



**Students' Handbook for Master's Programmes
2019-20**

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1 Introduction

This handbook aims at setting the framework for teaching and learning in Master's programmes at ESIC. This handbook is complemented by an appendix with specific details of each program and, the general regulatory framework of ESIC Graduate School & Executive Education accessible by this link https://www.esic.edu/pdf/19_20%20GUIA%20ACADEMICA_SEP.pdf

2 Mission and values

ESIC, a private institution founded in 1965, has been a leading business School for more than 50 years in terms of Marketing and Business graduate education. This education is not only characterized by its academic quality, but also by the ethical values the candidates are provided with, such as responsibility, solidarity, effort, tolerance and honesty. These values, together with ESIC's commitment to its candidates, faculty, and every person who has been part of its community, has shaped the School's mission, which relies in 3 main principles:

- Training professionals that are able to create successful businesses and organizations, and to perform with responsibility and efficiency at any level or area within a company, while also having an impact in the marketing sector at a national and international level.
- Developing an ethical business culture as well as new communication channels between academia and business to promote the entrepreneurial spirit among our program's participants.
- Enhancing a scientific and technical understanding of business, marketing, and communication not only by supporting projects developed by ESIC members, but also by promoting investigation projects by professionals that are not members of the School.

3 Teaching strategy

The teaching in the programme is based on ***Student-Centered Learning*** guided by educators, tutors, and mentors to understand, practice, reflect, and apply both subject-specific knowledge and transferable skills. The aim is to create a virtuous cycle of action-feedback- analysis-action for participants in the Programme. In this context, the strategy is based on the following three principles:

- > Development of critical thinking
- > Encouragement of independent learning
- > Provision of professional and academic guidance.

Critical thinking: this means for candidates to form a view of their own rather than simply regurgitate what they read. And, as well as supporting their arguments and opinions with appropriate concepts, they need to be able to explain the relevance of the diagrams, tables, figures and facts that they draw on, either from their own research or from the material provided in the units.

Independent learning: the delivery of the units is organised around active learning through the discussion of management practice and literature, analyses of case studies, in-class exercises, etc. These activities are designed to drive, reinforce, and personalise the learning process. For this to work, a high level of interaction is needed; therefore preparation before each seminar/lecture/meeting (critical reading of relevant literature, understanding of key concepts, analyses of case studies, etc) is absolutely necessary.

In this context, the teaching in the programme is expected to challenge traditional views and encourage candidates to assess things from various perspectives, as well as help them develop (and justify) their own opinions in connection with these concepts.

Professional and academic guidance: in addition, teaching in the programme has a professional orientation grounded in academic business concepts. Candidates need to be able to relate these concepts to the business environment and are expected to be familiar with reputable business media, relevant trade journals, market/company reports, blogs, weblinks, etc; please only use trustworthy sources and refrain from using unreliable internet sites like Wikipedia, etc.

Lecturers will use a variety of teaching formats of their choosing to support candidates in the development of informed opinions to make business decisions based on evidence, on conceptual tools, and following a systematic approach to deal with managerial challenges.

4 Demonstration of achievement (assessments)

4.1 Types of evaluation

The assessment will test the understanding of and management/business in general as a result of a combination of personal experience, relevant literature, motivation and guidance that leads to an improvement of practice. In this context, each unit will be assessed with the following requirements:

- > The weighting of the total individual work will not be less than 55% of the total mark.
- > There will be an activity in groups (presentation, etc) during the unit (or module in exceptional cases, see details below) for participants to get feedback from the lecturer (mainly on application and analysis)
- > Student's contribution will not weight more than 15% of the total mark. If chosen, clear guidelines will be included on what constitutes strong and weak contributions.
- > Attendance is not part of the mark, although it is a requirement to get the credits of the unit.

Lecturers are encouraged to use a variety of assessment methods of their choosing provided that these methods support the achievement of the learning objectives stated in the syllabus. In this context, assessment can be formative and summative and can take place in different stages of the unit/module, for example:

- > Before the start of the unit: individual and/or group work before the start of the unit aimed at framing the content/concepts/definitions to be analysed/discussed in the class.
- > During the unit: individual and/or group work focused on independent learning with professional guidance.
- > At the end of the unit: individual and/or group work once the unit is finished aimed at testing the candidates' application and evaluation of the content analysed during the class.

Assessments before the unit and at the end of the unit are compulsory (the ones before the start of the unit are also compulsory for the IMBA and MBA). Some of the assessments that are carried out during a unit, might be evaluated by several units at the same time. (e.g. A single class presentation which is taken as an assessment for two different units). As a general rule, each unit will require the following assessments:

- An individual Project (with a total length of 3,000 words), or
- An exam or any other assessment, similar in conditions and effort required to the individual project previously listed (this assessment will represent 55% of the individual assessment mark), and
- An in-class presentation (with an approximate length of 15 minutes), which will represent the remaining percentage of the individual assessment mark.

These assessments will be proportional for those units that are shorter in content and duration. Both the content and the demonstrations of achievement (assessments) will be detailed in the syllabus of every unit. Any exception to the evaluation systems listed before

is detailed in the Appendix.

