

BUSINESS AND LANGUAGE COLLEGE SPAIN

SCHOOL POLICIES AND GUIDELINES

1. Introduction:

1.1 BLC Spain's mission, vision, and commitment to quality education.

Business and Language College Spain (BLC Spain) is an innovative and quality-focused institution established in Madrid, Spain since 2005, merging practical business education, marketing expertise, and immersion in the Spanish language into a transformative learning experience.

Our mission is to provide internationally accredited and globally recognized courses, empowering our students to excel in an increasingly interconnected world.

At BLC Spain, we advocate for the power of education to transform lives through an educational journey that combines rigorous academic learning with real-world professional experiences.

1.2 Purpose and scope of the guidelines and policies document.

The purpose of this document is to provide clear guidelines and policies governing the operations and practices of Business and Language College Spain (BLC Spain). It serves as a comprehensive reference for all stakeholders, including students, faculty, staff, and accrediting bodies, outlining our commitment to maintaining the highest standards of quality and integrity in education.

The scope of this document encompasses key areas such as academic programs, admission and enrollment procedures, teaching and learning practices, faculty and staff responsibilities, student support services, facilities, and resources. It also addresses quality assurance mechanisms and continuous improvement processes to ensure the delivery of excellence in education.

By adhering to these policies and guidelines, BLC Spain aims to promote transparency, consistency, and accountability across all aspects of its operations. This document reflects our dedication to fostering a quality-first, dynamic learning environment that empowers students to excel academically, professionally, and personally.

2. Accreditation and Compliance:

2.1 Overview of accrediting bodies and quality assurance mechanisms governing BLC Spain's operations.

At BLC Spain, we take pride in maintaining strong and collaborative relationships with three renowned accrediting bodies: Universidad Europea del Atlántico (UEA), Instituto Cervantes, and Training Qualifications UK (TQUK).

Universidad Europea del Atlántico (UEA)

As our main educational partner, we serve as an associate centre of UEA. This strategic relationship enables us to offer high-quality academic programs that are endorsed and recognized by a Spanish-registered, internationally renowned university institution. We work closely with UEA to ensure that our programs meet the highest academic standards and to provide our students with access to top-notch education.

Instituto Cervantes

Instituto Cervantes is the main accreditor of our Spanish language courses through LAE Madrid, an accredited Spanish Center in Madrid. Our collaboration with Instituto Cervantes ensures that our Spanish language programs maintain excellence and adhere to the highest standards of language education. This accreditation reinforces the authenticity and quality of our Spanish language immersion experience for students.

ASIC International Accreditation

BLC Spain holds International Accreditation from ASIC (Accreditation Service for International Schools, Colleges and Universities), with Premier Status awarded for its commendable areas of operation.

ASIC Accreditation is a globally recognised quality standard in international education. The accreditation process involves an impartial and independent external review of the institution's provision, including its administration, governance, quality assurance processes, and educational offering. Through this process, institutions are assessed against rigorous internationally accepted standards designed to support quality, transparency, student welfare, and continuous improvement.

BLC Spain's ASIC Accreditation demonstrates the institution's commitment to maintaining high standards across its academic and operational activities. It provides students, partners, and other stakeholders with assurance that BLC Spain is committed to delivering a safe, supportive, and rewarding educational experience, while continuing to review and enhance its provision.

ASIC is one of the largest international accreditation agencies, operating in more than 70 countries. It is recognised in the UK by UKVI – UK Visas and Immigration, part of the Home Office of the UK Government. ASIC is also ISO 9001:2015 accredited for Quality

Management Systems, a Full Member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), a member of the British Quality Foundation (BQF), a member of the International Schools Association (ISA), and an institutional member of the European Distance and E-Learning Network (EDEN).

European Association for Higher Education Advancement (EAHEA)

European Association for Higher Education Advancement (EAHEA) is a European-based non-governmental, independent, and international quality assurance, rating, certification, and accreditation association, founded in 1997. EAHEA grants accreditation to universities, colleges, schools, educational institutes, vocational institutions, distance learning centers, online courses, and corporations; and grants professional certification to professionals, qualified individuals, instructors, and students. EAHEA has granted the status of “Full Accreditation” to BLC Spain since 2024. In their Accreditation Audit, EAHEA stated that:

“Business and Language College Spain provides services in the major aspects of education through regular, avocational, as well as other models like distance education and online learning. The audit did not find any critical weaknesses in the overall academic standards and content of the educational services provided by the institution. Moreover, it was observed that the student support facilities and international document services provided by the institution are high in quality and immensely student-friendly.”

The audit also found that the structure and levels of courses/programs offered, as well as underlying management principles, were subject to regular, meaningful assessment and adjustment to make it user-friendly. The audit observed that the governance and maintenance of Business and Language College Spain being carried out with exemplary vision and dedication. Business and Language College Spain represents the education industry, with meticulous efforts, to the best of their abilities.

Training Qualifications UK (TQUK)

TQUK certifies our teacher training programs at Level 5 in the United Kingdom. This accreditation validates the quality and rigour of our teacher training courses, ensuring that our graduates are equipped with the necessary skills and qualifications to excel in the field of education. TQUK accreditation certifies the quality and reliability of our teacher training programs and enhances the professional development opportunities for our students.

We are always working towards building new partnerships and collaborations with educational institutions and accreditation agencies across the globe that can help us as a mechanism for external quality assurance.

OFQUAL (Office of Qualifications and Examinations Regulation)

As an OFQUAL-regulated institution, we adhere to the rigorous standards set forth by this regulatory body in the United Kingdom. This accreditation ensures that our academic programs meet the highest quality benchmarks and are recognized for their excellence and reliability.

Our partnership with OFQUAL underscores our commitment to providing students with accredited qualifications that are valued by employers and educational institutions worldwide. By aligning our programs with OFQUAL standards, we ensure that our students receive a high-quality education that prepares them for success in their chosen fields.

3. Governance Structure:

3.1 Description of BLC Spain's organisational structure, including roles and responsibilities of key stakeholders

The Quality Assurance Framework at BLC Spain serves as the overarching structure for institutional governance across all levels of the institution. Governance is arranged into three distinct levels:

Level 1	Directors Level, responsible for shaping the long-term strategic direction of the school and leading the organisation team.
Level 2	Managing Level, tasked with implementing and refining the strategies outlined at Level 1, while also overseeing staff at Level 3.
Level 3	Operations Level, focused on executing tasks assigned by Level 2, providing feedback for improvement, and liaising with Levels 1 and 2 as needed.

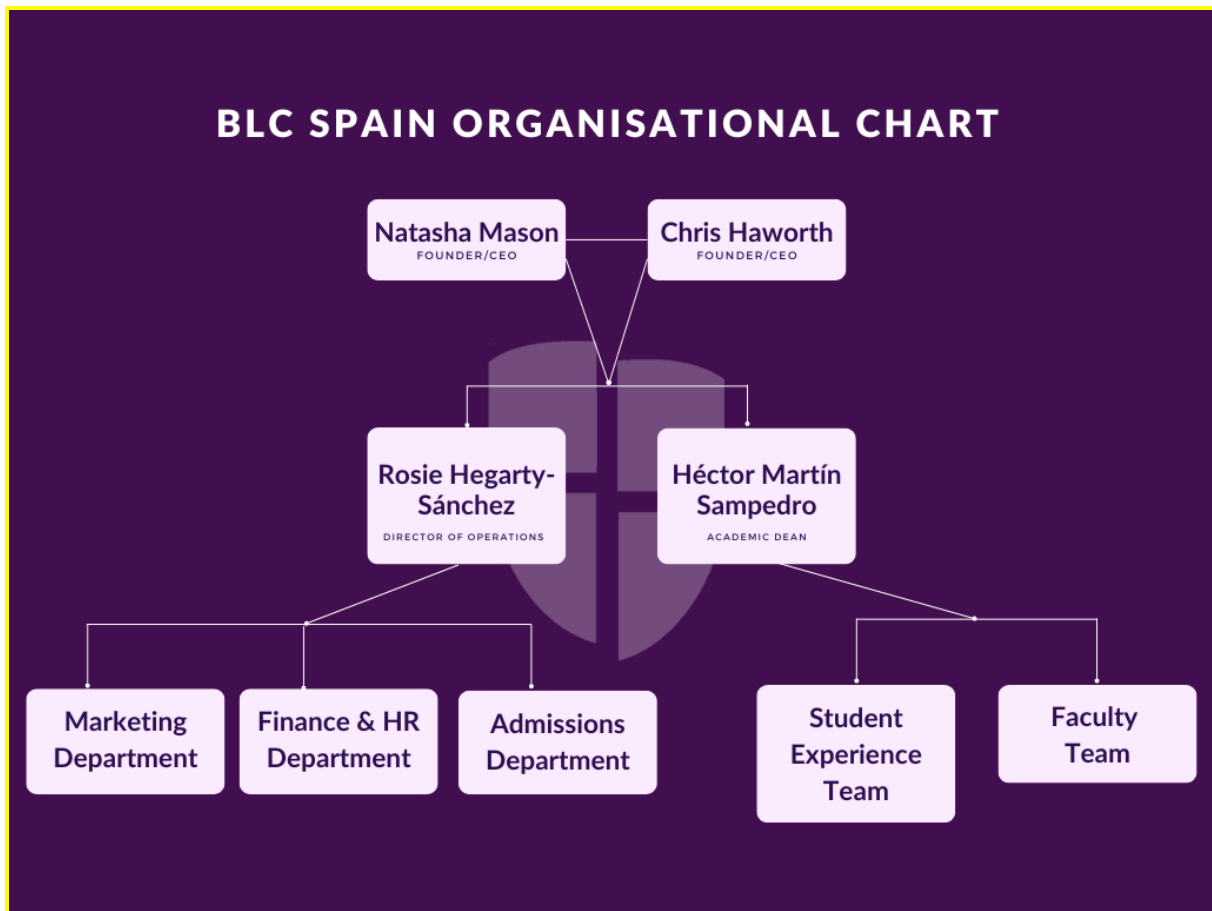
The Quality Assurance Framework encourages active participation and engagement from all BLC Spain stakeholders, irrespective of their level of involvement or position within the hierarchy. This encompasses various internal stakeholders such as students, faculty, staff, and management, as well as external stakeholders including alumni, parents, prospective students, academic and industry partners, accreditation teams, and community networks.

All staff members are tasked with overseeing BLC Spain's activities and ensuring adherence to the established Quality Assurance standards. These roles and responsibilities are clearly outlined in their job descriptions and are aligned with the mission and vision of BLC Spain.

Staff members are responsible for understanding and implementing all relevant regulations, strategies, policies, and guidelines within their respective areas of operation. They are accountable for ensuring full compliance with BLC Spain Guidelines through diligent application and verification processes.

As our talent structure is very lean, not all levels exist for all departments and areas of BLC Spain's operation. Also, key individuals may hold different responsibilities at specific levels.

3.1.1 BLC Spain Organisational Chart



4. Academic Programs:

4.1 Overview of BLC Spain's academic programs, including degree offerings, curriculum structure, and program objectives.

4.1.1 Business Programs

UNDERGRADUATE:

3-year Degree in International Business Management (180 ECTS)

Our 3-year Degree in Spanish and International Business Management is designed to equip students with comprehensive knowledge and skills in international business management. Through a blend of theoretical learning and practical experience, students will gain insights into global business practices, cultural nuances, and the soft skills necessary for success in today's interconnected world.



<p>Year 1 - 60 ECTS - Level 4 Global Business Environment & Economics (7.5 ECTS) Academic & Business Communication Skills (7.5 ECTS) Accounting and Finance Fundamentals (7.5 ECTS) Business Law and Ethics (7.5 ECTS) Marketing and Consumer Value Creation (7.5 ECTS) Digital Literacy and Data Analytics Basics (7.5 ECTS) Introduction to Business Processes and Operations (7.5 ECTS) People, Culture and Organisations (7.5 ECTS)</p>		
<p>Year 2 - 60 ECTS Organisational Behaviour and Leadership (7.5 ECTS) Managerial Accounting and Corporate Finance (7.5 ECTS) Business Analytics and Decision Making (7.5 ECTS) Digital Marketing Strategy and Brand Management (7.5 ECTS) International Trade and Corporate Law (7.5 ECTS) Project and Operations Management (7.5 ECTS) AI and Automation for Business (7.5 ECTS) Corporate Sustainability and Social Responsibility (7.5 ECTS)</p>		
<p>Year 3 - Digital Marketing & Communication Pathway - 60 ECTS - Level 6 Strategic Marketing and Digital Transformation (7.5 ECTS) Consumer Psychology and Behaviour (7.5 ECTS) Content Creation and Storytelling (7.5 ECTS) Crisis and PR Management (7.5 ECTS) Negotiation and Sales (7.5 ECTS) Advanced Data Analytics (7.5 ECTS) Final Capstone Project (15 ECTS)</p>	<p>Year 3 - Global Markets Pathway - 60 ECTS - Level 6 International Business Strategy (7.5 ECTS) Corporate Finance and Investment Strategy (7.5 ECTS) International Relations and Geopolitics (7.5 ECTS) Global Supply Chain and Operations (7.5 ECTS) Negotiation and Sales (7.5 ECTS) Advanced Data Analytics (7.5 ECTS) Final Capstone Project (15 ECTS)</p>	<p>Year 3 - Digital Entrepreneurship - 60 ECTS - Level 6 Entrepreneurial Strategy & Startup Financing (7.5 ECTS) Digital Business Models and Platform Economy (7.5 ECTS) Sustainable & Impact Entrepreneurship (7.5 ECTS) Growth Leadership (7.5 ECTS) Design Thinking (7.5 ECTS) Negotiation and Sales (7.5 ECTS) Advanced Data Analytics (7.5 ECTS) Final Capstone Project (15 ECTS)</p>

POSTGRADUATE:

Specific Master in Spanish and Digital Marketing with AI (Continuous Education) (60 ECTS)

Our Specific Master in Spanish and Digital Marketing with AI offers advanced training in digital marketing strategies enhanced by artificial intelligence. Designed for professionals seeking to deepen their understanding of digital marketing trends and techniques in the Spanish-speaking market, this program provides hands-on experience in leveraging AI technologies to drive marketing success in the digital landscape.

