	2		≥ 3	
7	3		≥ 4	
10	3		≥ 4	

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6.3 ACTIVELY PARTICIPATE IN THE CONTINUOUS IMPROVEMENT PROCESSES

ESIC is characterized by its close relationship with its student body throughout the entire educational process. Student satisfaction and opinion is of vital importance for the improvement of programs. For this reason, in addition to the permanent relationship of all students with the Program Management and Campus Coordination Departments, students have the opportunity to share their feedback on the program, subjects, professors, and in general, their experience at ESIC, through surveys they receive from the ESIC University Observatory (email survey sender observatorio@encuestas.esic.edu).   This assessment, in which students actively participate, consists of three key processes:

a) Assessment of student satisfaction with the teaching quality and the topic within a modular subject, which provides the institution with valuable feedback for continuous improvement. An assessment will be carried out at the end of each subject of the program.

b) Intermediate and End-of-Program Assessments that allow for the analysis of general issues of maximum importance for the experience and learning of ESIC students, mid-term and in the final phase of the program.

c) Meetings with Class Representatives: during the academic year, three formal meetings will be held between the Program Director/Academic Coordination and class representatives to assess the progress of the academic year, provide opinions, correct deviations and channel requests. The minutes of these meetings will include the topics discussed and the commitments made by all parties.

d) Degrees Committee: during the academic year, students will opt to be part of the Degrees Committee, together with the rest of the interest groups related to the degrees (Professors, Administration and Services Staff and Alumni, among others). These committees are convened every year, and their main objective is to monitor and improve the programs. The ESIC Quality Unit will contact students so that they can participate in the commission (calidad@esic.edu).

07

DEPARTMENTS AT THE SERVICE OF STUDENTS

The following is a description of the main services related to the development of the degree program. Students have access to the **Welcome Manual** to learn about all the services available during the degree program.

7.1 COMMUNICATION

All communication between ESIC and the student will be done exclusively through **the institutional e-mail account** or through the **Servicedesk of the Virtual Campus**. The format of the institutional account is:

numero_de_matricula_del_estudiante@students.esic.edu

In all communications that the student establishes with ESIC, the name of the degree program and its code must be specified in the subject line in order to facilitate the expeditious processing of this information.

Students are expected to **consult their institutional email accounts** provided at the beginning of the degree program **on a daily basis. It is the students' responsibility to periodically consult the communication channels with ESIC** and failure to do so will not be grounds for extensions of deadlines for submissions, excuses for missing ESIC academic notifications, etc.

7.2 DIRECTION AND COORDINATION OF THE DEGREE

The Program Director, the Academic Coordination and the Operational Coordination at the campuses will be the people with whom students will have frequent contact, in addition to their professors. The Director of Degrees has the function of directing the master's degree, assisting students in academic matters and directing the teaching staff of each program.

The Coordination (Academic and/or Operational) at the campuses maintains a direct relationship with students to help and resolve their concerns throughout the degree. Communication with the direction of the degree will be by e-mail and with the operational coordination through the Servicedesk of the Virtual Campus.

ESIC's main value is the closeness and attention to students, so they are encouraged to ask questions or seek help at any time when a concern or difficulty may arise, both academic and personal.

7.3 SECRETARY'S OFFICE ALUMNI

The Student Secretary's Office will be the first place to go for any administrative question, certificate request, general orientation about services, etc. Communication will be through the Servicedesk of the Virtual Campus.

7.4 PROFESSIONAL DEVELOPMENT UNIT

The mission of the career service department, denominated Professional Development Unit (UDP), is to increase the competitiveness of ESIC students and alumni in employability. Communication with this department will be made through the institutional e-mail account interships@esic.edu, for external internship services, or careers@esic.edu for employment services.

Depending on the student's profile, one of these services may be available:

IN-COMPANY INTERNSHIPS

The external internship service is aimed at current students with curricular and extracurricular internships, and those students who, without having an obligation to carry them out in order to obtain the degree they are studying and with little or no work experience, wish to access external internships.

Any internship must be carried out with academic tutoring and assessment of the internship in accordance with current law. All students who carry out external internships must follow the designated tutoring and assessment.

It is essential to know the procedure and the applicable internship regulations, which are available in the virtual classroom:

- **UDP Internship Policy.**

- **Regulations for the Academic Tutoring of External Internships.**

- **Syllabus for Internships.**

According to **Royal Decree 592/2014 of 11th July,** the internship is subject to the current student status, **being the deadline for its completion the closing of minutes** and the consequent obtaining of the final grades at the times indicated below:

• Master's Degree September/October 2024: 30 December 2025.