Peer-assessment: During the programme candidates participate in different work groups. As part of the development of skills, students are assessed by all members of the group. These assessments are confidential and have a weight of 10% of the final mark of each unit. Normally, there are 3 peer-assessment during the programme. This 10% is not included in the units' syllabi; however, it is part of the final mark of the units that will be added at the end of each quarter. In case of a non-passing mark (below 60) in the first peer-assessment, candidate will have the opportunity to pass in the second peer assessment, in case of failing in the second one, Evaluation Committee will study the case and decide some consequences as to repeat all group works individually to pass the units.

Programmes taught in the evening are timetabled in a 4+1+4+1+2 format, four days of teaching, one day to study and/or complete assignments with no teaching, four more days of teaching, another day to study and/or complete assignments with no teaching, and then two days of teaching (mainly to wrap up and have the presentations of the work in groups). In practice, this means that on average there are only 3 days of teaching per week and also that the teaching period is extended for almost a month.

Programmes taught in the morning are timetabled in a 5+1+1 format. This means that there will be five days of teaching, one day with no teaching to study and/or work, and one day for assessment at the end of the unit. Within the 5+1+1 format, the "during the unit" assessment could take place any time within the 6 days. If the "end of the unit" assessment is an examination, it is expected to take place in the last 3 hours of the last (6th) day. If the "end of the unit" assessment is an essay or project, it is due within the next 10 working days after finishing the unit to avoid overlaps with the next unit.

4.2 Marking

4.2.1 Anonymous marking system and submission

Individual assessments are anonymous to ensure academic quality. **Assessments will only require the ID number of the student.** If an assessment includes name/last name or is uploaded without any identification at all, it will not be accepted, and therefore, not assessed. All assessments must be submitted through the **web-based platform** (this includes essays, projects, presentations, etc.). Assessments submitted by email will not be accepted. Note that works should be uploaded on the correct submission task, otherwise works could not be accepted.

4.2.2 Marking criteria

Examination scripts and assignments are considered holistically, and they are marked using the following proportions:

<input type="radio"/> Theory and Understanding	15%
<input type="radio"/> Analysis and Implementation	30%
<input type="radio"/> Evaluation and Conclusions	45%
<input type="radio"/> Style and Structure	10%

Theory and Understanding: relates to theories, models and concepts, and marks for concept are given when participants provide information about a topic, which might include definitions, explanations, diagrams, models, general examples, etc. The important thing to note here is that the material is usually provided in a generic way and is not related to a given scenario.

Analysis and Implementation: participants are expected to be critical in their approach by using models, concepts and techniques in their analysis and to compare the results obtained. Relevant concepts/theories/tools should be related to case study material or a given or chosen scenario where participants demonstrate a critical understanding of both the concepts/theories and the situation by relating the two. Examiners will expect to see concepts/models that shows that the student understands how the organisation fits the chosen model, or an explanation as to why it does not. At the higher levels, participants will be rewarded for extending or adapting tools/models that do not automatically fit a business

situation.

Evaluation and Conclusions: includes a range of skills that ultimately demonstrate insight.. Participants are expected to be able to assess an organisation’s capabilities and assets along with the opportunities presented by the market. They may also use these tools to justify their conclusions and to support the rationale of any recommendations, e.g. of the outcomes of a plan. The essence of this skill is to use concepts and theories to provide objective reasoning – in both analysis and evaluation. If the participant expresses an opinion, they need to be able to substantiate that view with a reasoned argument._

Style and Structure: means work that is presented in a professional way using the format requested and the appropriate tone given the audience suggested in the question/task. Additionally, assignment-based work must have all the sourced material it contains acknowledged within the text and suitably referenced as detailed in Section 5 of this Handbook (using Harvard referencing protocol). There is no excuse for poor spelling or grammar as work should be checked carefully prior to submission. Participants should avoid ‘walls of words’ and, unless the question/task asks for something else, adopt a ‘report style’ by using headings and sub- headings as a way of signposting key points and different sections of work. Works without bibliography or references in Harvard format will be treated as not submitted, therefore they will not generate any feedback nor will they be marked. Candidates whose works are not marked due to this reason will have the opportunity to resubmit with a mark capped at 60 (see details below in the resubmission section).

4.2.3 Grading system and descriptors

The table below shows the grading system for the programme. It also shows that the minimum mark to pass each unit is 60.

		Only for the IMBA at SISU
Pass	90-100	A
	80-89	A-/B+
	70-79	B-/C+
	60-69	C-/D+
Fail	50-59	D (possibility to retake)
	45-49	F
	40-49	
	30-39	
	01-30	

The grade descriptors can be seen in the table below.