Semester	ECTS Credits	Module	Topics	Learning Objectives
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Fall&Spring		Welcome Week	School Rules, Tech Support, Spanish Level Testing, Student Support, Accommodation, Visas, etc.	
Spring	4	Fundamentals of Digital Marketing	Merging the fundamentals of digital marketing with an introduction to AI applications in the field.	Define and understand foundational marketing principles, including the marketing mix (4Ps) and its relevance in digital marketing. Explore the role of marketing in business strategy and its impact on organizational success. Differentiate between digital and traditional marketing approaches. Analyze the advantages and disadvantages of each method, setting the stage for the transition to digital marketing. Learn the basics of market research and its importance in shaping digital marketing strategies. Creating customer personas based on demographic, psychographic, and behavioral factors for targeted marketing.
Spring	4	Search Engine Marketing (SEM and SEO)	Fundamentals of SEO, Introduction to SEM (PPC, Google Ads), On-Page and Off-Page SEO, SEO and SEM Analytics. Focusing on how AI and machine learning algorithms influence search engine strategies and optimization.	Understand the core principles of SEM and SEO and search algorithms. Conduct keyword research and optimization to enhance search engine rankings. Analyze user search behavior and adapt strategies using data-driven insights. Implement content strategies for effective SEM campaigns. Master SEM tools for tracking, analytics, and campaign optimization. Explore the integration of AI in paid and organic marketing channels. Evaluate the effectiveness of SEM strategies through performance metrics and KPIs.



Fall	4	Social Media & Content Marketing	Content Marketing Strategies, Social Media Platforms, Social Media Advertising, Social Media Metrics and KPIs. Exploring AI tools and techniques in social media analytics, content creation, and targeted advertising.	<p>Learn to create compelling and relevant content tailored for diverse social media platforms.</p> <p>Understand the principles of storytelling, visuals, and messaging that resonate with target audiences.</p> <p>Develop skills in developing and executing effective social media plans aligned with business objectives.</p> <p>Explore content calendars, scheduling tools, and platform-specific strategies for optimized engagement.</p> <p>Use analytics tools to measure and interpret social media performance. Understand key metrics, such as reach, engagement, and conversions, to refine and optimize future content strategies.</p>
Fall	4	Data-Driven Marketing & Advanced Analytics	Importance of Data in Marketing, Google Analytics, Conversion Rate Optimization, A/B Testing. AI enhancement of data analytics, predictive modeling, and customer insights in marketing.	<p>Develop a comprehensive understanding of the role of data in marketing decision-making.</p> <p>Explore how data informs strategy, targeting, and personalization for effective marketing campaigns.</p> <p>Learn advanced analytics techniques, including predictive analytics, machine learning, and data modeling.</p> <p>Apply these techniques to extract actionable insights from large datasets for strategic marketing planning.</p> <p>Design and implement data-driven marketing strategies.</p> <p>Use advanced analytics tools to optimize campaigns, improve customer experiences, and maximize ROI.</p>



Spring	4	Strategic Marketing	The module covers how to align digital marketing strategies with business goals, exploring emerging trends and technologies, integrating social media, SEO, email marketing and others, understanding paid and organic strategies, measurement and analytics, KPIs, data-driven insights, and navigating the evolving digital marketing space.	Explore the key components and channels of the digital marketing ecosystem. Analyze how digital marketing fits into overall business strategy and align digital marketing strategies with organizational goals and objectives. Identify emerging trends and technologies in the digital marketing space. Understand how to integrate various digital channels, such as social media, SEO, and email marketing in a cohesive, strategic approach. Develop skills in creating comprehensive digital marketing plans that incorporate both paid and organic strategies.
Fall	4	Consumer Behavior and Branding	Psychology of Consumer Behavior, Branding Strategies, Customer Journey Mapping, Brand Loyalty, Storytelling, Emotion, etc.	Explore the psychological and sociological factors influencing consumer behavior. Analyze the decision-making process, motivation, perception, and attitudes that shape consumer choices. Examine the role of branding in creating a unique identity and emotional connection with consumers. Learn strategies for effective brand positioning, differentiation, and storytelling. Understand the concept of the customer journey and its significance in marketing. Develop skills in creating customer journey maps to identify touchpoints, pain points, and opportunities for brand engagement.



Spring	4	Application of AI tools and technologies in the DM industry	This module would delve into the technical aspects of AI technologies used in marketing analytics. It would cover topics such as machine learning algorithms, natural language processing (NLP), sentiment analysis, and predictive analytics. The focus would be on how these technologies can extract insights from big data, enabling more precise and effective marketing strategies. The course would also explore practical tools and platforms used in the industry, offering hands-on experience in applying AI technologies to real-world marketing challenges.	Master technical AI algorithms for advanced marketing data analysis and interpretation. Utilize machine learning for predictive customer behavior and market trend analysis. Implement natural language processing for sentiment analysis in customer feedback. Develop skills in using AI for sophisticated customer segmentation and targeting. Apply AI tools for real-time marketing analytics and performance tracking. Explore the integration of AI in programmatic advertising and campaign automation. Analyze case studies of AI-driven marketing analytics to understand practical applications.
Spring	1	Ethics in Digital Marketing	Sustainable Business Practices, Corporate Social Responsibility, Ethical Decision-Making	Understand ethical challenges and considerations in digital marketing.. Develop strategies for ethical data collection and data analysis. Analyze case studies with ethical issues in marketing campaigns. Balance marketing effectiveness with ethical practices and social responsibility. Explore ideas like diversity and inclusion, and how they relate to an ethical marketing practice.
Fall&Spring	0	Review & Final Project Brief	Course Review, Preparing for the Placement, Final Project Guidelines	NA



Fall & Spring	5	Company Placement	6-week Consultancy Project, working on a real marketing problem from a BLC collaborating company	Conduct a comprehensive strategic analysis of the collaborating business's marketing landscape, including market trends, competitor analysis, and internal capabilities. Identify key opportunities and challenges Provide well-founded recommendations for the client to enhance their marketing strategies. Translate theoretical marketing concepts into actionable strategies. Design and implement marketing solutions tailored to the specific needs of the collaborating business. Create detailed implementation plans, considering budgetary constraints Develop performance metrics to measure the effectiveness of the proposed marketing initiatives.
Fall&Spring	10	Final Project	Full time final project dedication. Based on an original marketing project, a report on an existing company or a research-based original paper	Apply the knowledge and skills acquired throughout the course in a comprehensive digital marketing project. Present and defend the digital marketing strategy developed for a hypothetical or real-world scenario.
Fall&Spring	16	Spanish	Spanish Language & Communication (level test)	According to CEFR/Instituto Cervantes guidelines for each student
Fall&Spring		Spanish for Marketing	4-week course on specific marketing skills and communication strategies in Spanish	According to CEFR/Instituto Cervantes guidelines for each student
Fall&Spring		Spanish Final Assessment	Final comprehensive assessment on all communicative skills according to the student's level. Includes a section on Spanish for Marketing	

Specific Master in Spanish and Digital Entrepreneurship (Continuous Education) (60 ECTS)

Our Specific Master in Spanish and Digital Entrepreneurship offers specialized training in the fundamentals of creating, managing, and scaling digital ventures within Spanish-speaking markets. Designed for professionals seeking to deepen their expertise in entrepreneurship and digital business models, this program provides hands-on experience in launching and managing digital ventures, integrating practical entrepreneurial theory with linguistic proficiency in Spanish. Participants will gain the skills and insights necessary to successfully innovate, manage, and scale businesses in dynamic, Spanish-speaking environments.

Semester	ECTS Credits	Module	Topics	Learning Objectives
		Welcome Week	School Rules, Tech Support, Spanish Level Testing, Student Support, Accommodation, Visas, etc.	
	2	Entrepreneurship Fundamentals	Basics of Entrepreneurship, Lean Start-up Methodology, Business Model Canvas, Value Proposition	Build comprehensive business models using tools such as the Business Model Canvas, integrating the principles of entrepreneurship and the Lean Start-up Methodology. Articulate a compelling value proposition, identifying key customer segments. Design a scalable and sustainable business model that aligns with market demands and opportunities.
	4	Digital Transformation and Business Models	Digital Business Models, Platform Economy, E-commerce	Analyze and build strategies within the digital business environment. Understand different digital business models, and the dynamics of the platform economy. Design and evaluate effective strategies for businesses engaged in e-commerce. Identify opportunities and address challenges unique to digital platforms. Make data-driven decisions towards sustainable success in the digital marketplace.



	4	Financial Planning for Entrepreneurs	Start-up Budgeting, Venture Capital and Funding, Financial Forecasting	<p>Understand start-up budgeting, venture capital, and financial forecasting.</p> <p>Generate detailed start-up budgets.</p> <p>Understand the availability of different funding options and assess their viability.</p> <p>Build financial forecasts to support strategic decision-making in entrepreneurial ventures.</p> <p>Communicate effectively with investors, understanding the financial metrics crucial for securing funding and sustaining long-term growth.</p>
	4	Modern Marketing Strategies for Digital Business	Influencer Marketing, Content Marketing, Social Media for Business	<p>Design and execute integrated marketing strategies that leverage influencer marketing, content marketing, and social media for business.</p> <p>Identify appropriate influencers, develop compelling content, and utilize social media platforms strategically to enhance brand visibility, engage target audiences, and achieve business objectives.</p> <p>Understand the analytics and metrics associated with these strategies to measure and optimize their impact on overall marketing performance.</p>
	4	Operations and Technology	Agile Methodology, Technology Stacks, SaaS Tools for Digital Business	<p>Understand and apply Agile methodology principles to digital business projects.</p> <p>Select and integrate technology stacks, incorporating SaaS tools effectively to enhance project efficiency, collaboration, and overall business operations.</p> <p>Adapt and optimize Agile practices within the context of evolving technologies.</p> <p>Leverage SaaS tools to streamline processes, improve communication, and foster innovation in a digital business environment.</p>



	4	Leadership, Culture and Talent Management in Start-ups	Remote Work, Freelancing, Talent Retention in the Gig Economy, Entrepreneurial Leadership, Company Culture, Emotional Intelligence	<p>Understand the unique challenges and opportunities associated with remote work and freelancing. Manage remote teams, foster effective collaboration in freelancing scenarios. Implement talent retention strategies tailored to the gig economy. Apply best practices for team engagement, and developing retention strategies that enhance job satisfaction and loyalty within the context of the evolving gig economy. Develop personal skills needed for entrepreneurial leadership, emphasizing the cultivation of a positive company culture. Demonstrate a deep understanding of how emotional intelligence influences leadership effectiveness, enabling them to apply these insights to foster a healthy organizational culture that encourages innovation, resilience, and employee well-being. Align leadership practices with the dynamic demands of entrepreneurial ventures, ensuring sustained growth and adaptability in the business environment.</p>
	4	AI in Modern Digital Business	Applications of AI and Business, Ethical Considerations, Future Trends	<p>Identify and implement strategic applications of AI in various digital business contexts. Analyze the ethical considerations associated with AI technologies, ensuring responsible and fair implementation. Critically evaluate future trends in the intersection of AI and business, allowing them to make informed decisions that contribute to sustainable and ethically sound business practices.</p>



	1	Sustainability and Business Ethics	Sustainable Business Practices, Corporate Social Responsibility, Ethical Decision-Making	Apply sustainable business practices and corporate social responsibility (CSR) principles. Critically evaluate ethical considerations in business decision-making and demonstrate the skills to integrate sustainability and CSR into strategic planning. Make ethical decisions in complex business scenarios, considering the social and environmental impacts of their choices, and contributing to the development of responsible and sustainable business practices.
	0	Review & Final Project Brief	Course Review, Preparing for the Placement, Final Project Guidelines	NA
	5	Company Placement	6-week Consultancy Project, working on a real problem from a BLC collaborating digital business	Conduct a thorough analysis of the collaborating startup's digital business problem, encompassing market trends, competition, and internal challenges. Propose well-reasoned, data-driven, practical solutions, considering the unique aspects of the startup environment, and present recommendations that align with the business's goals and digital strategy. Develop the practical skills required to translate theoretical concepts into actionable digital strategies. Design and implement digital solutions tailored to the collaborating startup's needs. Create detailed implementation plans, considering budget constraints, leveraging appropriate technologies, and developing key performance indicators to measure the success of the proposed digital initiatives.
	12	Final Project	Full time final project dedication. Based on an original entrepreneurship	Apply the knowledge and skills acquired throughout the course in a new or existing comprehensive

			project, an intrapreneurship project for an existing company or a research-based original paper	digital business project. Present and defend the project strategy developed for a hypothetical or real-world scenario.
	16	Spanish	Spanish Language & Communication (level test)	According to CEFR/Instituto Cervantes guidelines for each student
		Spanish for Digital Entrepreneurs	4-week course on specific business & entrepreneurial skills and communication strategies in Spanish	According to CEFR/Instituto Cervantes guidelines for each student
		Spanish Final Assessment	Final comprehensive assessment on all communicative skills according to the student's level. Includes a section on Spanish for Digital Entrepreneurs.	

Specific Master in Spanish and Business Administration (Continuous Education) (60 ECTS)

Our Specific Master in Business Administration and Spanish provides intensive training in core business disciplines, including strategic management, financial analysis, and organizational leadership, tailored specifically for Spanish-speaking markets. Designed for professionals looking to enhance their management and leadership abilities in Spanish-speaking contexts, this program combines rigorous academic study with practical, real-world projects and collaborations with leading companies. Participants will deepen their knowledge of core business disciplines, strengthen their cross-cultural communication skills, and develop fluency in professional Spanish, preparing them to confidently lead and make strategic decisions in international business environments.

Semester	ECTS Credits	Module	Topics	Learning Objectives
		Welcome Week	School Rules, Tech Support, Spanish Level Testing, Student Support, Accommodation, Visas, etc.	