• Master's Degree March/April 2025: July 30, 2026.

In the case of the EMBA degree:

• For the solicitation beginning in October 2024: July 30, 2026.

• For the convene beginning April 2024: December 30, 2026.

PROFESSIONAL CAREERS

The professional careers service is aimed at master's degree students with at least one year of experience in the field of the degree, as well as ESIC master's degree alumni throughout their professional career.

It is recommended to access the Employability Portal (https://udp.esic.edu) regularly, from the beginning of the propgram and register for those offers that fit the profile and interests of each student. It is essential to complete the profile and upload the CV in PDF format in Spanish and English in order to be considered in the selection process.

7.5 SUGGESTIONS, COMPLAINTS AND COMPLIMENTS

ESIC provides its students a unit, Quality Department, that ensures the excellence and continuous improvement of the ESIC experience. Students can send their suggestions, complaints and congratulations on any aspect of ESIC. It is recommended to make these communications through the virtual mailbox https://www.esic.edu/calidad/buzon-de-sugerencias.

Also, at any time, students can send their opinions to the unit through the mailbox calidad@esic.edu.

08

THE ASSESSMENT SYSTEM

8.1 GENERAL CRITERIA

In the *Transformative Learning* Model, assessment is an essential element that is developed through various tests to determine the degree of achievement of the objectives and learning outcomes in the program.

The assessment of these objectives and results is carried out for each subject and following the Syllabus of the subject. In general terms, each subject is composed of several different topics that are delivered in several classroom sessions.

The types of assessment at subject level can be:

- **Continuous assessment:** related to the level of student contribution throughout the sessions (participation in the classroom, in the forums, etc.), the completion of various tests developed in the subjects and/or topics for the assessment of knowledge (Discovery Test), as well as other tests that assess the development of the specific competencies of the subject and/or topic.

- **Final assessment:** consisting of one or several individual and/or group tests per subject or topic or several topics as a whole.

- **Mixed assessment:** combining continuous and final assessment.

A. TYPES OF ASSESSMENT
The following pieces of assessment are applicable:

1. **Discovery Test**

   a) It is a test-type assessment of the knowledge acquired by the students during the course of the entire program, per each topic.

   b) For this purpose, each subject within the course has its own knowledge test, at topic level.

   c) It has a weight of 5% of the overall grade for the course as a whole.

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2. **Contribution in the classroom in the different sessions, for each topic**

   a) It is an assessment by the professor of the quality of the student's contribution to the subject as a whole.

   b) To this end, each professor, for each subject, assesses the quality of the student's contribution in the different sessions of the subject.

   c) It has a weight of 15% of the overall grade of the subject (this percentage may vary in the case of specialization subjects).

   d) For this purpose, the student will have also access to the forum of the subject and the topics that compose it. The contribution in the forum will score in the assessment of the total contribution. The forum will be active two weeks before the classroom sessions, with the aim of promoting debate and critical reflection on topics of interest. Also, this forum is conceived to solve doubts and exchange information, impressions and ideas with other students and with the professor.

3. **Individual assessment**

   a) For the individual assessment, the student may be asked to complete a case study, prepare a report, project, shoot a video, debate, take a test, complete a short exercise, etc.

   b) The work is delivered by the student individually, in the CANVAS platform, in the Assignments section, and does not require a presentation in the classroom.

   c) Each task in CANVAS has a scheduled delivery deadline, the date on which the task is closed for further late deliveries.

   d) All deliveries are made on the Turnitin platform programmed in CANVAS.

   e) The description of the work and the assessment system, with the weight in total grade, are detailed in each subject's Syllabus, as well as in the Program Handbook.

4. **Group assessment**

   a) For the group assessment, the Program Director or the faculty member forms working groups of between 3 to 5 students, which are specified in the CANVAS platform.

   b) Each group is assigned a different work or the same work for the whole class.

   c) Each group may be asked to work on the resolution of a case, preparation of a report, project, video, debate, etc.