	90-100	80-89	70-79	60-69
	This grade is given for work that meets all of the assessment criteria to secure at least 90% and demonstrates a candidate's ability to:	This grade is given for work that meets all of the assessment criteria to secure at least 80% and demonstrates a candidate's ability to:	This grade is given for work that meets enough of the assessment criteria to secure at least 70% and demonstrates a candidate's ability to:	This grade is given for borderline work that just meet the criteria to receive a pass. This may be due to:
Theory & Understanding 15%	identify relevant theoretical principles commensurate with postgraduate level and critically apply and evaluate these within a senior management context using originality of thought	identify relevant theoretical principles commensurate with postgraduate level and critically apply and evaluate these within a senior management context	identify relevant theoretical principles commensurate with postgraduate level and apply these within a senior management context	repeating case material rather than evidencing knowledge of the discipline at Postgraduate level
Analysis and implementation 30%	critically analyse complex, incomplete or contradictory areas of knowledge of a strategic nature and communicate the outcome effectively synthesise information, with critical awareness, in a manner which is innovative and original utilise knowledge, theories and concepts from the forefront of the discipline/practice, demonstrating a mature and analytical understanding and awareness of managing and working at a strategic level	analyse complex, incomplete or contradictory areas of knowledge of a strategic nature and communicate the outcome appropriately synthesise information in an effective manner, utilising appropriate knowledge, theories and concepts apply relevant contemporary issues demonstrating a detailed understanding and awareness of managing and working at a strategic level	analyse areas of knowledge of a strategic nature and communicate the outcome satisfactorily analyse information, in an appropriate manner, utilising knowledge of theories and concepts include some contemporary issues demonstrating an awareness of managing and working at a strategic level	Limited knowledge and understanding of a strategic nature limited analysis of information with limited reference to theories and concepts limited inclusion of contemporary issues and limited awareness or understanding of managing and working at a strategic level
Conclusions 45%	produce reliable, valid and incisive conclusions and strategic recommendations based on findings critically evaluate concepts, theories and methodologies, arguing alternative approaches, with evidence of an exceptional level of conceptual understanding of strategic issues apply initiative and originality of thought in problem solving and make decisions in complex and unpredictable situations	produce reliable and informative conclusions and strategic recommendations based on findings evaluate concepts, theories and methodologies, arguing a range of approaches, with evidence of a high level of conceptual understanding of strategic issues apply initiative in problem solving and decision making	produce reliable conclusions and strategic recommendations based on findings evaluate concepts, theories and methodologies, with evidence of a competent level of understanding of strategic issues apply techniques of problem solving and decision making	conclusions and strategic recommendations in need of more depth insufficient critical evaluation of concepts, theories and methodologies, evidencing a weak understanding of strategic issues evident difficulty in applying appropriate techniques for problem solving and decision making
Style & Structure 10%	engage confidently in academic and professional communication, reporting on actions clearly, with sound references and in-text citations	engage in academic and professional communication, reporting on actions clearly, with proper references and in-text citations	engage in academic and professional communication, with accurate in-text citations	Poor use of academic and professional communication. Lack of in-text citations.

4.3 Feedback

Each piece of assessment is marked by the unit faculty who will provide the mark and feedback (the latter only for individual end-of-the unit works) following the criteria detailed in the unit syllabus. The individual feedback forms for units' assessment can be found in Appendix II.

The evaluation and marking system that is used in ESIC guarantees the quality of the training and the fulfillment of the assessment criteria. In this system, each piece of assessment that worth more than 50% of the final mark, will be moderated by a faculty member. This faculty member moderation will assure that the marks provided follow the assessment standards and criteria contained in the syllabus. The main objective of this moderation is to guarantee that the final mark of each unit is fair, rigorous, and consistent. Please note that the assessment process could take a considerable amount of time, therefore marks may be delivered in 40/50 days.

4.4 Attendance

Class attendance is mandatory. It represents a fundamental criterion of the SCL educational strategy system of ESIC. It is an essential requirement for obtaining the credits or passing the different subjects. However, there may be unavoidable circumstances that lead to non-attendance to programme classes. In any case, these absences must not exceed 20% of the total hours of each unit or module. The Evaluation Committee may consider exceptionally some circumstances that might prevent student from attending class due to force majeure.

4.5 Work in groups and assessment

The class will be randomly divided into groups of 3-5 participants. The groups will be allocated every quarter, which means that each participant will be in three different groups throughout the programme. The Programme Management Team will make the division at the beginning of each period. The groups will not be changed unless very special circumstances under Programme Director decision.

For the assessment of work carried out in groups there will be a confidential "peer assessment" by each member of the group (i.e. each member of the group will assess the work of the other members) per module as it is described in section 4.1. Students who do not fulfill the Peer Assessment form, will have assigned, by the Programme Director, "0" mark on their own peer assessment, affecting the mark of all units in that specific quarter. The peer assessment form used, and descriptors can be found in Appendix I.

Teamwork is essential to develop the skills and competencies required by the program. For this reason, candidates are demanded their best effort and individual work for the benefit of the whole team. Any conflict that may arise during team projects will have to be solved by the team members. If a team member acts in a way in which the Code of Conduct is violated, the rest of the team will have to notify this behavior to the Program's Director so that he or she will take the appropriate actions.