	4	Business Strategy and Management	Organizational Structure & Design, Strategic Planning & Decision-Making	<p>Analyze various organizational structures, evaluating their strengths, weaknesses, and suitability for different business contexts.</p> <p>Demonstrate the ability to identify the impact of organizational structure on communication, efficiency, and adaptability, enabling informed decision-making in designing or modifying organizational frameworks.</p> <p>Apply strategic planning tools such as SWOT analysis, PESTEL analysis, and scenario planning.</p> <p>Assess the internal and external factors influencing an organization, formulate strategic goals and objectives, and make informed decisions that align with the organization's mission and vision.</p> <p>Evaluate alternative strategies, assess risks and uncertainties, and make decisions that align with organizational goals, considering long-term implications, ethical</p>
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				considerations, and the dynamic business environment in their decision-making processes.
	4	Accounting and Finances	Accounting Fundamentals, Cost Analysis, Capital Budgeting, Financial Planning and Forecasting, Financial Statements	Apply the principles of financial accounting to record business transactions, prepare accurate financial statements, and analyze the financial performance of an organization. Demonstrate knowledge in managerial accounting, including the ability to classify and analyze costs, perform cost-volume-profit analysis, and utilize budgeting techniques for effective decision-making. Evaluate the time value of money, make informed capital budgeting decisions, assess risk and return in financial decision-making, and analyze the capital structure of a firm for optimal financing. Perform a comprehensive financial statement analysis using various ratios, interpret financial statements to assess the financial



				health of a business, and understand and apply ethical considerations in financial reporting.
	4	Marketing Strategies	Marketing Fundamentals, Digital Marketing and Social Media Strategies, Brand Management and Positioning, Marketing Strategy and Planning	Demonstrate a comprehensive understanding of fundamental marketing concepts, including market segmentation, targeting, positioning, and the marketing mix Apply these principles to analyze and develop marketing strategies for different business scenarios. Design and execute effective digital marketing and social media strategies. Leverage SEO, SEM, content marketing, and social media channels to enhance brand visibility and engagement in the digital landscape. Formulate and implement brand management strategies, including brand positioning, building brand equity, and maintaining brand consistency. Analyze and enhance the perception and loyalty of a brand in the market. Developing, implementing, and evaluating marketing strategies aligned



				with organizational goals and market dynamics.
	4	Negotiation and Selling Strategies	Negotiation Strategies, Selling Techniques, Ethical Considerations	<p>Understand and apply fundamental negotiation concepts and principles to analyze and navigate various negotiation scenarios.</p> <p>Demonstrate effective communication skills essential for successful negotiation outcomes.</p> <p>Comfortably use modern sales techniques, including building rapport, conducting needs analysis, and closing deals.</p> <p>Differentiate between consultative and transactional selling approaches and be capable of tailoring their sales strategies to diverse client needs.</p> <p>Demonstrate a strong ethical foundation in their negotiation and selling practices.</p> <p>Identify ethical dilemmas, make informed decisions based on ethical principles, and establish and maintain trust with clients.</p> <p>Understand the legal and regulatory considerations</p>



				associated with sales practices.
	4	Operations and Technology	Operations Planning, Process Design and Improvement, Supply Chain Management, Quality Management	<p>Develop and implement comprehensive operations plans, incorporating capacity planning, resource allocation, aggregate planning, and master scheduling, to effectively align operational activities with overall business strategy.</p> <p>Analyze, design, and improve business processes, applying process improvement methodologies, optimizing facility layouts, and implementing continuous improvement strategies for enhanced operational efficiency.</p> <p>Manage and optimize supply chain and logistics operations.</p> <p>Develop supplier relationship management, inventory control, and distribution strategies, contributing to the creation of a resilient and efficient supply chain.</p> <p>Apply Total Quality Management (TQM) principles, Six Sigma,</p>



				and other quality management techniques to ensure product and service excellence. Understand the importance of statistical process control and continuous improvement in maintaining and enhancing quality standards.
	4	Human Resources, Talent Management, Leadership and Culture	Talent Retention, Managerial Leadership, Conflict Resolution, Company Culture, Emotional Intelligence	Develop the skills to cultivate a positive company culture, demonstrating effective managerial leadership, and applying emotional intelligence to enhance talent retention. Implementing conflict prevention and resolution strategies that contribute to a healthy workplace environment, fostering employee satisfaction and loyalty. Understand the interconnectedness of these concepts, enabling them to create workplaces where employees thrive, conflicts are effectively managed, and leaders contribute to the overall success of the organization.



	4	AI in Modern Business Management	Applications of AI and Business, Ethical Considerations, Future Trends	Identify and implement strategic applications of AI in various business management contexts. Analyze the ethical considerations associated with AI technologies, ensuring responsible and fair implementation. Critically evaluate future trends in the intersection of AI and business, allowing them to make informed decisions that contribute to sustainable and ethically sound business practices.
	1	Sustainability and Business Ethics	Sustainable Business Practices, Corporate Social Responsibility, Ethical Decision-Making	Apply sustainable business practices and corporate social responsibility (CSR) principles. Critically evaluate ethical considerations in business decision-making and demonstrate the skills to integrate sustainability and CSR into strategic planning. Make ethical decisions in complex business scenarios, considering the social and environmental impacts of their choices, and contributing to the development of



				responsible and sustainable business practices.
	0	Review & Final Project Brief	Course Review, Preparing for the Placement, Final Project Guidelines	NA
	5	Company Placement	6-week Consultancy Project, working on a real business problem from a BLC collaborating company	Conduct a thorough analysis of the collaborating business problem, encompassing market trends, competition, and internal challenges. Propose well-reasoned, data-driven, practical solutions, considering the unique aspects of the business challenge, and present recommendations that align with the business's goals and strategy. Develop the practical skills required to translate theoretical concepts into sustainable business strategies. Design and implement solutions tailored to the collaborating business needs. Create detailed implementation plans, considering budget constraints, leveraging appropriate technologies, and developing key performance indicators to

				measure the success of the proposed business initiatives.
	10	Final Project	Full time final project dedication. Based on an original business project, a report based on an existing company or a research-based original paper	Apply the knowledge and skills acquired throughout the course in a new or existing comprehensive business project. Present and defend the project developed for a hypothetical or real-world scenario.
	16	Spanish	Spanish Language & Communication (level test)	According to CEFR/Instituto Cervantes guidelines for each student
		Spanish for Business Managers	4-week course on specific business & managerial skills and communication strategies in Spanish	According to CEFR/Instituto Cervantes guidelines for each student
		Spanish Final Assessment	Final comprehensive assessment on all communicative skills according to the student's level. Includes a section on Spanish for Business.	

4.1.2 Teacher Training Programs

Diploma in Advanced TEFL (25 ECTS)

The Diploma in Advanced TEFL (Teaching English as a Foreign Language) is tailored for educators aiming to enhance their teaching skills and advance their careers in English language instruction. This program dives into advanced teaching methodologies, language acquisition theories, and practical classroom techniques to prepare educators for diverse teaching environments worldwide.



Module/Unit	Subject	
MODULE 1	On-campus TEFL intensive training	
Unit 1	<i>Unknown Native Language (UNL)</i>	
Unit 2	<i>Language Awareness Exam</i>	
Unit 3	<i>Learner Profile Business Project</i>	
Unit 4	<i>Materials Assignment</i>	
Unit 5	<i>Teaching Practice 1</i> <i>Teaching Practice 2</i> <i>Teaching Practice 3</i> <i>Teaching Practice 4</i> <i>Teaching Practice 5</i> <i>Teaching Practice 6</i>	
Unit 6	<i>Moderation Interview</i>	
Unit 7	<i>Teaching Practice Journal</i>	
MODULE 2	Advanced TEFL	
Unit 1	<i>Advanced Grammar</i>	
Unit 2	<i>Exams and Assessment in ESL</i>	
Unit 3	<i>Teaching Phonetics and Pronunciation</i>	
Unit 4	<i>New methodologies in the ESL Classroom</i>	
Unit 5	<i>Business English for Specific Purposes</i>	
Unit 6	<i>Young Learners in the ESL Classroom</i>	
Unit 7	<i>Final Project</i>	
MODULE 3	Spanish Classes	

Diploma in Academic Management (25 ECTS)

Our Diploma in Academic Management is designed for education administrators and leaders seeking to enhance their skills in academic planning, management, and leadership. Participants will gain insights into effective educational strategies, curriculum development, student assessment, and faculty management to excel in academic leadership roles.



Module/Unit	Subject	
MODULE 1	Observations and Feedback	
Unit 1	<i>Arrange observations and feedback for teachers</i>	
Unit 2	<i>Creating observation feedback forms</i>	
Unit 3	<i>How to deliver effective feedback</i>	
Unit 4	<i>Create a training plan for further development</i>	
MODULE 2	Course Planning	
Unit 1	<i>ESL Curriculums</i>	
Unit 2	<i>Building an ESL Curriculum for adult classes.</i>	
Unit 3	<i>Building an ESL Curriculum for young learners.</i>	
Unit 4	<i>Objectives, instructional strategies and assessment</i>	
MODULE 3	Human Resources	
Unit 1	<i>Recruitment and job descriptions</i>	
Unit 2	<i>Preparing teacher interviews</i>	
Unit 3	<i>The essentials of team management</i>	
Unit 4	<i>Dealing with performance issues</i>	
MODULE 4	Marketing, Sales, and Process Management	
Unit 1	<i>Process Management</i>	
Unit 2	<i>Capturing, tracking and enquiries</i>	
Unit 3	<i>Social media and client management</i>	
Unit 4	<i>Building your strategy</i>	
MODULE 5	Spanish Classes	

Diploma in Bilingual Education (25 ECTS)

The Diploma in Bilingual Education offers specialised training for educators involved in bilingual teaching environments. Participants will explore best practices in bilingual

instruction, language acquisition theories, and strategies for promoting language proficiency in both target languages. This program equips educators with the tools and knowledge to effectively facilitate learning in bilingual settings and support the academic success of diverse student populations.

Module/Unit	Subject	
MODULE 1	English as a Global Language	
Unit 1	<i>History of how the English Language evolved throughout its history, until the modern day.</i>	
Unit 2	<i>What is English? Diversity around the world and within English speaking countries.</i>	
Unit 3	<i>Emphasis on native teachers and the desire to sound native. Discrimination of non-native teachers.</i>	
Unit 4	<i>How globalisation and international communication has led to English as a medium for communication.</i>	
MODULE 2	Bilingualism	
Unit 1	<i>Analyse the main bilingual scenarios that exist both on an education and community level.</i>	
Unit 2	<i>Neural/cognitive differences between adults and children and the impact on language learning.</i>	
Unit 3	<i>Young learner language acquisition and the creation of the optimum environment in education systems.</i>	
Unit 4	<i>Successful bilingual communities and the challenges of bilingual balance in the age of globalisation.</i>	
MODULE 3	The Future of English & Bilingualism	
Unit 1	<i>The effect English will have on status from a political, cultural and economic point of view</i>	
Unit 2	<i>The rise and fall of Latin, Esperanto and the rise of new hybrid languages.</i>	
Unit 3	<i>What the future holds for text language and its abbreviations, and their universal.</i>	
Unit 4	<i>The future of apps and technology and the effect this could have on the continued future of English.</i>	
MODULE 4	Clases de español	

4.2 Policies related to program development, review, and evaluation to ensure alignment with educational standards and industry requirements.

At Business and Language College Spain (BLC Spain), we are committed to maintaining the highest standards of academic excellence and relevance in our program offerings. Our policies regarding program development, review, and evaluation are designed to ensure alignment with both educational standards and industry requirements, thereby equipping our students with the knowledge and skills needed to succeed in the global marketplace.

4.2.1 Program Development

Our program development process begins with thorough research and analysis of industry trends, market demands, and educational best practices.

We engage stakeholders, including our staff, faculty members, industry professionals, collaborating companies and accrediting bodies, to inform the design and development of new programs or enhancements to existing ones.

Emphasis is placed on interdisciplinary approaches, practical application of concepts, and integration of emerging technologies to ensure program relevance and effectiveness.

4.2.2 Program Review and Evaluation

Regular program reviews—every four years, unless a different frequency is required by a specific accrediting body—are conducted to assess the curriculum's currency, coherence, and alignment with our mission and educational objectives.

The evaluation criteria include measuring the success in student learning outcomes, faculty expertise, instructional resources, and program effectiveness in meeting the evolving needs of the international business and language sectors.

Feedback from students, alumni, employers, and external evaluators is solicited and incorporated into the review process to inform continuous improvement efforts.

Rigorous evaluation mechanisms are employed to measure program outcomes, student learning outcomes, and overall program effectiveness.

Assessment methods may include surveys, focus groups, academic performance data analysis, and employer feedback. Findings from these program evaluations are used to identify strengths, areas for improvement, and opportunities for innovation, guiding decision-making and strategic planning initiatives.

By adhering to these policies and practices, BLC Spain ensures that our programs remain at the forefront of bilingual business education, preparing our students to thrive in today's dynamic and competitive global landscape.

5. Admission and Enrollment:

5.1 Procedures for student recruitment, admission criteria, and enrollment processes.

5.1.1 Student Recruitment processes

The student recruitment process at BLC Spain has been meticulously designed to guide candidates for all programs seamlessly from their initial interest all the way to enrollment, ensuring a smooth, fair and personalised experience at every stage.

Admission Process Stages

Lead

At the lead stage, individuals express interest in our programs through various channels such as website inquiries, social media engagement, or attending informational events. Leads receive introductory information about our offerings and may be encouraged to explore our programs further.

Applicant

Once leads formally apply for admission, they transition into the applicant stage. During this phase, applicants submit required documents and information, such as their academic transcripts, letters of recommendation, and personal statements. Our admissions team carefully reviews each application to determine eligibility for further consideration.

Candidate

Candidates who meet our initial criteria progress to the candidate stage. At this point, they will be invited to participate in a compulsory admission interview with the Academic team. The candidate stage allows us to assess applicants' qualifications, skills, and suitability for our programs more comprehensively.

Accepted

Upon successful evaluation, candidates receive notification of acceptance into their chosen program. Accepted students are granted provisional admission pending the completion of any outstanding requirements, such as submitting final transcripts, fulfilling language proficiency requirements or the payment of tuition fees.

Confirmed

After meeting all admission conditions and confirming their intent to enrol, accepted students transition to the confirmed stage. Confirmed students have secured their place in the program and after proceeding with the acceptance fee payment, and continue with their enrollment process, receiving visa application support, accommodation and travel information, et.

Enrolled

The final stage of our recruitment process is enrollment, where confirmed students officially become enrolled members of our academic community. Enrolled students gain access to program resources, academic advising, and orientation activities to prepare for their educational journey with us.

Throughout each stage of the recruitment process, our dedicated admissions team provides personalised support and guidance to help candidates navigate their journey toward becoming successful students at BLC Spain.

5.1.2 Admission Criteria for Undergraduate Business Programs

BA (Hons) in International Business Management (in collaboration with the University of West London) and 3-year Degree in International Business Management (in collaboration with Universidad Europea del Atlántico)

- Completion of secondary education with a recognized diploma (IB, A-level, etc.) or equivalent is required.
- Proof of English language proficiency (minimum B2 CEFR level) through tests such as IELTS, TOEFL, First Certificate, or equivalent. Any previous Spanish language knowledge will also be considered.
- Submission of all academic transcripts or records from secondary education.
- Completion of BLC Spain application form, providing personal information, educational history, etc.
- A 200 to 300-word answer to the business case that the Admissions team will send you
- Passing an online admission interview with a member of our academic team.