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Business &
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d) The work is submitted by a single student on behalf of the whole group, on the CANVAS platform, in the Assignments section.

e) A group task may or may not be presented in the classroom.

f) Each task in CANVAS has a scheduled delivery deadline, the date on which the task is closed for further late deliveries.

g) All deliveries are made on the Turnitin platform programmed in CANVAS.

h) Teamwork is an essential part of the development of professional competencies, so students are required to give their best and contribute their individual effort and work for the benefit of the whole team. Conflicts or situations that may arise during team work will be resolved by its members. In the event that any conduct involves a violation of the ESIC Code of Ethics, the Code of Expected Professional Behaviour, the Academic Discipline Regulations and the ESIC Educational Harassment Protocol, it must be brought to the attention of the Program Director who will follow the corresponding action protocol in each case.

i) The description of the work to be done and the assessment system, with the weight in total grade, is detailed in each subject's Syllabus, as well as in the Program Handbook.

B. WAYS OF EVALUATING A SUBJECT

A subject is assessed as indicated in the Syllabus. The different assessment techniques (see Table 2) are:

1. The Discovery Test, in each topic.

2. The contribution in the classroom, in each subject.

3. Through an Individual and/or Group Assessment of a topic or a set of topics, as indicated in the Syllabus of the subject.

Table 2. Weighting of the assessment techniques in the subject grade

	EVALUATION SYSTEMS	MINIMUM WEIGHTING	MAXIMUM WEIGHTING	DESCRIPTION
E1	Discovery test	5%	5%	Individual tests on discovery material.
E2	Student contribution in classroom	15%	15%	Evaluation of the student's active participation in the classroom through different exercises/cases or dynamics proposed by the teacher. The student's attendance to the course must be taken into account (if there are absences, the contribution will be affected in terms of their maximum mark).
E3	Resolution of Individual tests	0% if there are no tests	80%	Individual test consisting of the resolution of a case, written test, video, exam, exercise, etc.
E4	Resolution of group tests	0% if there are no tests	80%	Group test consisting of resolution of a case.
E5	Group tests presentation	0% if there are no tests	20%	Presentation of a group project.

*Rubric for evaluating the CONTRIBUTION TO THE CLASSROOM (indicative, not mandatory):

	SYSTEMS OF	WEIGHTING	DESCRIPTION
1	Excellent	100%	Ask questions, answer correctly, be proactive and committed assignments in class, participate in discussions in Canvas, and not have absent from class.
2	Good	70%	Do the work set out in class and answer some questions; do not disrupt the class and do not be absent.
3	Average	50%	Participating very little, and being mostly quiet and not disturbing the class.
4	Insufficient	0%	Disrupting the dynamics of the class, not engaging through questions, "just being physically in class" and/or having absences.

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8.2 GENERAL RULES OF THE ASSESSMENT SYSTEM

The weighted average of all pieces of assessment will generate the final grade of the subject, as specified in the Syllabus of the subject. The range of grades will be from 0 to 100 points, being **60 the minimum grade** to obtain the credits of a subject. Grades from 0 to 59 will be considered as a fail.

1. PASSING THE SUBJECT

If the weighted average of all the assessment techniques applied generates a final grade higher than 60, the subject is passed.

The corresponding professor is the one who awards the grade by making a comment or formative feedback to promote learning.

2. FAILING THE SUBJECT

If the weighted average of all the assessment techniques applied generates a final grade of less than 60, the subject is failed.

The corresponding professor is the one who awards the grade by making a comment or formative feedback to promote learning.

In case of failure, each student will have the opportunity to attend two convenes, during the program in which they are enrolled, to be able to take the indicated tests. If they have failed the first convene, they will be able to obtain a maximum of 60 points in the second convene.

In the case of failure of an individual test on the first convene, to pass the second:

• The student will make a correction of the work of the failed subject or a new individual work, as indicated by the professor or the Program Director. The new work is only handed in, without presentation in the classroom.

In the case of failure of a group work on the first convene, to pass the second convene:

• If all the members of the group have failed, a new group work is given by the professor or the Program Director. The new work is only delivered, without presentation in the classroom.

• If one or more students have failed, they take a new individual work as indicated by the professor or the Program Director. The new work is only delivered, without presentation in the classroom.

In the case of **not passing the subject on the second convene**, students may re-enrol in the following academic year following **ESIC's Enrolment and Permanence Regulations**.

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8.3 ASSESSMENT CRITERIA

Depending on the type of assessment of each subject, there are different assessment criteria (rubrics) that the professor and students should acknowledge. These criteria are defined in the Syllabus of the subject. For more detailed information, it is recommended to consult the **assessment rubrics**, included in the students' Virtual Campus and the Program Handbook.