4.6 Formative and summative assessments

Units may have formative and summative assessments; the decision lies with the unit owners. For those units with more than one summative assessment, the weighting of each part will be stated in the syllabus. Candidates should pass every summative assessment to get credits for the unit.

4.7 Word counts

For those units with essay assessments, word limit will have to be explicitly detailed in the Syllabus. It is compulsory for the candidates to include the exact number of words in the cover of their essays. The maximum limit will be exact and provided to the candidates before the development of the essay, while the minimum limit will depend on the quality of the essay presented, which will be assessed by the professor of the unit. The word limits for assigned work exclude headings, executive summary, information contained within references, bibliography, and appendices.

4.8 Presentation of works

Candidates should present their work professionally, using tables and diagrams to support and/or illustrate the text. Unless tables and diagrams are specified as a requirement of a task, they can be included in either the appendix of the main body or the text. If tables are included

as appendices the findings must be summarized or referenced within the main body of the text for marks to be awarded.

Text must be no smaller than font size 10, and tables, diagrams, schedules and charts must be no smaller than font size 8. The font size must not be compressed and easy to read, using, for example, Arial, Calibri, or Times Roman.

At the top of each page (header) candidates must insert the unit name and candidate number (font size 8) and at the bottom of each page (footer) insert page numbers (font size 8). Candidates must not include their name on any part of the assessment, only their ID number. Submitted works with names/last names and/or without any identification will not be accepted and therefore will be treated as late submissions. All assignments should be submitted through Moodle at the stated deadline (this includes, essays, projects, presentations, etc; submissions received by email will not be accepted).

A professional approach to work is expected from all candidates. Candidates must therefore express their work in plain business English. Marks are not awarded for use of English, but a good standard of English will help candidates to express their understanding more effectively.

All work that candidates submit as part of the programme's requirements must be expressed in their own words and incorporate their own judgements. Direct quotations from the published or unpublished work of others, including that of tutors or employers, must be appropriately referenced. Authors of images used in reports and audio-visual presentations must be acknowledged.

4.8.1 Late submissions and errors

For both late submissions without an extension granted or errors (e.g. ID wrong, name, incorrect task place etc.) the following criteria will apply: (i) submissions that are late by a week will receive a maximum mark of 60, (ii) submissions that are late by more than a week will not be marked and will be considered as not submitted, (iii) participants that fail to submit resubmission, will need to retake the unit the following year.

4.8.2 Deadlines and Extension criteria

In order to complete the required coursework and final project within the timescales specified, candidates will need to develop good time management skills; an inability to do so is not an adequate reason for an extension, nor do computing or word processing problems amount to extenuating circumstances. Further, pressure of paid work, accommodation problems, financial problems, computer problems and other non- exceptional or non-medical issues are not typically considered appropriate for the granting of extensions.

Extensions to submission dates for coursework and final project are only possible in exceptional circumstances and therefore candidates must not assume that a request for an extension will be granted.

4.8.3 Resubmission of summative assessments

If the overall mark for the summative assessment of a unit or if the mark for the final project is less than 60 (due to the quality of the work and/or exceeded the word limit), or if the work was not submitted at the stated deadline, or because it did not include references, candidates are entitled to resubmit the work once, and once only. If the work receives a mark of less than 60 again in the resubmission the candidate should retake the unit. (See Section 4.11 Criteria for retake a unit)

For resubmissions, it is important that candidates make sure they understand from the feedback what it is they need to do to pass, and it is a very good idea to discuss the feedback with the relevant unit owner to make sure that they really do understand what is required, as a failed resubmission may mean the end of the candidature.

Resubmission will take place in three period throughout the year:

- > 30th of January for the units delivered between 1st October and 31st December,
- > 30th of April for the units delivered between 1st January and 31st March,
- > 5th of September for the units delivered between 1st April and 31st July.

Resubmissions receive a maximum mark of 60 except where there are medical or other extenuating circumstances. Summative works that are not submitted in the first deadline will be considered as a resubmission (i.e. with a mark capped at 60 and without the option to resubmit).

4.9.3. Inability to submit a coursework assignment by the agreed deadline due to illness

The Programme's Director should be notified of the need for an extension due to illness before the assignment deadline. Please note that deadlines are set in advance and already allow for the possibility of illness. Candidates who are ill for a period of time during the assessment period, whether close to the deadline or not, should submit work on time unless an extension has been agreed by the School. Extension requests should be notified to the Programme's Director and the Student's Services Department.

Candidates must attend an appointment with a Doctor whilst they are ill as retrospective diagnoses are not able to be made. Please note that extension requests on the grounds of illness or family bereavement must be accompanied by supporting documentation (a Doctor's note or medical certificate, for example).

4.9 Appeals process

The Academic Quality System of ESIC ensures that the evaluation process follow formal quality standards. Candidates may disagree with a mark, but it is not possible to query an academic decision, as long as it was reached following the Handbook's process and rules. Candidates are not permitted to challenge the mark or the feedback simply because they disagree with it.

Please consider, that the assessment process is very thorough. As such two qualify professors, First Marker and Moderator, have agreed on the assessment.