5.1.3 Admission Criteria for Postgraduate Business Programs

Specific Master of Spanish and Digital Marketing with AI, Specific Master of Spanish and Digital Entrepreneurship and Specific Master of Business Administration and Spanish (Continuous Education)

- Completion of a Bachelor's degree or equivalent from a recognized higher education institution is required.

- Proof of English language proficiency at a minimum B2 CEFR level through tests such as IELTS, TOEFL, First Certificate, or equivalent. Any previous knowledge of the Spanish language is also taken into consideration.
- Submission of all academic diplomas, transcripts and other records from your previous educational endeavours.
- Completion of BLC Spain application form, providing comprehensive details about your personal information, educational history, and other relevant information.
- Providing two letters of recommendation in English from teachers, counsellors, or other individuals who can attest to your academic abilities and character.
- A thoughtful 200 to 300-word response to the business case that our Admissions team will send to you.
- Passing an online admission interview with a member of our academic team.

5.1.4 Admission Criteria for Teacher Training programs

To enrol in our Teacher Training courses at TtMadrid, BLC Spain's teacher training brand, applicants must meet the following criteria:

- **Visa Requirements:** Non-European applicants require a student visa to study and work with us. We offer a comprehensive one-year program designed to assist with this process.
- **Educational Background:** A bachelor degree is necessary. This typically implies our students are over the age of 21-22.
- **English Proficiency:** A minimum C1 level in English is required. This high proficiency ensures our graduates are competitive and successful in the job market, as this level of fluency is often a prerequisite for English teaching positions.

5.2 Policy regarding student records, privacy, and data protection in compliance with relevant regulations.

Business and Language College Spain S.L. prioritises the privacy and security of all personal data collected from its users. We adhere to strict guidelines to ensure that your information remains safe and confidential.

The collection of personal data is done with complete transparency, and this Privacy Policy provides detailed insight into the reasons, methods, and timing of data collection, as well as its subsequent usage. We understand that this is a comprehensive document, so we recommend settling in with a cup of coffee to read through it comfortably.

Data Collection

Personal information is collected to enhance user experiences, tailor services, process requests, and deliver subscribed communications. This may include details such as names, email addresses, phone numbers, academic background, and motivation for studying with us. Additionally, credit or debit card information may be collected for online payments.

Security Measures

To ensure the utmost security of your personal information, we have implemented stringent physical, electronic, and managerial protocols. These measures safeguard against unauthorised access, maintain data accuracy, and prevent improper use or transmission of your data. While we utilise Secure Sockets Layer (SSL) software to encrypt information, we acknowledge that no digital system is entirely immune to breaches.

Types of Data Collection

Website Cookies

Cookies are employed to optimise site functionality and improve user experiences. These small data files store information such as display preferences, survey responses, and consent to cookie usage. While cookies enhance browsing experiences, users have the option to manage or delete them as desired.

Google Analytics

Our website employs Google Analytics to analyse visitor statistics and improve site performance. This tool collects anonymous data, providing insights into user interactions and preferences without identifying individual visitors.

Wifi

Our complimentary wifi service is provided without data collection. All our students, faculty, staff and guests enjoy the connectivity inside school premises with the utmost privacy.

Mailing Lists

We utilise Mailchimp to disseminate emails regarding job offers and other relevant updates to our subscribers. Email statistics are monitored to enhance our communication strategies, and users have the option to unsubscribe at any time.

Inter-Company Communication

Occasionally, information may be shared between BLC Spain entities for administrative purposes, such as scheduling classes or distributing level tests. No student emails are shared with external parties.

Access to Personal Information

Users have the right to access, modify, or delete their personal information held by BLC Spain. In order to exercise this right, the interested party must simply reach out to info@blcspain.com, and our team will assist them promptly.

Email for Academic Purposes

Teachers may occasionally send academic-related emails to students. Anyone whose preference is to not receive such communications, must get in contact with info@blcspain.com.

Student Records

At BLC Spain, we prioritise the confidentiality and security of student records and transcripts. Our policies are designed to protect the privacy of our students while ensuring compliance with relevant regulations.

We collect student information solely for academic and administrative purposes. Information collected may include personal details, academic records, contact information, and other relevant data necessary for student enrollment and academic progress tracking.

This student information is used exclusively for educational and administrative purposes within BLC Spain. Some common uses for this information are to facilitate enrollment, provide academic support services, assess academic progress, and generate official transcripts.

BLC Spain maintains strict confidentiality standards for all student records and transcripts. Access to student information is restricted to authorised personnel only, such as academic team, administrative staff, and faculty members involved in specific student support services and actions.

We employ industry-standard security measures to safeguard student digital records and transcripts against unauthorised access, disclosure, alteration, or destruction. Electronic records are protected through secure systems and encryption protocols, and we keep no physical records on the school premises.

All student information gathered is not disclosed to third parties, unless receiving the explicit consent of the student or as required by law. Exceptions may include authorised disclosures to educational institutions, accreditation bodies, or government agencies for any academic or regulatory purposes.

Student records and transcripts are retained for a period of 5 years in accordance with legal requirements and institutional policies. Upon completion of the retention period, records may be securely archived or permanently disposed of in compliance with applicable regulations.

Our students have the right to access their own records and request corrections or updates to any inaccurate information. Requests for access or amendments to records should be submitted to the administrative office.

By enrolling at BLC Spain, students consent to the collection, use, and retention of their information following the guidelines outlined in this privacy policy. Any significant changes to the privacy policy will be communicated to students in advance. This privacy policy for student records and transcripts reflects our commitment to protecting student privacy and maintaining the integrity of academic records at BLC Spain.

6. Teaching, Learning and Research:

6.1 Guidelines for course delivery, instructional methods, and assessment practices.

6.1.1 Course Delivery and Instructional Methods

At BLC Spain, our course delivery approach is designed to offer a balanced and effective learning experience for our students. We employ a hybrid model for business courses, utilising online platforms under the Google for Education suite to deliver course content and materials. This allows students to access lectures, interactive modules, and collaborative tools remotely, providing flexibility in their study schedule while still ensuring they receive expert instruction and support from our faculty.

Conversely, language courses are conducted on campus, providing students with immersive language learning opportunities. Through face-to-face interaction with native-speaking instructors and fellow classmates, students can practise language skills in authentic settings, receiving immediate feedback and guidance.

We implement the flipped classroom approach, which involves delivering course content outside of traditional class time and using in-person sessions for interactive activities, discussions, and hands-on exercises. This method promotes students' personal accountability, active learning, critical thinking, and collaboration among peers.

Overall, our course delivery approach aims to create a conducive learning environment that fosters student engagement and academic achievement. By combining online and on-campus elements, we strive to meet the diverse needs of our student body and prepare them for success in their academic and professional endeavours.

Our instructional methods are carefully crafted to provide a well-rounded learning experience that combines theoretical knowledge with practical application. We believe in the importance of integrating theory and practice to ensure that students develop a deep understanding of course concepts and are able to apply them effectively in real-world settings.

To achieve this, we employ a mix of instructional strategies that incorporate varied activities and materials. Our courses feature a diverse range of learning activities, including minilectures, group discussions, business case studies and simulations, group projects, and hands-on exercises. These activities are designed to cater to different learning styles and preferences, allowing students to engage with the course material in meaningful and interactive ways.

Central to our instructional approach is the emphasis on real-life business practice. We believe that exposure to real-world scenarios and challenges is essential for students to develop the skills and competencies needed to succeed in their chosen fields. As such, we

incorporate practical examples, case studies, and industry insights into our curriculum, giving students the opportunity to apply theoretical concepts to real-life situations and gain valuable hands-on experience.

By leveraging a mix of theory and practice, incorporating varied activities and materials, and emphasising real-life business practice, we ensure that our instructional methods are effective in preparing students for the demands of the modern workplace. Through engaging and interactive learning experiences, we empower our students to develop the knowledge, skills, and confidence they need to excel in their academic and professional pursuits.

6.1.1 Assessment Practice

At BLC Spain, our assessment practices are designed to align closely with our instructional approach, emphasising the application of learning to real-life business situations. We utilise a project-based approach to assessment, ensuring that students have the opportunity to demonstrate their understanding and mastery of course material in practical contexts.

Each course is structured around specific learning outcomes that are directly relevant to the challenges and demands of the business world. Throughout the course, students engage in a variety of activities and assignments that are designed to help them develop the knowledge, skills, and competencies needed to achieve these outcomes.

Our assessment framework is structured to reflect the importance of both participation and performance. Students are evaluated on three main components:

Insightful Participation (25% of the grade): This component assesses students' engagement with course material and their ability to contribute meaningfully to class discussions, group activities, and other collaborative learning experiences. We believe that active participation is essential for deepening understanding and fostering critical thinking skills.

Continuous Assessment (25% of the grade): This component involves ongoing evaluation of students' progress and performance throughout the course. It may include quizzes, assignments, presentations, and other formative assessments that provide regular feedback and opportunities for improvement.

Final Project (50% of the grade): The final project is the culmination of the course and serves as a comprehensive assessment of students' learning. It typically requires students to apply their knowledge and skills to solve a real-world business problem or complete a significant project related to course content. The final project allows students to demonstrate their ability to integrate and synthesise course material in a meaningful and practical way.

By combining these components, we ensure that our assessment practices are rigorous, fair, and aligned with our educational goals. Our goal is to provide students with meaningful

feedback and opportunities for growth while also preparing them for success in the competitive and dynamic world of business.

These components will be graded in a numerical

90 to 100 / A / Excellent – The student has demonstrated an extremely high level of competence in this particular area and exceeded expectations outlined by the professor. The skill has been frequently practiced and is highly usable in a practical situation. In depth-knowledge has been acquired and can be articulated to others in a practical situation. An exceptional level of mastery of this stated objective has been achieved.

80 to 89 / B / Very Good - The student has demonstrated a very good level of competence within the stated objective. The student has shown a good level of understanding and can answer questions confidently. A good level of knowledge has been acquired in that area and can be articulated to others in a practical situation. A very good level of skill concerning this stated objective has been achieved.

70 to 79 / C / Good – The performance of the student met expectations in terms of quality of work, understanding and execution. There was a good demonstration of understanding the goals and the targets set by the professor.

60 to 69 / D / Pass – Minimal experience and level of competence was demonstrated, performance attempted to meet expectations, and these were partially met. There was a poor demonstration of meeting the stated objectives and targets.

0 to 59 / E, F / Fail – The students’ performance was consistently below expectations, and/or reasonable progress towards critical goals was not made. Significant improvement is needed in order to show a level that is deemed to be of an acceptable standard.

6.2 Policies related to academic integrity, plagiarism, AI use, and student conduct in the learning environment.

6.2.1 Ethical use of Artificial Intelligence tools at BLC Spain

At Business and Language College Spain (“BLC Spain”), we recognize the transformative potential of artificial intelligence (AI) in enhancing learning experiences, driving innovation, and advancing business practices. However, we also understand the importance of using AI ethically and responsibly. Therefore, we have established the following guidelines for students and faculty to ensure the ethical and responsible use of AI within our business school community:

Respect for Privacy and Data Security:

Safeguard personal and sensitive information when using AI technologies, adhering to data protection regulations and best practices.

Obtain necessary permissions and consent when collecting, storing, or analysing data for research or educational purposes.

Transparency and Accountability:

Be transparent about the use of AI in decision-making processes, course design, projects and assessments, etc. clearly communicating its role and limitations to stakeholders.

Take responsibility for the outcomes and implications of AI-generated insights or recommendations, ensuring accountability for any decisions made based on AI algorithms.

Fairness and Bias Mitigation:

Strive to mitigate biases in AI systems by considering diverse perspectives, datasets, and methodologies in the development and deployment of AI applications.

Regularly evaluate and monitor AI algorithms for unintended biases or discriminatory outcomes, taking corrective actions as necessary to promote fairness and equity.

We encourage our students, faculty and staff members to use AI tools and technologies to augment human decision-making processes rather than replace critical thinking and ethical judgement. BLC Spain students and faculty consider the ethical implications of AI applications on individuals, communities, and society as a whole, prioritising human well-being and social responsibility.

All stakeholders at BLC Spain stay informed about developments in AI ethics, regulations, and best practices through ongoing education and professional development opportunities. We are constantly engaged in open dialogue and collaboration with peers, industry partners, and experts to share insights, address ethical challenges, and promote ethical AI innovation.

By adhering to these AI-use guidelines, students and faculty at BLC Spain demonstrate their commitment to upholding ethical standards and responsible practices in the use of artificial intelligence, contributing to a culture of integrity, innovation, and social responsibility within our business school community.

6.2.2 Student Code of Conduct at BLC Spain

Business and Language College Spain ("BLC Spain) requires all students to adhere to this Code of Conduct, which applies to conduct that occurs while you are a member of the BLC Spain community, using BLC Spain's Network, and while you attend or participate in BLC Spain sponsored activities.

The Code of Conduct also applies to conduct outside of BLC Spain-based activities that adversely affects BLC Spain, the BLC Spain community, the BLC Spain Network, and/or the

pursuit of BLC Spain's objectives. Each student is responsible for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year, during periods between terms of actual enrollment (and even if their conduct is not discovered until after a degree is awarded), and while participating in BLC Spain-based activities as alumni.

The Code of Conduct applies to a student's conduct even if the student withdraws from school while a disciplinary matter is pending. The Academic Dean shall decide whether the Student Code shall be applied to non-BLC Spain-based activities, on a case-by-case basis, in their sole discretion.

Prohibited Conduct

Any student found to have committed or to have attempted to commit the following misconduct is subject to disciplinary sanctions:

Cheating, plagiarism, or other forms of academic dishonesty

For purposes of this policy, the term "cheating" includes, but is not limited to: (1) use of any unauthorised assistance in taking quizzes, tests, or examinations; (2) use of sources beyond those authorised by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a member of BLC Spain staff (4) engaging in any behaviour specifically prohibited by an instructor in the course syllabus or class discussion; (5) soliciting written projects or case study solutions from other students or third-party sources.

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Additionally, we consider submissions of work previously submitted by the student for a different purpose or project to be plagiarism ("self-plagiarism").

Academic dishonesty includes, but is not limited to, distributing completed coursework to other students in the program without prior explicit approval from BLC Spain staff, or otherwise making BLC Spain coursework available publicly online.

Furnishing false information to any BLC Spain official, staff member, or office, or engaging in deceptive, false, misleading, coercive, or fraudulent behaviour.