8.4 APPEALS AND COMPLAINTS ABOUT GRADES

The assessment and marking of the work is subject to internal processes that ensure its academic quality and adequacy to the criteria established by ESIC.

In internationally accredited programs, this quality process is known as "moderation".

The fact of not being satisfied with a grade does not mean disregarding the assessment made by the professor. Therefore, students should keep in mind that it is not possible to claim an assessment or academic decision if it has been obtained by complying with all the requirements described in the Program Handbook and the Syllabus of the subject.

In case of disagreement, students should always first go to the professor to understand the explanations and to request the necessary reinforcement to direct the assessment work to pass the subject. If necessary, students may request help, advice and tutoring from the Program Director on any aspect related to the feedback received.

Students may only file a formal complaint for lack of procedure or non-compliance with the handbook and, provided that their appeal is based on concrete and contrasted arguments and evidence. In these cases, after prior consultation with the Program Director, a written statement describing the case must be sent to the Academic Assessment Committee, within 10 days after the delivery of the grade.

The Academic Assessment Committee is responsible for resolving this issue, which will be communicated in writing to the student after having analysed the evidence, the allegations, the opinion of the professor, the internal regulations and the assessment criteria. Unjustified appeal of an academic grade may result in sanctions for non-compliance with the Code of Expected Professional Behaviour.

09

DELIVERY OF THE WORK IN DUE TIME AND FORM

9.1 DIGITAL DELIVERY

Subject work will, in all cases, be submitted **via the digital platform** (this includes essays, projects, videos, case resolution, etc.). As a general rule, coursework will be submitted when scheduled on the CANVAS platform.

Submissions received by email will not be accepted and will be understood for all purposes as not having been submitted in the corresponding call.

9.2 ANONYMITY

Individual works must be submitted anonymously, i.e., the works will contain only the student's identification number, and those with names/surnames and/or without identification will not be accepted. Failure to comply with this requirement **will result in a maximum grade of 60 out of 100.**

9.3 WOKS NOT SUBMITTED IN DUE TIME AND FORM

Students who have not submitted their work in due time and form in the planned time, after the scheduled date, will have a maximum of 7 more days for its delivery, with a **maximum grade of 60 points**.

9.4 WORD COUNT

The word limit must be explicitly stated in the description of the work. It is mandatory that students include this information on the title page of the work delivered. The word limit will be exact in terms of the maximum number of words indicated by professor or Program Director, although it is true that students have a margin of **10% for excess or defect**. Failure to comply with this set margin will result in the work not being assessed and be considered as not submitted.

9.5 DEADLINE AND EXTENSION CRITERIA

The extension of the date of presentation of a final project or work will be possible only in exceptional circumstances, and provided that the students request it in advance of the deadline. The Program Coordination Office will formally communicate to the students whether or not the extension will be effective.

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10

CRITERIA FOR THE PREPARATION OF THE WORK

All work presented must express and be a reflection of one's own ideas and reflections. The ability to write is an essential requirement for the development of critical thinking, the basis for the students' professional future. Students must be very careful in the use of sources and in the authorship of their texts, always indicating the references and bibliography used according to **the APA norms**. The APA Guidelines (7th edition) will be available to students in the Virtual Campus so that they can consult them whenever necessary.

The text of the works should not use a font size smaller than 10 and tables, graphs, diagrams, etc. should not use a font size smaller than 8. The font should be understandable, using for example Arial, Times New Roman or Calibri. In the header of each page, students must include the name of the subject and their student number (size 8) and in the footer include the page number (size 8).

Woks must meet professional communication criteria in style, writing (syntax, spelling), presentation and structure at the master's level.

10.1 BIBLIOGRAPHY AND REFERENCES

Students will follow the policy established in ESIC for the presentation of written work and correct use of bibliography. Students must use **the APA referencing system (7th edition),** which is the one used by ESIC in its policy for works submitted by students.

The works must always include the bibliography, as well as direct or indirect citations of all the materials used, including their own, group works, those of the tutors or even those of the companies where they work. Likewise, the author of the images or audiovisual materials used must be included.

Failure to do so correctly may be considered as misappropriation of copyright and plagiarism, as described in the Plagiarism section of the Academic Guide.

Woks that do not include a detailed bibliography section or that do not comply with the APA format indicated, will not be assessed and marked and will count as a fail, unless the instructions and the nature of the work have not considered it necessary to include a bibliography.