In the event the candidates are able to demonstrate that the process has not been properly followed, they can start a formal appeal process. The process will start with a letter from the candidate stating the reasons for the appeal, supported by the necessary and relevant evidence. This letter should be received within the next ten days of receiving the mark. After that the letter will be reviewed by Evaluation Committee.

It is recommended to contact the programme's Director for any counseling or advice that they need regarding the appeals process.

Once the appeal process is finished, the resolution will be communicated to the candidate in writing. Resolution of Evaluation Committee can not be appealed.

5 Academic performance during the programme

The maximum number of assessments a student is allowed to fail is 4 (this includes the group and individual assessments and in class attitude of each unit). Even if an assessment is passed in a second call, it will be considered a fail for the purpose of the maximum number of failures allowed.

In case of 4 or more pending units, candidates can not submit Final Project this current year.

However, the final project will not be considered towards this limit. The continuity in the programme of candidates with more than four fails will be assessed and decided by Evaluation

Committee. The decision of this Committee will be based on the behaviour of the candidate during the programme and the reasons he or she provides in a writing sent to the programme's Director. In this writing, the candidate will have to explain why he or she reached this point, and they will have to explain what actions will be taken to solve the situation and improve his or her performance in the program to get the Master degree.

6 Criteria for repeating a unit and options to earn unit credits and Master degree

Candidates who have not earned the minimum number of credits required to complete their master, will be offered the options hereunder to finish their studies. The students with 4 or more pending units, should send a letter to the Programme Director's requiring the retake options before the 15th of October. Programme Director and the Evaluation Committee will study each case and will give a resolution with the following options to finish their studies. Options 6.1 and 6.2 will not be applicable to students that have been penalized for committing plagiarism or attending to less than 80% of the unit classes.

6.1 Repeating a unit

This option implies retaking the unit attending classes or doing again Final Project in its entirety during the following academic year.

The cost of this option is 500€ / unit

6.2 Individual tutoring

If a candidate is not able to retake the entire unit by attending its classes, they can request a personal tutor to help them earn the required credits to complete the master. This option provides candidates with the opportunity to complete their studies without having to attend the unit classes. Tutoring sessions are arranged and are divided in three periods. Tutoring can be face to face or on line. The following timelines are established for candidates to hand in their projects to comply with this option:

Last working day of November, last working day of January and last working day of March

A maximum of 4 units can be taken by individual tutoring. The cost of this option is 750€ for each unit and tutor assigned.

6.3 Options for Exit degrees

If the Evaluation Committee decides not to give the retake option because of the poor performance of the student or if the candidates are not interested in continuing with their studies, there will be an option to obtain a certificate to prove their academic achievements during the course.

This certificate will be titled "Certificate in (name of the program) for those that have earned more than 30 and less than 59% of the unit credits. For those candidates that have earned more than 60 and less than 75% of the unit credits, the certificate will be titled "Diploma in (name of the program)". Candidates opting for this option will not be able to obtain the academic recognition of "Master in..." There is no additional cost for this option.

7 Reading, referencing, and plagiarism

Written communication skills are a fundamental requirement for the professional development of the candidates. This means every written project must meet the professional criteria regarding style, presentation, structure, etc. Bibliography and sources must be properly cited or it might be considered plagiarism, which is an important professional and academic offense. Criteria required for written projects are detailed hereunder:

7.1 Reading lists

Reading lists contained in the syllabi provide candidates with an introduction to key readings on the subject at hand. However, candidates should not feel constrained by them. Initiative in finding sources beyond the reading list will be rewarded.

7.2 Referencing

The purpose of referencing is to show the reader what the sources were and to allow them to follow up and to check that they are satisfied with the handling of the sources. There are two main kinds of referencing system: the footnoting/endnoting system and the Harvard system. Candidates should follow the Harvard system.

The bibliography is a list of all the sources of material candidates have referenced in their submission, listed in alphabetical order by author's surname or by organisation name. All books, articles, and other sources used for the essay must be listed in a bibliography at the end of the essay. The habit of accurate referencing and careful note-taking (recording the exact titles of books and articles consulted, for example) is an important part of the training. Internet sources should be included in the bibliography.

7.3 Plagiarism

Plagiarism is the unacknowledged inclusion in a candidate's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional. "Work" includes internet sources as well as printed material. Examples include:

- > Quoting another's work "word for word" without placing the phrase(s), sentence(s) or paragraph(s) in quotation marks and providing a reference for the source.
- > Using statistics, tables, figures, formulae, data, diagrams, questionnaires, images, musical notation, computer code, etc., created by others without acknowledging and referencing the original source. This list is not intended to be exhaustive.
- > Summarising, or paraphrasing the work or ideas of another without acknowledging and referencing the original source. "Paraphrasing" means re-stating another author's ideas, meaning or information in a candidate's own words.
- > Submitting the same work (sections, paragraphs, long quotations) for two or more different pieces of written work (even if the work consist in the same study case). Topics overlap but it is not permissible to submit the same work (sections, paragraphs, quotations) for two or more purposes. The School's position is that candidates cannot be credited for the same work twice. Hence, any of the content of one piece of work cannot be copied into another piece of work. As long as the second piece of work looks at different aspects of the topic in a different manner then it adheres to the School policy on this matter and candidates will not be penalised. If in doubt, choose a clearly different topic or ask for advice from the relevant unit owner or final project supervisor as applicable.
- > Copying the work of another candidate, with or without that candidate's agreement.
- > Collaborating with another candidate, even where the initial collaboration is legitimate, e.g., joint project work, and then presenting the resulting work as one's own. If candidates are unclear about the extent of collaboration which is permitted in joint work they should consult the relevant tutor.
- > Submitting, in whole or in part, work which has previously been submitted at ESIC or elsewhere, without fully referencing the earlier work. This includes unacknowledged re- use of the candidate's own submitted work.
- > Buying or commissioning an essay or other piece of work and presenting it as a candidate's own.

The most critical rule is that the sources of all arguments, ideas and non-basic data which are not the candidate's own must be acknowledged. To do otherwise is plagiarism. When in doubt, to avoid unnecessary risks, acknowledge more rather than less. Not only direct quotations have to be referenced, but also facts, ideas and arguments. Copying any part of another participant's work or any other person's work is an extreme form of plagiarism.

Plagiarism is a serious offence and penalties will be applied by the School in such cases. Please note that serious plagiarism may lead to penalties that will prevent participants found guilty of such an offence from progressing in their programme of study. Appendix III presents the penalties section of the School's plagiarism policy. Note that works submitted through ESIC eLearning platform will be checked by Turnitin.

8 Dates and other administrative details

Relevant dates:

- > Syllabi, including assessment strategies for the units and relevant dates, will be posted on the web-based platform around 10 days before the start of the unit.
- > Slides and other teaching material will be posted on the web-based platform. Teaching material will be submitted in electronic format.

Administrative details:

- > Candidates are responsible for submitting an electronic copy (one file only in pdf format) of their assessment on Moodle by the appropriate deadline. Only the candidate's number should identify the author of the work.
- > Hard copies of assignments can be posted to the PG office provided that the post stamp shows a date and time before the deadline.
- > All the communication will be carried out by email. It is expected that candidates check the email account provided at the time of registration on a daily basis (i.e. every day). Not checking emails will not be accepted as a reason for extensions, etc.
- > The PG office will be the first place to go with any administrative issue related to the programme. Email communication is encouraged.
- > Programme Directors and/or Coordinators will be the contacts for assessment, discipline, and other issues as well as for academic issues.

9 International Mobility

International experiences are essential for the professional development in the business world. For this reason, ESIC provides its graduate candidates with a wide range of international experiences and international exchange options. For more information about international programs please contact ESIC International Office. Candidates penalized for plagiarism will not be offered access to this international mobility options.

10 Expected Professional Behaviour Code

ESIC community is formed by people coming from many places, with different cultures and traditions, and this always enrich the academic and professional experience of our candidates. This means every ESIC member (faculty, students, administration...) is expected to behave correctly according to our School values, which are responsibility, solidarity, respect, effort, tolerance and honesty.

All ESIC candidates are considered **professionals in training**, which means they must act accordingly and assume real life responsibilities. Both the academic and personal relationships in our school are developed in a professional environment.

The Expected Professional Behavior Code (CCPE) includes, apart from the behavior expected from the candidates, the consequences that they will face if they do not act accordingly to this code:

EXPECTED PROFESSIONAL BEHAVIOUR CODE	
Expected Professional Behaviour	Consequence of failing to observe this expected behaviour
Arrive on time to the lectures and/or seminars (no more than 10 sharp minutes late after the class has already started).	Being late for more than 10 minutes will be considered not attending to class and will affect the minimum of 80% class attendance required.
Attend all the lectures and/or seminars. Contact the Programme's office if not attending, and providing the necessary documentation to support the absence.	It can affect the minimum 80% of attendance required.
Behave in a professional manner during the lectures and/or seminars. Especially avoid distractions like playing or using mobile phone or any other devices for another purpose or activity not related to the seminar or indicated by lecturer. Other use of devices during class are prohibited. Eating or drinking other than soft drinks it is not permitted during lecture.	Lecturers are entitled to ask participants to leave the classroom if they do not behave in a correct manner. This will affect the minimum 80% attendance required and will have a negative impact on the participation mark of the unit. In some cases, this could lead to a sanction for misbehavior.
Submit coursework on time.	Late submissions will not be accepted without <u>prior</u> extension granted and will be considered failed assignments. Candidates will be given a second opportunity to submit the projects with a maximum mark of 60 (See Section 3.9)
Do not engage in any form of plagiarism.	Plagiarism will lead to several penalties as detailed in Appendix III and IV.
Respect and embrace the cultural, ideological, religious, gender (list not exhaustive) diversity found in the different cohorts, both inside and outside the programme, as well as in every activity related to the School.	ESIC has a zero-tolerance policy with conducts and/or attitudes than can be related to segregation, discrimination, xenophobia, etc (even those that can seem superficial and/or humorous). This kind of behaviour will lead to penalties that might prevent the candidates to continue with the program.
Avoid any type of activity that could indicate and/or lead to misleading, abuse of trust, bad faith, dishonesty, violence (list not exhaustive) like, for example, taking the place of someone else in the class (including signing the attendance register), or not respecting any school member, etc.	ESIC has a zero-tolerance policy with conducts and/or attitudes that can be related to misleading, abuse of trust, bad faith, dishonesty, violence (physical, verbal, and/or psychological), etc. This kind of behaviour will lead to penalties that might prevent the candidates to continue with the program.
Candidates must display a respectful behavior with all the ESIC community: lecturers, staff, class mate They must show always an ethical behavior, and a constructive spirit, even when some disagreement arises, including the use of social media to damage ESIC or any of its member image.	ESIC has formal for appeal and grievance to ensure a continuous quality feedback process. Any disrespectful attitudes or discreditation against staff or lecturers given in a disrespectful feedback manners will lead to penalties that might prevent the candidates to continue with the program.
Work in team projects while respecting the principles of cooperation and honesty, and not using team projects as your own.	This might be considered plagiarism and lead to penalties detailed in Regulation Framework
Candidates must comply with all ESIC regulation and all laws and policies of Spain.	Any violation of these regulations will lead to several penalties and in the most severe cases, it could lead to the candidate being expelled from the program.
Respect the facilities of the school and the rights and property of others, including intellectual property and reputation, both inside and outside the School.	Any violation of these regulations will lead to several penalties and in the most severe cases, it could lead to the candidate being expelled from the program.

11 Institutional memberships and accreditations

ESIC Business and Marketing School is a member of several international education agencies and associations. These memberships provide the framework for the high level of education offered at the School:

- > PRME – United Nation’s Principles for Responsible Management Education www.unprme.org
- > AACSB – The Association to Advance Collegiate Schools of Business www.aacsb.edu
- > EFMD – European Foundation for Management Development www.efmd.org
- > AAPBS – Association of Asia-Pacific Business Schools www.aapbs.org
- > CLADEA – The Latin American Council of Schools of Management www.cladea.org
- > CIM – The Latin American Council of Schools of Management www.cladea.org
- > CEEMAN – Central and East European Management Development Association www.ceeman.org
- > AEEDE – Spanish Association of Business Management Schools www.aeede.es
- > Executive MBA Council www.emba.org

ESIC Business and Marketing School has received accreditations and quality certifications from renowned international agencies. These recognitions set the quality standards within the School.

- > AMBA: Association of MBA Accredited
- > EFMD: CEL – Technology Enhanced Learning. Business Simulation Methodology accredited.
- > Q*. Executive Education rated as “Excellent”.
- > AUDIT (the Spanish government’s accreditation). Accredited.
- > ACREDITA (the Spanish government’s accreditation agency for faculty). Accredited
- > BSI: ISO 9001. ESIC’s Quality Systems certified since 2008.

ESIC Business and Marketing School is affiliated to Universidad Rey Juan Carlos in Madrid, Universidad Miguel Hernandez in Valencia, Universidad San Jorge in Aragon, and Universitat Rovira i Virgili in Catalonia. ESIC is also accredited centre and examination centre of the Chartered Institute of Marketing. 201March

ESIC has been formally recognized as Private University by Law given in Madrid 20th 2019

Appendix I: peer assessment form

ESIC Business and Marketing School– Peer Assessment Form

Peer assessment – confidential

Using a scale from 1-100, please complete the name of all the persons in your group (excluding yourself) and your marks under the five criteria shown in the table:

Name	Criteria	Mark
	Punctuality (meetings and deadlines)	
	Preparation for meetings	
	Quality of the contributions	
	Attitude towards the group's work	
	General opinion	
	Punctuality (meetings and deadlines)	
	Preparation for meetings	
	Quality of the contributions	
	Attitude towards the group's work	
	General opinion	
	Punctuality (meetings and deadlines)	
	Preparation for meetings	
	Quality of the contributions	
	Attitude towards the group's work	
	General opinion	
	Punctuality (meetings and deadlines)	
	Preparation for meetings	
	Quality of the contributions	
	Attitude towards the group's work	
	General opinion	

Group _____ Name _____

Date _____ Signature _____

Important note. Candidates that do not complete the peer-assessment for their classmates within the allocated time will not receive the 10% of the peer-assessment. The peer- assessment will be collected online every term (every two or three months depending on the programme).

Guidelines to assess the participation in groups

A participation equivalent to a mark of 80 or more represents a very positive attitude towards the group's work. The team member is always punctual for meetings and meets all the deadlines set by the group. S/he is always very well prepared for meetings and also attempts to provide valuable opinions.

A participation equivalent to a mark of 60-79 represents a positive attitude towards the group's work. The team member is punctual for meetings most of the time and meets the majority of deadlines set by the group. S/he is also properly prepared for meetings and attempts to provide valuable opinions in most cases.