Forgery, alteration, or misuse of any BLC Spain document, record, or instrument of identification.

Violating applicable laws or regulations.

Disrupting or obstructing teaching, research, administration, disciplinary proceedings, or other BLC Spain activities.

Using rude or disrespectful language towards BLC Spain students, faculty, and staff, or otherwise contributing to a hostile learning environment.

Engaging in threatening, harassing, violent, menacing, disorderly, stalking, vulgar, lewd, obscene, indecent, or defamatory behaviour.

Collecting personal information from another without explicit consent, such as making an audio or video record of a community member without knowledge or consent when such a recording is likely to cause injury or distress.

Theft, destruction, or defacement of the property of BLC Spain or another person, including distribution of files containing potentially damaging software or programs.

Promoting bigotry, racism, hatred, or harm against any group or individual.

Assault or sexual misconduct.

Conduct that violates BLC Spain's Terms of Use, Privacy Policy, Student Handbook, or other BLC Spain policies or procedures.

Theft or abuse of BLC Spain's information technology or courseware resources, including but not limited to:

- Unauthorised access to or use of the Network, BLC Spain's website, or other BLC Spain resources.
- Use of another individual's identification and/or password, including the digital exam signature, or providing this information to others.
- Use of information technology and Network resources to interfere with the work of another student, staff member or BLC Spain official.
- Use of information technology and Network resources to send obscene or abusive messages.
- Access to or use of information technology and Network resources to interfere with, damage, disable, or impair normal operation of the system, platform, or website.
- Falsification of digital records pertaining to academic performance or activities.
- Publishing coursework solutions on third-party platforms.

Use of information technology and Network resources in violation of BLC Spain's policies or federal, state, or local laws or another's legal rights (including intellectual property rights, rights of privacy, or publicity). BLC Spain reserves the right to revoke an individual's use of the Network or other information technology resources at any time with or without notice or cause. The Network is the sole property of BLC Spain. Use of the Network and emails or

other electronic messages received or sent to BLC Spain is not guaranteed to be private as we maintain the right to monitor their use at any time with or without notice.

Procedure In Case of Violation

For the protection of the BLC Spain community, students engaging in behaviour that violates the Code of Conduct will be subject to immediate removal from Google Classroom and/or live online or in-person BLC Spain events. Students may have their community privileges reinstated pending the outcome of the disciplinary process. BLC Spain reserves the right to suspend a student who is accused of violating the Code of Conduct pending an investigation.

Any member of the BLC Spain community may file a complaint (“complainant”) against a student (“respondent”) for violations of the Code of Conduct. A complaint shall be prepared in writing and sent via email to dean@blcspain.com, addressed to the Academic Dean. A complaint should be submitted as soon as possible after the event takes place.

The Academic Dean will first determine if the complaint, if true, would constitute a violation of the Code of Conduct. If it would not, then the Academic Dean will notify the complainant that the complaint is dismissed. If the complaint, if true, would constitute a violation of the Code of Conduct, then the Academic Dean will initiate an investigation and notify the complainant and respondent in writing of the allegations and that an investigation has been initiated. The Academic Dean will put together a three member Hearing Committee, consisting of BLC Spain staff and/or faculty, to investigate the allegations. The complainant and respondent will both have an opportunity to be interviewed by the committee and provide evidence.

BLC Spain reserves the right to suspend a student who is accused of violating the Code of Conduct pending an investigation.

After completion of the investigation, the Hearing Committee will determine whether the Code of Conduct was violated and the appropriate course of action. The Academic Dean will communicate the determination as to whether the Code of Conduct was violated and the corrective action, as applicable, to the student accused of violating the Code of Conduct and the community member who filed the complaint. Privacy will be respected, and information will only be shared on a need-to-know basis at the discretion of the Academic Dean. The Dean’s decision is final, unless the student is removed from the program and seeks reinstatement, in which case the Appeals Process applies.

In determining sanctions, several factors are taken into account including the severity of the infringement, intentionality, and whether there is a history of misconduct. A student who violates the Code of Conduct may be subject to the following actions, including but not limited to:

- Revising and resubmitting an assignment;
- Completion of an alternative assignment;
- Receiving a zero for an assignment;

- Permanent removal from cohort Google Classroom room;
- Permanent exclusion from online and in-person events;
- Removal from the BLC Spain program;
- Refusal to grant the student in question an official BLC Spain degree or certificate.
- BLC Spain disciplinary proceedings may be instituted against a student charged with conduct that potentially violates both the law and this Code of Conduct without regard to whether a legal proceeding is pending. Proceedings under this Code of Conduct may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus at the discretion of the Academic Dean.

Appeal Process

If a student is removed from the program due to conduct violations, he or she may appeal the decision at dean@blcspain.com within three days of the determination requesting reinstatement. Both the complainant and the respondent will have an opportunity to submit written statements to the CEO who will decide the appeal. The decision of the CEO is final and may not be further appealed.

6.2.3 Malpractice & Maladministration Policy

Policy Overview:

BLC Spain is committed to upholding the integrity and quality of its academic and administrative processes. This policy provides guidance for identifying, preventing, and addressing instances of malpractice and maladministration to ensure compliance with internal and external standards.

Definitions:

1. **Malpractice:** Any activity or practice that deliberately contravenes regulations, compromises assessment integrity, or undermines the validity of qualifications. Examples include:
 - Plagiarism or collusion in assessments.
 - Forgery or alteration of assessment evidence.
 - Unauthorized use of materials or equipment during assessments.
 - Assisting or enabling others to breach academic integrity.
2. **Maladministration:** Non-compliance with administrative procedures that results in errors, omissions, or inconsistencies. Examples include:
 - Incorrect recording of assessment outcomes.
 - Failure to adhere to registration and certification processes.
 - Poor storage of confidential materials, such as exam papers.

Responsibilities:

- **Learners:** Adhere to the principles of academic integrity and avoid any actions that constitute malpractice.

- **Staff:** Ensure compliance with policies and procedures during assessment and administrative processes. Report suspected malpractice or maladministration promptly to the designated authority.
- **Internal Quality Assurance (IQA):** Investigate allegations of malpractice or maladministration thoroughly and ensure appropriate actions are taken to maintain standards.

Procedures for Reporting and Investigation:

1. **Reporting:** Any individual who suspects malpractice or maladministration must submit a written report to the Internal Quality Assurance (IQA) team, including all relevant details and supporting evidence.
2. **Investigation:** The IQA team will:
 - Review the evidence.
 - Conduct interviews with involved parties if necessary.
 - Document findings and recommend actions.
3. **Outcomes:** Depending on the severity, actions may include:
 - Revising and resubmitting assessments.
 - Disciplinary action against individuals responsible.
 - Implementation of corrective measures to prevent recurrence.

Consequences:

- Learners found guilty of malpractice may face sanctions, including assessment failure, suspension, or removal from the program.
- Staff involved in maladministration may be subject to disciplinary action.

Monitoring and Review: This policy will be reviewed annually to ensure its effectiveness in maintaining academic and administrative integrity. Feedback from investigations and stakeholder input will inform revisions as needed.

6.2.4 AI Usage Policy for Students

Policy Overview:

As artificial intelligence (AI) tools become integral to education and professional environments, BLC Spain recognizes their potential while maintaining a commitment to academic integrity and authentic learning. This policy establishes guidelines for ethical and appropriate use of AI during academic activities.

Guiding Principles:

- AI tools can augment learning but must not replace critical thinking, independent effort, or the genuine development of skills.
- Submissions must reflect students' original understanding of course material, ensuring academic integrity.

Acceptable Uses of AI:

- Research support, such as brainstorming ideas or identifying relevant resources.
- Assistance in organizing lesson plans or practical projects.
- Practicing language skills through AI language tools.

Prohibited Uses of AI:

1. Independent Assignments:

- Submitting AI-generated content as original work.
- Using AI tools to rewrite or paraphrase assignments intended to measure individual understanding.

2. Course Materials:

- Uploading or sharing course videos or proprietary materials on AI platforms for analysis or summaries.
- Misrepresenting AI-generated summaries or outputs as personal reflections.

Monitoring and Enforcement:

- Assignments may be reviewed using AI detection tools to ensure compliance with this policy.
- Violations will be addressed as follows:
 - **First Violation:** Feedback provided, with resubmission of original work required.
 - **Second Violation:** A formal warning and possible reflective assignment.
 - **Subsequent Violations:** Escalation to disciplinary measures, including potential course failure.

Support for Students:

- Students are encouraged to seek guidance from instructors if unclear about proper use of AI tools.
- Workshops and resources will be made available to help students understand ethical AI use.

Commitment to Authentic Learning: This policy aims to foster a culture of responsible AI usage, ensuring students build genuine knowledge and skills while preparing for the dynamic demands of the professional world.

Monitoring and Review: The AI Usage Policy will be evaluated periodically to adapt to advancements in technology and maintain alignment with educational best practices.

6.3 Research philosophy, strategy and action plans for the future. Relationship between the school, local business community and global business community.

The Research Strategy at BLC Spain establishes the framework, policies, and self-assessment practices for guiding research activities within the institution. Aligned with BLC Spain's mission and accreditation requirements, this strategy aims to position BLC Spain as a reputable platform for research and an academic partner for private and public organisations and enterprises, both locally and globally.

The BLC Spain Research Strategy seeks to inspire students, faculty and staff towards ethical research practices, academic collaboration, and dissemination of research findings into BLC Spain programs of study. Encompassing all research activities across BLC Spain areas of knowledge, and involving faculty and academic staff, the strategy fosters a culture of research excellence and collaboration, driven by a commitment to the public good, excellence, accountability, pluralism, diversity, transparency, integrity, and honesty.

Governed by BLC Spain Academic Dean, the Research Team engages in independent research activities, with a clear practical, business-first focus, centred in the production of Industry and Company Reports, Business Cases and student thesis.

Requests for research resources and budget are presented to the Academic Dean by students, faculty and staff, and assessed based on their alignment to the school's mission and vision.

BLC Spain Research Strategy follows the following key principles:

- 1. Focused Research Areas:** BLC Spain seeks to identify and prioritise specific research areas aligned with BLC Spain's mission and expertise, considering input from students, faculty, industry and company partners, and other stakeholders. At the same time, we remain flexible and adaptable to evolving research priorities, opportunities, and challenges, adjusting strategies as needed to capitalise on emerging trends and insights.
- 2. Collaborative Approach:** the school fosters interdisciplinary collaboration among faculty members, students, and external stakeholders through regular research-based courses, seminars, workshops, and joint consultancy projects.
- 3. Practical Relevance, Communication and Dissemination:** BLC Spain wants to prioritise those research projects that address pressing challenges faced by businesses and industries in our local and global context, aiming to generate actionable insights and solutions. BLC Spain also aims to facilitate the dissemination of our and our partner's research findings through various channels, including peer-reviewed publications, conferences, industry partnerships, and public engagement activities.

4. Ethical Standards: our research activities must ensure adherence to the school's ethical guidelines, safeguarding research integrity in all research activities, including obtaining necessary approvals for human subjects research and maintaining confidentiality of sensitive information, in compliance with European GDPR legislation.

5. Integration with Teaching: our faculty integrate the results of the school's research activities into their teaching, in the form of course content, case studies, and real-world examples, promoting a culture of inquiry and critical thinking among students. Also, students engaging in research as part of their coursework share their findings with their peers and the rest of the school community.

6. Resource Optimization and Long-Term Sustainability: BLC Spain, to ensure the long-term sustainability of the school, aims to maximise the efficiency of available resources, including funding, facilities, and partnerships, to support research initiatives effectively, seeking external funding opportunities where applicable. With the same goal, we also aim to keep developing long-term funding strategies, cultivating strategic partnerships with funding agencies and industry partners, and promoting a supportive research culture within the institution.

By incorporating these practical and specific elements into its research policies and procedures, BLC Spain can effectively create and support a vibrant research ecosystem, adequate to the school size and scope, that contributes to its academic excellence and reputation in the field of business education.

6.4 Student Attendance Policy

In order to uphold the academic integrity and learning standards at our institution, the following attendance policy has been established:

1. Minimum Attendance Requirement: All students are required to attend at least 80% of scheduled class sessions for each course in order to be eligible for a passing grade. This requirement is designed to ensure that students receive the full educational benefit of the course and engage adequately with the course material. Falling below the 80% attendance requirement will result in failing completion of the programme.

While 80% is the minimum requirement for eligibility to pass the course, students are expected to attend all scheduled classes wherever possible, and demonstrate full engagement. The 80% threshold should not be viewed as a target, but as the minimum standard permitted under academic and visa regulations.

2. Documentation of Absences: Any absences must be properly documented and submitted to the faculty for approval. Acceptable documentation may include medical notes, legal paperwork, or other official records that justify the absence. Submission of documentation does not remove the recorded absence, however, documentation may be

considered during academic review where attendance falls close to the minimum requirement.

3. Excused Absences: Students must inform the Academic Dean by no later than 9:00am on the day of absence, or as soon as reasonably possible in unforeseen circumstances. Absences will only be considered excused if the documentation is deemed sufficient by the faculty and the reason for absence aligns with institutional guidelines (such as illness, family emergencies, or other significant life events). It is the student's responsibility to inform the faculty ahead of time about the need for an excused absence.

4. Procedure for Submitting Documentation: Students must submit their absence documentation to the Academic Dean by no later than one week after the missed session (digital copies can be sent to dean@blcspain.com). Late submissions may not be accepted, and the absence may be counted as unexcused. Documentation submitted after this deadline may not be reviewed.

5. Unexcused Absences: Failure to inform the Academic Dean prior to absence may result in the absence being recorded as unexcused. Any absences without adequate documentation or prior approval will be considered unexcused. Excessive unexcused absences may lead to academic reviews, penalties including, but not limited to, grade reduction or failure of the course, and notification to the Spanish authorities.

6. Make-up Work: Students with excused absences are responsible for reviewing materials shared on Google Classroom and for catching up on missed content independently, and are encouraged to contact their instructors to check for make-up work or additional support if needed. Instructors are not required to re-teach missed sessions. Online participation or recorded sessions cannot be provided as a substitute for attendance.

7. Extended Illnesses In cases of extended illness (multiple consecutive absences), students must inform the Academic Dean (dean@blcspain.com). Each case will be reviewed individually within institutional and visa regulations. Students remain responsible for meeting minimum attendance thresholds in line with institutional and visa regulations.

This policy is intended to promote a serious academic environment and ensure that all students are given a fair opportunity to succeed in their courses. Adherence to this policy is essential for academic success and progression at our institution.