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10.2 PLAGIARISM

Plagiarism is considered any appropriation and use in a work of any material derived from a published or unpublished work of a third party, without referencing the source of origin and authorship. In addition, any work done by tools based on generative artificial intelligence is also included in this category.

The three main rules for not committing plagiarism are:

1. That the sources of any argument, idea or data are referenced taking into account the rules of citation (APA Standards).

2. That work already submitted to ESIC or any other educational institution should not be submitted.

3. That students' essays, papers or any other woks must be the result of their original thinking. In this sense, those works in which students simply include textual paragraphs (quoted or not), without providing any critical reflection, will also be treated as cases of plagiarism.

4. That the student does not include in their work literal texts written by any form of generative artificial intelligence (ChatGPT, etc.).

Failure to comply with these rules may be plagiarism, whether or not the misuse of sources has been intentional.

ESIC considers plagiarism to be a serious breach of the **Code of Expected Professional Behaviour** and the **Academic Integrity Policy.** When a case of plagiarism is detected (through Turnitin or other tools), we will proceed according to **ESIC's Academic Integrity Policy.**

The *Turnitin* anti-plagiarism software measures the number of plagiarized words against the total number of words in the work. This system, recognized worldwide, considers the similarity significant from 25% of equivalences from various sources, however, these values must be subjected to a qualitative analysis by the academic Program Directors jointly with the professors, who will determine whether or not it is considered plagiarism, giving rise to the corresponding procedure. The qualitative assessment of the professor will be the determining factor for the consideration of plagiarism, considering the type of work, the information given, etc.

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Plagiarism levels can be classified as follows:

- From **26% to 35%** of the work will be considered **medium level** plagiarism, which will result in a penalty of a 25-point reduction in the grade of the work.

- From **36% to 50%** of the work is considered a **high level** plagiarism that will result in a penalty of a 50-point deduction, which means that the work will be failed and will have to be resubmitted at the next convene session.

- **51% or more:** plagiarism of **extreme level** that will result in the failure of the work and the loss of the second convene, so students will have to retake the course by re-enrolling.

All cases will be assessed by the Program Director, except for plagiarism levels of 51% or more, which will be assessed by the **Academic Integrity Committee,** responsible for providing a resolution to the student (for more information, see **ESIC's Academic Integrity Policy**).

11
OBTAINING THE DEGREE

In order to obtain the Master's Degree it is necessary to complete all the credits of the program, pass all the subjects and comply with the Attendance Policy (see section 6.2 of this Guide on Attendance Policy) and with the Code of Expected Professional Behaviour (see section 12 of the Academic Guide). Once the program has been passed, the degree must be requested from the ESIC Student Secretary's Office.

The master's degree is completed in one term, however, exceptionally, it can be completed in a **maximum of two consecutive terms,** which means having to repeat the subject or Final Project and re-enrol in the failed subjects in the immediate following academic year.

For the issuance of the Certificate, the aforementioned will be considered and that all the access requirements pending enrolment have been met.

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11.1 UNDERPERFORMANCE

According to ESIC's underachievement procedure, students who **accumulate more than three failed subjects** in the **first call (convene)** during the master's program will have to commit to reverse the situation and strive to increase their academic results and achieve the passing of all credits of the program. This commitment will be made through an Individual Action Plan addressed to the Program Director.

In the case of students who continue to perform poorly, the Program Director will convene an Academic Assessment Committee to decide on the educational or disciplinary measures to be adopted. As in the previous case, prior to the organization of the Academic Assessment Committee, the student must design an Individual Action Plan that proposes how the situation will be reversed. With all the information, the Academic Assessment Committee will decide on the student's continuity in the degree and/or the educational measures to be adopted.

11.2 REPETITION OF SUBJECTS OR FINAL PROJECT

If a student does not pass a subject or Final Project during the course of the degree (in the first ordinary convene and second extraordinary convene), they have the possibility of enrolling the following consecutive year in order to obtain the credits necessary to obtain the degree.

Enrolment in the following year after the completion of the degree in its academic year entails a cost that varies depending on the student's choice (consult enrolment cost at the Student Secretary's Office). It should be considered that, if the degree has changed with respect to the year in which the student began their studies and the subject to be retaken has been removed, the student must enrol with the help of a tutor.

The alternative choices offered to the student are:

- In general, the repetition of the subject will be done without class attendance and with a tutoring session of 4 hours. In exceptional cases, approved by the Dean's Office, the repetition may be done with class attendance.