A participation equivalent to a mark of 50-59 represents a lukewarm attitude towards the group's work. The punctuality of the team member is not her/his strongest point but s/he attends all meetings and reaches most of the deadlines set by the group. S/he is fairly well prepared for meetings and attempts to provide some valuable opinions.

A participation equivalent to a mark of 40-49 represents a negative attitude towards the group's work. The team member is not punctual, attends only some meetings, and reaches only some of the deadlines set by the group. S/he arrives poorly prepared for meetings and does not make much effort to provide valuable opinions.

A participation equivalent to a mark of 30-39 represents a strong negative attitude towards the group's work. The team member is never punctual, attends only a few meetings, and reaches the deadlines set by the group only a few times. S/he arrives without much preparation for meetings and does not make any effort to provide opinions.

A participation equivalent to a mark of 0-29 indicates that the person does not have the intention to work with the group. The team member does not even reply to emails (or any other form of communication) and does not contribute to the group's work. S/he does not prepare material beforehand and does not want to provide any opinion.

Appendix II: feedback form for classes and assessments

(fill blank boxes)

Candidate/Group:	
Unit Title:	
Lecturer:	

Main Criteria/Range	90-	80-	70-	60-	S	
Theory & Understanding 15%						
Analysis and Implementation 30%						
Evaluation & Conclusions 45%						
Style & Structure 10%						
NB: weighting may not be exact in the final mark						Mark

General comments and suggestions for improvement

Theory & Understanding 15%
Analysis and Implementation 30%
Evaluation & Conclusions 45%
Style & Structure 10%

Appendix III. Penalties section of the School's plagiarism policy

ESIC takes cases of plagiarism very seriously and treat them as a severe violation of the Expected Professional Behaviour Code.

For this purpose, plagiarism is defined as the unacknowledged inclusion in a candidate's work of material derived from the published or unpublished work of another. This constitutes plagiarism whether it is intentional or unintentional.

Criteria and details about plagiarism and penalties imposed to this practice are detailed hereunder:

Procedure:

1. Once a possible case of plagiarism is detected, the piece of work will be sent to the programme's Director with an attached report with the details of the situation.
2. Once the work and the report are seen and reviewed by the programme's Director, they will collect and analyze all the evidence to support their decision. After this, the programme's Director will send their conclusions to the Director of Excellence in Teaching & Learning, so that the final decision is made by Academic Committee following the rules of the Regulation Framework for GS&EE.
3. If the conclusion is that it is indeed a case of plagiarism, the file about the case will be opened and the candidate will be notified in written form.
4. Candidates are allowed to present their allegations within 10 days after the reception of the notification to be considered by Committee final decision.

Measurement

ESIC uses Turnitin¹, a software used to measure the number of words plagiarized in a text and its proportion with the total number of words in the work. This renown system considers plagiarism is being committed when the % of plagiarism is more than 25%. However, this ratio and results will be considered and analyzed by academic authorities to determine if the text is plagiarized. There are several level of plagiarism:

- > From 26% to 35%: medium plagiarism
- > From 36% to 50%: high plagiarism
- > 51% or more: extreme plagiarism

Penalties

There will be two kinds of penalties once plagiarism is confirmed, (i) a deduction in the mark received by the piece of work in which plagiarism was found and (ii) a warning due to an offence to the expected professional behaviour of the candidate.

If a candidate were involved in more than one case of plagiarism during an academic year, more severe penalties might apply.

The penalties will be applied based on the following scale:

Levels of plagiarism	Academic Penalties	
	Deduction in the mark	Warning and other penalties
Medium 26% to 35%	-25	A violation of the behavior code is filed in the candidate's transcript.
High From 36% to 50%	-50	A violation of the behavior code is filed in the candidate's transcript. The piece of work will have to be handed in again, but this time the maximum mark possible will be 60 points.
Extreme 51% or more	-60	A violation of the behaviour code is filed in the candidate's transcript. The complete unit will have to be retaken with a maximum mark possible of 60 points. In the case of more than 70% of plagiarism, this action will be considered a highly severe violation of the behaviour code, which might lead to the candidate being suspended from the program.

Appendix IV: Other Expected Professional Behaviour Policies

Other actions of professional dishonesty, apart from plagiarism, are also considered a severe violation of the Code and will lead to several penalties.

Professional dishonesty is understood as any type of abuse in which the candidate may pretend to receive a result thanks to unfair practices. Some examples of actions considered as professional dishonesty are:

- > Copying during an assessment. This conduct includes: copying other person's work or using non-authorized material, as well as communicate or receive help of other person during an exam.
- > Obtain or distribute, without authorization, the solution of an assessment, which will damage the learning process of other candidates.
- > Use any resource or information during an exam which has not been authorized by the unit professor.
- > Handing in a piece of work that has been done by another person or company.

In all of these cases, candidates will have to retake the unit and will be penalized under the regulations of ESIC. These penalties, in some cases, might lead to candidates being suspended from the program and losing all their academic rights.