7. Faculty and Staff:

7.1 Recruitment and appointment policies for faculty and staff members.

7.1.1 Recruitment Process for BLC Spain Faculty

Our faculty recruitment process at BLC Spain is designed to attract, select, and onboard highly qualified educators from all over the world who embody our commitment to excellence in education. Candidates interested in joining our faculty are invited to submit their applications through our online portal or via direct contact with our senior staff.

The recruitment process involves thorough screening of applications, followed by interviews and assessments to evaluate candidates' teaching expertise, subject matter knowledge, and alignment with our institution's values. Selected candidates undergo a rigorous selection process, including reference checks and demonstration of their teaching abilities, before receiving offers of employment.

An ideal candidate for BLC Spain's faculty team holds a Ph.D. or DBA degree, or is in the process of completing one. They are an active professional in the industry or area of their teaching field and they show a passion for teaching, learning, self-development and giving back to the community.

Upon acceptance, new faculty members receive comprehensive orientation and support to ensure a smooth transition into their roles within our academic community.

7.1.2 Recruitment Process for BLC Spain Staff Members

At BLC Spain, we recognize the integral role that administration staff play in supporting our institution's operations and fostering a positive learning environment. Our recruitment process for administration staff is designed to identify talented individuals who demonstrate a commitment to our mission and values.

Interested candidates are encouraged to apply for open positions through our website or recruitment platforms. The recruitment process includes screening of applications, interviews, and assessments to assess candidates' skills, experience, and suitability for the role.

Selected candidates undergo reference checks and background verification before receiving offers of employment. Once hired, administration staff receive comprehensive onboarding and training to familiarise themselves with BLS Spain's policies, procedures, and organisational culture, ensuring they are well-equipped to contribute effectively to our team.

7.2 Expectations regarding qualifications, performance evaluation, and ongoing training to maintain teaching excellence.

We are committed to maintaining the highest standards of teaching excellence to ensure the quality of education and learning experiences for our students. This policy outlines the expectations, procedures, and opportunities for faculty members to continually enhance their qualifications, performance, and effectiveness in the classroom through ongoing training and professional development.

7.2.1 Faculty Qualifications

Faculty members are expected to possess appropriate academic qualifications, including relevant degrees, certifications, and professional experience, in their respective fields of expertise. Continuous learning and professional growth are encouraged, and faculty members are expected to stay current with developments in their fields and pedagogical best practices.

7.2.2 Faculty Performance Evaluation

Regular performance evaluations will be conducted to assess faculty members' teaching effectiveness, engagement with students, course content delivery, and contributions to the overall educational mission of BLC Spain. These performance evaluations may include student feedback, peer reviews, classroom observations, course evaluations, and other relevant metrics.

Feedback from these performance evaluations will be used to identify areas for improvement and to support faculty members in their professional development goals.

The lack of action and accountability towards negative feedback may result in the termination of employment for any faculty member.

7.2.3 Faculty Professional Training and Development

BLC Spain is committed to providing opportunities for ongoing training and professional development to support faculty members in maintaining and enhancing their teaching excellence.

Faculty members at BLC Spain are encouraged to participate in workshops, seminars, conferences, webinars, and other professional development activities related to teaching, learning, and their academic disciplines. The Academic Director and relevant department

heads will work collaboratively with faculty members to identify training needs, facilitate access to resources, and support professional growth opportunities.

Also, faculty members are expected to actively engage in ongoing training and professional development activities and to integrate new knowledge and skills into their teaching practices.

This policy will be implemented and enforced by the Academic Dean and relevant staff and faculty members. All faculty members are responsible for familiarising themselves with the expectations outlined in this policy and for actively participating in ongoing training and professional development activities to maintain teaching excellence at BLC Spain.

7.3 Faculty Absence & Rescheduling Policy

1. Core Principle

BLC is an in-person institution. All scheduled teaching is expected to take place in person wherever possible.

All students within this programme are studying under visa requirements that mandate physical, in-person attendance. As students are not permitted to attend classes online, our teaching model must remain aligned with this. Maintaining in-person delivery ensures clarity, fairness, and consistency within the classroom.

2. Illness – Notification Procedure

If you are unable to teach due to illness:

- Inform the Academic Dean (dean@blcspain.com) by no later than 9:00 AM on the day of teaching, or as soon as reasonably possible in unforeseen circumstances.
- Indicate your expected return date if known.
- Clear and timely communication helps minimise disruption and allows appropriate adjustments to be made.

3. Illness – Missed Classes

Missed classes due to illness will be rescheduled as faculty members are contracted to deliver a set number of sessions per term:

- All missed sessions must be delivered.
- Missed sessions must be rescheduled as an in-person class (unless it meets the exceptional institutional circumstances as noted in point 7 below).
- Payment is linked to sessions delivered.

- Rescheduling will take place following a joint conversation between the teacher and the Academic Dean.
- The aim is to complete sessions within the same academic term wherever possible.

4. Extended Illness

If illness extends over several consecutive teaching days:

- A structured rescheduling plan will be agreed, including the option to use a substitute faculty member.
- Adjustments will prioritise student continuity and programme completion.

5. Rescheduling for Professional or Personal Commitments

We recognise that many of our faculty members run their own businesses and manage other professional commitments. Occasionally, conflicts may arise.

Notice Period

- Rescheduling requests should be made at least 72 hours in advance. Requests with less notice may not be approved unless there are exceptional circumstances. Rescheduling should not become routine.

Process

If rescheduling is required:

- Contact the Academic Dean as soon as possible (dean@blcspain.com)
- Propose suitable alternative dates where possible.
- A joint discussion will take place to agree on a solution that:
 - Maintains in-person delivery
 - Works for students
 - Preserves timetable stability
 - Ensures all contracted sessions are delivered within the term unless otherwise formally agreed.

Occasional rescheduling is understandable. Repeated requests within a term may require a conversation regarding availability and scheduling alignment to ensure consistency and reliability for students.

7. Exceptional Institutional Circumstances

Online delivery may only be implemented in exceptional institutional circumstances (e.g. building closure, public health restrictions, force majeure) and requires approval from the Academic Dean.

8. Student Care Services:

8.1 Description of support services available to students, such as academic advising, counselling, and career development.

At BLC Spain, we are committed to providing comprehensive student care services to our students to ensure their academic success, personal well-being, and professional development. This policy outlines the range of support services available to students, including academic advising, counselling, career development, and assistance with various administrative and practical matters.

8.1.1 Academic Support and Academic Advice

At BLC Spain we offer an integrative approach to academic support, where all members of the academic staff and faculty team are suited to act as academic advisors to students to provide guidance and support throughout their academic journey. They can assist students in following their academic plans, courses, and navigating program requirements and issues.

All academic advisors offer personalised support and assistance to help students overcome academic challenges and achieve their educational goals.

8.1.2 Counselling Services

BLC Spain provides counselling services to be available to students to address personal, emotional, and mental health concerns. Whenever it is necessary, the school would provide access to qualified counsellors that can provide students confidential support, counselling, and resources to help students manage stress, anxiety, depression, and other issues affecting their well-being. Counselling services are offered in-person and/or through teletherapy sessions to accommodate student needs and preferences.

8.1.3 Career Development Services

Career development services at BLC Spain are designed to help students explore their career options, develop job search strategies, and prepare for employment opportunities.

Our Student Care team acts as career advisors offering guidance on resume writing, interview preparation, networking, and professional development. Workshops, seminars, and networking events are organised ad hoc to connect students with employers, alumni, and industry professionals.

8.1.4 Career Development Services

At BLC Spain, our Student Care staff provide students with assistance in practical matters such as accommodation, visa applications and renewals, and internship preparation and application. Information and resources are available to help students navigate administrative processes, understand legal requirements, and access support services in the local community. Our student services staff are available to answer student questions and provide guidance and support to students throughout their time at BLC Spain.

This policy will be implemented and overseen by the Student Services department in collaboration with relevant administrative offices and departments. Staff members responsible for providing support services will receive training and ongoing professional development to ensure they are equipped to meet the needs of our diverse student population. Regular feedback mechanisms will be established to assess the effectiveness of support services and identify areas for improvement.

8.2 Policies concerning student rights, grievances, and appeal procedures.

8.2.1 Appeals Policy

BLC Spain has implemented an Appeals Policy in our commitment to providing a quality service for our service users and working in an open and accountable way that builds the trust and respect of all our stakeholders: management, staff, students and beneficiaries of our services.

All appeals should be made in writing by email to info@blcspain.com or by physical letter to BLC Spain, C/ Montesa, 35, 2º Izquierda. 28006, Madrid. They can also be firstly made in person upon request. Appeals should state their reasons and motives. BLC Spain commits to communicating its final decision within the first two weeks of the confirmation we sent upon receiving the appeal.

Student Appeals

BLC Spain is committed to a high standard of knowledge, training and skills to assess students. All student work that is assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

- Information, advice and guidance provided.
- Adequate training.
- Acceptance to courses.
- Refunds.
- Access to assessment.

- Process of assessment. If related to an assignment, students must refer to the grading criteria provided when providing elements in support of their claim.
- Access to internal verification.
- The handling of an appeal.
- Administrative issues, e.g. failure to register/apply for certification.

Teaching Staff

Assessors/tutors could appeal about decisions made by ourselves in the following areas:

- access to support and guidance
- access to internal verification
- administrative issues
- insufficient time to undertake the function.

Employers / Partners

Employers could appeal about decisions made by ourselves in the following areas:

- Information, advice and guidance provided
- access to assessment
- administrative issues
- assessment issues

Where an appeal is to be made, the situation is assessed by the owner and the Director of BLC Spain, who will:

- attempt to find a solution with the candidate, assessor/tutor and internal verifier, for example through another assessment or re-consideration of the evidence/work.

Where this does not resolve the situation, the Owner will:

- set a date for the appeal/complaint to be considered by an appeals panel.
- notify the parties involved that an appeal has been lodged and give details of how it will be heard, including the composition of the appeals panel.

The appeals panel will meet to consider the appeal within 20 working days of the Owner receiving the appeal.

- the appeals panel will be constituted so as to be objective and independent.
- the panel will ensure that it has full accounts from all parties involved in the assessment.
- no one involved in the original assessment will be on the panel.

8.2.2 Reasonable Adjustment and Special Considerations Policy

Policy Overview:

BLC Spain is committed to ensuring that all students have equitable access to learning, assessment, and achievement opportunities, in line with relevant legislation and our mission to provide an inclusive educational experience. This policy outlines the procedures for making reasonable adjustments and applying special considerations to assessments, ensuring fairness and maintaining the integrity of our qualifications.

Definition of Reasonable Adjustments: Reasonable adjustments are proactive measures taken before an assessment to reduce or eliminate the disadvantage caused by a learner's disability or specific learning needs. Adjustments may include:

- Extra time for completing assessments.
- Modified assessment formats (e.g., large print or Braille materials).
- The use of assistive technology (e.g., screen readers or voice recognition software).
- Altering the physical environment of the assessment setting.

Reasonable adjustments will not compromise the validity or reliability of the assessment. They are made to ensure learners can demonstrate their abilities fairly.

Definition of Special Considerations: Special considerations are applied after an assessment when unforeseen circumstances, such as illness or personal difficulties, have negatively impacted a learner's performance. Examples include:

- Minor adjustments to the learner's final mark, reflecting the difficulty faced.
- Consideration of evidence provided for an alternative assessment arrangement.

Special considerations ensure that learners are not unfairly disadvantaged without compromising academic standards.

Responsibilities:

1. **Students:** Students requiring reasonable adjustments or special considerations must inform the academic team as early as possible and provide appropriate documentation to support their request.
2. **Academic Team:** The team will evaluate requests, ensure compliance with institutional and legal requirements, and communicate approved adjustments to the relevant staff.
3. **Assessors:** Assessors will implement adjustments while maintaining the integrity of the assessment process.

Process for Requesting Adjustments:

1. Submit a written request to the Student Services team, including any supporting documentation (e.g., medical certificates or assessment reports).
2. Requests will be reviewed promptly to determine eligibility.
3. Approved adjustments will be communicated to the student, and arrangements will be made to implement them effectively.

Monitoring and Review: BLC Spain will regularly evaluate the effectiveness of this policy to ensure alignment with best practices and emerging needs. Feedback from students and staff will inform ongoing improvements.

8.2.3 Complaints Procedure

Policy Overview:

BLC Spain is committed to providing a high standard of education and student support. This complaints procedure ensures that any concerns or grievances are handled promptly, fairly, and effectively to maintain the quality of our services and the satisfaction of all stakeholders.

Scope: This procedure applies to complaints raised by students, staff, or external stakeholders regarding:

- Academic matters, including teaching and assessment.
- Administrative services.
- Facilities or resources provided by the institution.
- Interpersonal conduct within the BLC Spain community.

Process for Raising Complaints:

1. Informal Resolution:

- Individuals are encouraged to address their concerns directly with the relevant staff member or manager. Often, issues can be resolved informally and swiftly.
- If the issue is with an individual staff member and informal discussion is inappropriate, the matter should be raised with the Centre Director.

2. Formal Complaint Submission:

- If the issue cannot be resolved informally, a formal written complaint should be submitted to the Company Director. Complaints must include:
 - Details of the issue.
 - Any steps already taken to address the matter.
 - Supporting evidence, if applicable.

Acknowledgment and Response:

- Acknowledgment of receipt of the complaint will be provided within three working days.
- A detailed investigation will be conducted, and a response outlining findings and actions will be provided within ten working days. If more time is required, the complainant will receive an interim update.

Appeals: If the complainant is dissatisfied with the resolution, they may appeal the decision by submitting a formal request to the Academic Dean. Appeals will be reviewed independently, and the final decision will be communicated within ten working days.

Feedback and Continuous Improvement: Complaints provide valuable insights for improving BLC Spain's services. All feedback is logged, reviewed, and incorporated into quality assurance processes where appropriate.

Monitoring and Review: This procedure will be reviewed annually to ensure it remains effective, fair, and aligned with institutional values and best practices.

9. Facilities and Resources:

9.1 Overview of campus facilities, technology infrastructure, and library resources available to students and faculty.

9.1.1 Free Access to Educational Resources Policy

Policy Overview:

At BLC Spain, we are committed to the principle that education should be accessible and inclusive. To support this vision, all courses at BLC Spain are designed with materials that are freely accessible online, ensuring students can engage with learning resources without financial or logistical barriers.