GRACE CONVENE:

Only in the case that a student, with a good academic record during the program and complying with the attendance criteria, is in the situation of having passed the Final Project and failed only one subject, it will be left to the decision of the Program Director the development of a grace call that allows the student to reach the learning objectives before closing the records of the academic year in progress.

For this call, an individual assessment test will be designed (previously approved by the Program Director), which will allow an effective assessment of whether the student has achieved the learning results of the subject.

11.3 DEGREE EXIT OPTIONS

Students who are in the following circumstances may obtain a certificate of achievement during the year, without obtaining the Master's Degree:

1. Those not interested in continuing their studies and request voluntary withdrawal.

2. Those who have failed to pass all the subjects, including the defence of the Final Project during the period of two consecutive full academic years.

3. Those who have had to drop out of the degree program due to other circumstances (non-payment of fees, academic integrity sanctions, non-compliance with the Attendance Policy, non-compliance with the Academic Discipline Regulations, poor performance, etc.).

Students may obtain a "Certificate in..." for the credits they have passed (minimum of between 30% and 59% of the degree credits) and a "Diploma in..." for those who have obtained more than 60% of the degree credits. [the name of the degree]" for those who have obtained more than 60% of the credits of the degree.

Students who opt for this alternative will not be able to obtain the title of "Master in...".

The transcript or Diploma must be requested from the ESIC Academic Secretary's Office.

11.4 AUTHORIZATION TO PUBLISH THE FINAL PROJECT IN THE ESIC LIBRARY

All students who wish to publish their Master's thesis in the ESIC Library must fill in the authorization document, sign it and send it to the Program Director and library management.

Students must specify in the authorization document whether they want the Final Project to be publicly available in electronic format, in paper format or in both formats.

12

ACADEMIC BEHAVIOUR REGULATIONS

The functioning of ESIC is based on mutual trust and collaboration between professors, tutors, students, administrative and service staff and ESIC management, whose common effort is expected to result in the human and professional training of students.

In this area, it is necessary for ESIC to rule ethical and behavioural principles and protection schemes against abuses of the normal and rational behaviour among students, teaching and research staff (PDI) and administrative and service staff (PAS).

It is essential to acknowledge and comply with ESIC's Behaviour Regulations, which are specifically explained:

a) Academic Discipline Regulations.
b) Code of Ethics.
c) Code of Expected Professional Behaviour (CPEB).

13

STUDENTS WITH FUNCTIONAL DIVERSITY OR SPECIAL EDUCATIONAL NEEDS (N.E.E.)

ESIC has developed the Diversity Project, committed to being an inclusive higher education centre, promoting a society with equal opportunities and without discrimination. ESIC aims to be a mirror for the labour market, offering higher education and social and labour inclusion to people who have suffered or may suffer discrimination in employment or have a f**unctional diversity** (legally accrediting a disability equal to or greater than 33%).

The Diversity Support Unit (diversidad@esic.edu) is responsible for coordinating and facilitating access to people with disabilities by providing counselling, physical and technological accessibility, support resources and adaptations in the teaching-learning and assessment process.

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In the case of students with functional diversity or special educational needs, **who have so stated in the admission process in the master's program or during the program,** they will be subject to the policy that ESIC has developed for equalization in the assessment systems. The objective of these policies is to promote equal opportunities, adapting certain requirements for the demonstration of achievements to the particular circumstances of these students. It is imperative that students declare learning and/or assessment difficulties in advance of academic assessment in order to be eligible for these support policies. Once the particular case is assessed, a plan will be designed according to the declared difficulties to ensure equality in the teaching-learning process. Students who wish to collaborate with students with functional diversity who require some support at ESIC can do so. For more information visit the Diversity Project.

14

FINANCIAL NONCOMPLIANCE

In the event of a delay in the payment of the agreed teaching fees or any other non-payment, student´s file may be blocked, and the student will not be able to access the physical or electronic services, nor the pending academic activities (face-to-face classes, pending assessments, or defence of Final Project, etc.), nor will the certificates or academic degrees included in this guide be issued.

15

CONDITIONAL ENROLMENT

Students admitted with conditional enrolment because they are pending a maximum of 9 ECTS and the Final Undergrad Degree Project are required to present the degree and official academic certificate one month before the presentation of the Final Project.

In case of not presenting the documentation, the student will not be able to present the Final Project and will not be able to obtain any certificate of the program. The student will have a maximum of the following academic year to regularize the situation and complete the Master's degree.