Key Principles:

1. **Free and Open Access:**
 - All required course materials are sourced from freely available online resources, ensuring that students have unrestricted access to the content they need to succeed.
 - Supplementary resources, including readings, case studies, and practice exercises, are curated from open educational platforms or shared with appropriate permissions.
2. **Transparency and Accessibility:**
 - Students will receive clear guidance on where to access course materials at the start of their program or module.
 - Materials will be compatible with commonly used digital devices and available in accessible formats to meet diverse learning needs.
3. **Alignment with Curriculum Goals:**
 - Freely accessible materials are carefully selected to align with the academic and professional objectives of each course.
 - Resources are regularly reviewed and updated to ensure relevance, accuracy, and quality.

Student Support:

- Faculty and staff will provide support in navigating and utilizing freely accessible materials effectively.
- Any technical difficulties or barriers to accessing resources should be reported to the academic team for prompt resolution.

Commitment to Open Education: By leveraging freely accessible materials, BLC Spain fosters an inclusive educational environment, removes financial burdens on students, and supports global initiatives for open access to knowledge.

Monitoring and Review: This policy will be reviewed annually to ensure the continued alignment of educational resources with institutional values and academic excellence.

9.1.2 Learning Technologies: Google Workspace

At BLC Spain, we integrate all our student experience into Google Workspace and Google Classroom. Google Workspace tools are used for facilitating online learning, collaboration, and administrative tasks in the following ways:

Google Workspace:

- **Email and Communication:** Use Gmail for faculty and staff communication, scheduling meetings with Google Calendar, and conducting video conferences with Google Meet.
- **Document Collaboration:** Collaborate on documents, spreadsheets, and presentations in real-time using Google Docs, Sheets, and Slides.
- **File Storage and Sharing:** Store and share course materials, documents, and resources securely using Google Drive, ensuring easy access for students and faculty.
- **Task Management:** Organise tasks, create to-do lists, and manage projects efficiently with Google Tasks and Google Keep.
- **Collaboration Tools:** Foster collaboration among students and faculty through tools like Google Jamboard for virtual brainstorming and Google Forms for collecting feedback and assessments.

Google Classroom:

- **Course Management:** Create virtual classrooms for each course, where instructors can post announcements, assignments, and learning materials.
- **Assignment Distribution and Submission:** Distribute assignments digitally to students, who can then submit their work online through Google Classroom.
- **Grading and Feedback:** Grade assignments directly within Google Classroom, provide feedback to students, and track their progress over time.

- Communication: Facilitate communication between instructors and students through discussion boards, private messaging, and comments on assignments.
- Integration with Google Workspace: Seamlessly integrate Google Classroom with other Google Workspace tools, such as Google Drive for file storage and Google Meet for virtual meetings.

By leveraging Google Workspace and Google Classroom, BLC Spain enhances the efficiency of administrative tasks, promotes collaborative learning experiences, and provides a seamless online education environment for students and faculty alike.

9.2 Policies related to health and safety, campus security, and environmental sustainability initiatives.

9.2.1 Health and Safety Policy

In commitment to the health and safety of all of our stakeholders, including management, staff and students, BLC Spain has developed a Health and Safety Policy to assess health and safety risks in order to prevent them from taking place and to have the tools to act when situations that might jeopardise their health and safety arise.

Policy Goals

- To make health and safety genuine issues. Health will be understood as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, as defined by the World Health Organization.
- To Provide a Safe Place of Work. Safety will be understood as the control of situations that might put stakeholders' health and integrity at risk.
- To identify and control possible hazards.
- To prevent improper conduct or behaviour likely to put the Safety, Health & Welfare of employees at risk.
- To consult with staff on all Health & Safety matters.
- To provide protective clothing and equipment where necessary.
- To provide a safe means of entering and leaving the building.
- To provide a safe system of work practices.
- To provide appropriate information and training to staff members on a continuous basis on relevant subjects related to health and safety.

Responsibility

Our different stakeholders bear different responsibilities in the provision of this healthy and safe environment, but the main responsibility rests on the Management of BLC Spain.

Employer Responsibilities

- To maintain a safe and healthy work environment for employees and students, in addition to conforming to all current statutory requirements.
- To provide the appropriate type and level of training to enable employees to perform their work safely and efficiently.
- To make available to every employee and student appropriate equipment to ensure Health & Safety.
- To maintain a vigilant and continuing interest in all Health & Safety matters relevant to both the company, staff and students.

Employee Responsibilities

Employees of BLC Spain have a responsibility to themselves, their fellow workers and students to carry out their work in a safe and considerate manner. Employees must:

- Cooperate with the company in maintaining a safe workplace.
- Report any potential hazards to management and not work in any hazardous conditions should they, in the employee's opinion, exist.
- Be aware of the nearest emergency exits and fire fighting / first aid equipment.
- Never interfere with or misuse anything provided by the company in the interests of Health & Safety.
- Read the company Health & Safety statement and obey all mandatory signs.

Smoking, alcohol and drugs

It is not permissible to attend work or classes under the influence of intoxicating liquor or drugs. In accordance with Spanish smoking legislation, smoking of tobacco products is prohibited in enclosed public / workplaces.

Smoking can take place outside the company building in designated areas. This smoking policy forms part of the overall Health & Safety Policy and any breach will be dealt with under the Company's disciplinary procedure. Visitors, contractors and temporary members of staff are expected to abide by the terms of this policy.

Training

The company is committed to identifying the safety training needs on an on-going basis. BLC Spain staff will be involved in the identification of hazards in the office and advised of the particular hazards pertaining to their area. Staff will be trained to respond to such hazards in order to prevent accidents/injury to themselves, their colleagues and clients. All staff will be trained in emergency procedures and where appropriate, staff will be trained in the use of special machinery and equipment. All staff will be trained in the correct techniques involved in safe manual handling.

Consultation

The company is committed to consulting with its staff members regarding safety, health and

welfare in the office. Staff is involved in the identification of hazards and are trained in dealing with the hazards identified. The safety statement will be included in Induction Training and staff will be advised on how to deal with any problems that arise.

Reporting of Accidents

Staff are required to report accidents and incidents that put people's health at risk to management.

The following details are required:

- Date, Time and Place of the incident.
- Name, Address, Occupation and Age of the injured person.
- Circumstances, including cause and nature of the injury and the arrangements made for its treatment.
- All accidents will be investigated by a member of management and a written report prepared.
- Corrective action will be taken where necessary to avoid a recurrence. Accidents involving persons who are not members of staff but are visiting or working on the premises must also be reported.

Fire Procedures

All staff should be familiar with the exit routes and should also know the location and type of fire extinguishers in the office.

If you discover a fire you should:

- Activate the fire alarm.
- If there is a reasonable hope of extinguishing the blaze, attack the fire immediately.
- Do not expose yourself to danger.
- Leave the building by the nearest fire exit and proceed to your designated assembly point.
- If you hear the alarm you should: switch off any equipment under your control and leave the building by the nearest fire exit.
- Do not stop to collect personal belongings.
- Once outside, do not enter the building until you are told it is safe to do so.
- Management will on occasion perform fire drills to ensure that procedures are known and followed in the event of a real fire.

Hazard Analysis

A hazard is anything at work that might cause harm e.g. electricity, hot surfaces, lifting heavy loads, slippery floors, and poorly lit stairways etc. Staff must be aware of the potential hazards and risks involved and report specific hazards to management. A hazard analysis will be carried out once a year by Management. Particular attention will be paid to

areas of high risk i.e. Floors, Stairs and Manual Handling. The company will remove hazards by engineering means where necessary.

Mental Health

BLC Spain is committed to the mental health of its students, faculty and staff in the prevention and alleviation of depression, anxiety, stress or any other mental health condition. This is the case whether these issues are caused by work, or simply aggravated by it.

Specific actions

- Creating a plan for mental health at work
- Encouraging open conversations about mental health and working to reduce stigma around mental health conditions
- Monitoring the effects of any actions you take to improve mental health and updating them if they prove ineffective

Epidemics and pandemics

BLC Spain complies with all the prevention and control norms enforced by the local authorities. To do so, the company enforces these measures while providing information and guidelines to all of its stakeholders and provides the necessary materials to maintain surfaces clean, rooms ventilated and to work under safe conditions.

First Aid and First Response

First Aid boxes are provided to ensure that first aid supplies are easily accessible when required in an emergency. First Aid boxes are located in the office. They are to be checked weekly and shortages replaced. Employees have an obligation to ensure that First Aid Boxes, like any safety equipment, are not tampered with. Free access to First Aid Boxes must be maintained at all times.

9.2.2 Campus Security and Safeguarding People

BLC Spain is committed to safeguarding adults in line with legislation and relevant national and local guidelines.

We will safeguard adults by ensuring that our activities are delivered in a way which keeps all adults safe.

As an organisation we are committed to creating a culture of zero-tolerance of harm to adults which necessitates: the recognition of adults who may be at risk and the circumstances which may increase risk; knowing how adult abuse, exploitation or neglect manifests itself; and being willing to report safeguarding concerns.

This extends to recognising and reporting harm experienced anywhere, including within our activities, within other organised community or voluntary activities, or in the person's home.

We are committed to best safeguarding practice and to uphold the rights of all adults to live a life free from harm from abuse, exploitation and neglect.

9.2.3 Safeguarding, Conduct and Harassment Policy Framework

1. Violence, Abuse and Harassment Policy

1.1 Purpose

BLC Spain is committed to maintaining a safe, respectful, inclusive, and professional environment in which all members of the community are treated with dignity and respect.

The organisation recognises that violence, abuse, bullying, harassment, intimidation, discrimination, and victimisation can have a serious impact on an individual's wellbeing, safety, academic experience, and professional life. BLC Spain will therefore take all reasonable steps to prevent such behaviour and respond appropriately where concerns arise.

This policy applies to students, employees, freelancers, contractors, visiting lecturers, agents, partners, volunteers, and any other individuals participating in activities connected to BLC Spain.

The policy applies to conduct taking place on campus, during educational activities, work placements, social events, accommodation arrangements, business travel, and all online or digital environments connected to BLC Spain.

1.2 Policy Statement

All individuals have the right to study, work, and participate in the BLC Spain community free from violence, abuse, harassment, discrimination, intimidation, and victimisation.

BLC Spain will not tolerate behaviour that undermines the dignity, safety, personal boundaries, or wellbeing of another individual. This includes conduct connected to gender, gender identity, sexual orientation, race, ethnicity, nationality, religion or belief, disability, age, or any other protected characteristic.

Harassment may take many forms, including verbal, physical, psychological, sexual, digital, or social behaviour that creates an intimidating, hostile, degrading, humiliating, or offensive environment.

Examples of unacceptable behaviour may include:

- Bullying, intimidation, or threatening behaviour
- Verbal abuse or aggressive conduct

- Discriminatory or prejudicial language
- Racist, sexist, homophobic, transphobic, or religious harassment
- Harassment through social media, messaging platforms, or email
- Stalking, coercive behaviour, or repeated unwanted contact
- Victimisation following a complaint or disclosure

These examples are not exhaustive.

1.3 Reporting Concerns

Any individual who experiences, witnesses, or becomes aware of behaviour that may breach this policy is encouraged to report concerns as soon as reasonably possible.

Reports may be made to the Dean, Academic Management, Community Support, Student Experience, or a designated safeguarding contact.

BLC Spain will aim to ensure that concerns are handled sensitively, fairly, promptly, and as confidentially as reasonably possible. Individuals reporting concerns will be supported appropriately throughout any investigation or resolution process.

1.4 Support and Protective Measures

Where concerns are raised, BLC Spain may implement appropriate support or protective measures depending on the circumstances of the case.

Such measures may include welfare support, academic adjustments, temporary timetable changes, restrictions on contact between individuals, or referrals to external support services where appropriate.

1.5 Disciplinary Action

Any breach of this policy may result in disciplinary action.

Depending on the seriousness of the behaviour, outcomes may include informal resolution, formal warnings, suspension, removal from activities or premises, termination of employment or contracts, expulsion from programmes, or referral to external authorities.

2. Sexual Harassment and Sexual Misconduct Policy

2.1 Purpose

BLC Spain is committed to maintaining an environment in which all individuals are treated with dignity, respect, and professionalism and are free from sexual harassment, sexual misconduct, and sexually inappropriate behaviour.

Any form of sexual harassment or sexual misconduct is considered unacceptable and will be treated seriously.

This policy applies to students, staff, contractors, freelancers, visitors, and participants in any educational, professional, social, or online activity connected to BLC Spain.

2.2 Definitions

Sexual harassment refers to unwanted conduct of a sexual nature that violates an individual's dignity or creates an intimidating, hostile, degrading, humiliating, or offensive environment.

Sexual misconduct refers to serious inappropriate sexual behaviour and may include sexual assault, coercion, stalking of a sexual nature, non-consensual physical contact, or the sharing of intimate material without consent.

Examples of behaviour covered under this policy may include:

- Unwanted sexual comments, jokes, or gestures
- Repeated unwanted invitations or advances
- Inappropriate touching or physical contact
- Sexualised comments regarding appearance or private life
- Sending sexually explicit messages or images
- Recording or sharing intimate images without consent
- Pressuring or coercing another individual into sexual activity

These examples are not exhaustive.

2.3 Consent

Consent must be freely given, informed, specific, and capable of being withdrawn at any time.

Silence, fear, pressure, manipulation, intoxication, or lack of resistance do not constitute consent.

2.4 Professional Boundaries

BLC Spain expects all staff members to maintain appropriate professional boundaries with students at all times.

Relationships or conduct that create an actual or perceived imbalance of power, conflict of interest, dependency, favouritism, or safeguarding concern may result in formal review or disciplinary action.

Staff members must not use their position to pursue inappropriate personal, romantic, or sexual relationships with students.

2.5 Reporting and Support

Individuals who experience or witness sexual harassment or misconduct are encouraged to report concerns promptly.

BLC Spain will aim to:

- Treat disclosures seriously and sensitively
- Protect confidentiality where reasonably possible
- Provide access to appropriate support
- Investigate concerns fairly and proportionately
- Take protective or disciplinary measures where necessary

Individuals may also choose to report matters directly to external authorities.

2.6 Retaliation

Retaliation against any individual who makes a report, supports another individual in making a report, or participates in an investigation is strictly prohibited.

Any retaliatory behaviour may itself result in disciplinary action.

3. Safeguarding Policy

3.1 Purpose

BLC Spain recognises its responsibility to safeguard and promote the welfare of children, young people, and vulnerable adults participating in its programmes, accommodation arrangements, educational activities, or events.

Safeguarding is considered a shared responsibility across the organisation.

BLC Spain is committed to creating an environment in which individuals feel safe, respected, protected, and able to raise concerns without fear.

3.2 Scope

This policy applies to all staff, contractors, freelancers, volunteers, students, and individuals working on behalf of BLC Spain.

It applies particularly to activities involving:

- Students under the age of 18
- Vulnerable adults
- Welfare or accommodation arrangements
- Camps, youth programmes, and educational trips
- Online educational environments

3.3 Safeguarding Principles

BLC Spain is committed to:

- Providing safe and supportive learning environments
- Recruiting responsibly and maintaining professional standards
- Responding appropriately to safeguarding concerns
- Promoting a culture of respect, safety, and accountability
- Taking all concerns seriously and acting appropriately

Safeguarding concerns may relate to physical abuse, emotional abuse, sexual abuse, neglect, exploitation, bullying, coercion, online abuse, or grooming.

3.4 Reporting Safeguarding Concerns

Any safeguarding concern must be reported immediately to a designated safeguarding lead or senior manager.

Concerns should never be ignored, dismissed, minimised, or dealt with informally where a safeguarding risk may exist.

BLC Spain will aim to respond promptly, appropriately, and in accordance with legal and safeguarding obligations.

3.5 Professional Conduct and Safer Working Practices

All staff, contractors, freelancers, and volunteers are expected to maintain appropriate professional boundaries at all times.

Individuals must avoid behaviour or situations that could place themselves or others at risk, compromise professional judgement, or create safeguarding concerns.

This includes the responsible use of digital communication, social media, photography, private messaging, and one-to-one interactions with minors or vulnerable individuals.

4. Student and Staff Code of Conduct

4.1 Purpose

This Code of Conduct outlines the behavioural expectations for all members of the BLC Spain community.

All individuals are expected to behave professionally, respectfully, responsibly, and lawfully.

4.2 Expected Standards of Behaviour

Individuals are expected to:

- Treat others with respect and dignity
- Communicate professionally

- Respect cultural differences
- Behave responsibly during classes, events, and online activities
- Respect personal boundaries
- Follow health and safety procedures
- Respect BLC Spain property and facilities

4.3 Unacceptable Behaviour

Examples of unacceptable behaviour include:

- Harassment or bullying
- Discrimination
- Aggressive or threatening conduct
- Sexual misconduct
- Damage to property
- Excessive intoxication during official activities
- Disruptive classroom behaviour
- Misuse of social media or digital platforms
- Sharing confidential information inappropriately

4.4 Online Conduct

The same standards of behaviour apply online as in person.

Individuals must not:

- Send abusive or inappropriate messages
- Share offensive or discriminatory content
- Record or share classes or meetings without permission
- Harass others through digital communication

4.5 Alcohol and Substance Use

Individuals are expected to behave responsibly during any activity connected to BLC Spain.

Illegal drug use, dangerous behaviour, or behaviour that places others at risk will not be tolerated.

4.6 Breaches of the Code

Breaches of this Code of Conduct may result in disciplinary action.

Depending on the seriousness of the behaviour, action may include:

- Informal warnings
- Formal disciplinary procedures
- Removal from activities or programmes
- Suspension or expulsion

- Termination of employment or contracts

5. Reporting Procedure

5.1 Making a Report

Reports may be made verbally or in writing.

Individuals reporting concerns should provide:

- What happened
- Date and time
- Individuals involved
- Witnesses where applicable
- Any supporting evidence

5.2 Confidentiality

BLC Spain will aim to handle reports confidentially wherever possible.

However, confidentiality cannot be guaranteed where:

- There is a safeguarding concern
- There is a legal obligation to disclose information
- There is a serious risk to an individual or the wider community

5.3 Investigations

Investigations will aim to:

- Be fair and impartial
- Respect all parties involved
- Be conducted promptly where possible
- Consider appropriate interim protective measures

5.4 Malicious Complaints

Knowingly false or malicious complaints may themselves result in disciplinary action.

However, individuals making complaints in good faith will not be penalised simply because a complaint cannot be substantiated.

6. Policy Review

These policies will be reviewed regularly to ensure legal compliance, operational relevance, and alignment with best practice in international education and workplace standards.

BLC Spain reserves the right to amend policies where necessary.

9.2.4 Equality and Diversity Policy

BLC Spain is committed to encouraging equality, diversity, and inclusion among our workforce and student body, as well as eliminating unlawful discrimination. This policy reflects our commitment to creating an environment where all individuals are treated with dignity and respect, ensuring that our practices uphold these principles across all areas of our institution.

Policy Objectives

Promote equality, diversity, and inclusion as integral components of our workplace and educational environment as well as prevent and address unlawful discrimination based on protected characteristics, including but not limited to:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Foster a culture where individual differences are recognized, respected, and valued as strengths.

Commitments:

Workplace and Education: Provide equal opportunities and fair treatment for all employees and students, irrespective of their background or characteristics.

Behavioral Standards: Promote a working and learning environment free from bullying, harassment, victimization, and discrimination.

Training and Awareness: Provide ongoing training for staff and students to raise awareness of equality and diversity principles.

Accountability: Take complaints of discrimination or harassment seriously, addressing them promptly and effectively through established grievance mechanisms.

Monitoring and Review: BLC Spain will regularly review this policy to ensure compliance with current legal standards and best practices. Annual assessments will be conducted to evaluate its effectiveness and identify areas for improvement.

By embedding these principles into all aspects of our operations, BLC Spain aims to ensure that our institution remains a welcoming, supportive, and inclusive space for everyone.

9.2.5 BLC Spain Sustainability Protocol

At BLC Spain, we are committed to minimizing our environmental impact, promoting responsible cultural engagement, and fostering authentic integration into Spanish life. This protocol outlines our ongoing actions, guidelines, and commitments to sustainability across all areas of our operations.

1. Paperless Learning Environment

- All course materials, assignments, and communication with students will be delivered digitally whenever possible.
- Encourage students and staff to use laptops, tablets, and digital tools during classes.
- Reduce printing to an absolute minimum; only essential administrative documents may be printed.
- Promote the use of electronic signatures and digital forms for internal and external communications.

2. Recycling and Waste Management

- Maintain clearly marked recycling stations in all classrooms, common areas, and offices.
- Regularly educate staff and students on proper recycling practices.
- Ensure that recyclable materials (paper, plastics, cans, glass) are separated correctly and disposed of through authorized local recycling services.
- Minimize single-use plastics within school premises (e.g., encourage reusable water bottles, eliminate plastic cups).

3. Support of Local Providers and Sustainable Sourcing

- Prioritize partnerships with local businesses and service providers for supplies, events, and cultural activities.
- Favor vendors and collaborators who demonstrate sustainable practices.
- Choose local, seasonal products for events, catering, and student activities to reduce the carbon footprint.
- Regularly review partnerships to ensure alignment with BLC Spain's sustainability values.

4. Sustainable Cultural and Language Immersion

- Integrate Spanish language teaching with real-life local experiences, encouraging students to practice Spanish in authentic settings.

- Offer cultural activities that promote low-impact, community-based engagement, such as:
 - Visits to local markets, traditional festivals, and artisanal workshops.
 - Volunteering opportunities with local non-profit organizations.
 - Walking tours and public transportation-based excursions to minimize transportation emissions.
- Promote cultural understanding that encourages students to respect local traditions, customs, and environmental practices.

5. Awareness and Continuous Improvement

- Include sustainability topics in orientation sessions for new students.
- Offer optional workshops or resources on living sustainably while studying abroad.
- Regularly review and update internal sustainability practices to adapt to new technologies and best practices.
- Encourage feedback from students and staff on how to improve sustainability efforts.

6. Staff and Student Engagement

- Appoint a Sustainability Coordinator or team to oversee implementation and compliance with this protocol.
- Involve staff and students in sustainability initiatives, such as clean-up events or environmental awareness campaigns.
- Recognize and celebrate sustainable achievements within the BLC Spain community.

Our Commitment

By following this Sustainability Protocol, BLC Spain ensures that our students not only learn Spanish and experience Spain authentically but also contribute positively to the local community and the planet. Sustainability is not just a value — it is an essential part of the journey we offer.

Reviewed and Updated: 2025

10. Quality Assurance and Improvement:

10.1 Framework for continuous quality improvement, including processes for monitoring, evaluation, and review.

10.1.1 Quality Assurance Framework

The Quality Assurance Framework at BLC Spain drives the institution towards fulfilling its mission and commitments (outputs) by employing a structured, planned, and sustainable approach (inputs). This model ensures that BLC Spain's operations are carried out efficiently and effectively, resulting in high-quality outcomes that endorse institutional effectiveness. By investing sufficient resources, BLC Spain strives to optimise its performance and consistently deliver quality results.

The Quality Cycle at BLC Spain outlines the systematic flow of processes that underpin the institution's commitment to verifying and ensuring efficiency in procedures, academic programs, and other internal or external services. This cycle operates on a two-way approach, following the standard Plan-Do-Check-Act (PDCA) methodology:

PLAN: Involves planning, designing, developing, and scheduling.

DO: Encompasses executing, implementing, and performing.

CHECK: Includes assessing, collecting data, and rating.

ACT: Entails analysing, interpreting, reporting, and proposing.

Each department and individual is tasked with developing its own PDCA quality cycle tailored to their specific responsibilities and performance objectives. Moreover, it is the responsibility of each school staff member to uphold accountability in regularly applying the quality assurance cycle to ensure continuous improvement of practices and service delivery.

In addition to the core Quality Assurance Framework, a series of supplementary processes are required to standardise and align procedures across departments. These include, but are not limited to: Internal Governance procedures, KPIs and Annual Reports.

The Quality Assurance Framework reinforces the standardisation of practices, processes, and documentation across all BLC Spain departments and campuses to facilitate communication, harmonised shared services, and consistent outcomes for all graduates. This standardisation fosters a Sense of Belonging among all employees.

However, the framework also acknowledges the unique characteristics and strengths of each student, faculty member and staff member, allowing for the enhancement of exclusive added-values and identity. This approach enables governance and empowerment at the individual level, where customization may be necessary, without compromising compliance with the BLC Spain Quality Assurance Framework, in order to embrace diversity and improve the sustainability of the school.

10.1.2 Internal Academic Quality Assurance Policy and Procedure

Effective quality assurance allows everyone involved in qualifications to have confidence in the assessment decisions. All learners who are competent should be assessed as meeting the assessment criteria set out in the Awarding Organisations qualification specifications, ensuring the validity of assessment decisions is a joint responsibility for all those involved in the quality assurance of the qualifications.

BLC Spain works together with an Awarding Organisation to share the responsibility for quality assurance.

Our internal quality assurance strategy has been developed to ensure that quality assurance is maintained not only in the standards of assessment but also the administration procedures and systems in place within the centre. The monitoring of all aspects of the assessment process through the strategy will allow the centre to be proactive and progressive in continually improving standards.

Selection and Training of IQAs

The centre will ensure that all IQA's have appropriate occupational background and understanding of the standards and their role, and that they maintain professional competence through their continuous professional development (CPD).

This includes:

- IQA CV's are checked and validated to ensure occupational background at an appropriate level in the specific sector as required by the awarding organisation and copies to be held in their centre file.
- A system of professional updating is available for all IQAs.
- Newly appointed IQAs are monitored by experienced EQA's on a regular basis to ensure their understanding is thorough.
- Training/development is carried out to address identified training needs.
- All IQAs have a clear understanding of their role in quality assurance systems.

The centre ensures that all final decisions are quality assured by a qualified IQA. The centre must consistently ensure that all assessment decisions, unit and award claims are quality assured by an accredited IQA.

Continuous professional development (CPD)

Qualified IQA's will be required to maintain their continual professional development (CPD) and ensure continuing competence (Competence refers to having the relevant skills, knowledge, understanding and attributes to do a specific job in a particular way to an agreed standard).

CPD can take many forms and a record of activities should be available for the previous 12 months, for example:

Studying for IQA

Study related to job role/occupational competency

Collaborative working with the awarding organisation

Development work regarding qualifications/occupational Standards

Other appropriate occupational activity as agreed with centre co-ordinator and/or EQA

Internal Quality Assurer (IQA) Role

The purpose of quality assurance is to ensure and demonstrate that assessment is valid and consistent, through monitoring and sampling assessment decisions. Rigorous internal quality assurance ensures sound assessment practice leading to consistent and valid assessment decisions. IQA's contribute to the quality assurance of qualifications. Awarding Organisations must be confident of the standard and reliability of the centre's management, quality assurance and assessment.

Quality assurance involves:

- Monitoring the conduct of assessment.
- Sampling learners' evidence to verify assessment decisions.
- Assuring the quality of the systems and procedures used for assessment and verification.
- Supporting and advising assessors.
- Keeping quality assurance and assessment records up to date; and
- Providing information for analysis by the centre.

There are two types of quality assuring of qualifications, external quality assurance is the Awarding Organisations, responsible for validating that assessments within the centre have been carried out consistently and to the Awarding Organisations qualification criteria. Internal quality assurance carried out by the IQA is the centre's responsibility to ensure that assessment is carried out to the qualification specification.

The IQA role can be determined by the criteria within the IQA qualification units. The main functions of an IQA are to:

- Provide advice and support to the assessor
- Operate, monitor and evaluate to a consistently high standard of assessment practice
- Meet external quality assurance requirements

Experienced Assessors

Experienced assessors will be risk rated and a strengths, weaknesses, opportunities and threats (SWOT) analysis should be completed on an annual basis to identify ongoing developments and identify learning needs. IQAs must ensure assessors have attended their yearly update and maintained occupational competence. This will ensure that they continue to meet the requirements for being an assessor by their qualification criteria. It will be the responsibility of the IQA to report back to the centre co-ordinator any common qualification/quality assurance training requirements not currently accommodated within the centre's planned courses.

Additionally, assessors will be required to participate in standardisation sessions every

year, which will be held on a regular basis throughout the duration of their learner qualification. This will ensure quality and consistency is maintained via standardisation and close inspection of the assessment process. Meetings will be chaired by the IQA.

The purpose will be to discuss:

- Examples of good practice
- What constitutes valid, reliable and authentic evidence
- Ideas on different examples of assessment
- Sharing of ideas
- Different assessment methods
- What constitutes fair assessment
- How comparability may be achieved

New Assessors

New assessors will be allocated a qualified assessor who will second assess any units they complete up until they achieve their appropriate assessor award.

Assessors new to the assessment process will be required to meet with their IQA within the first month from the date of the assessor induction. The Assessor induction checklist. The assessor will also be required to complete strengths, weaknesses, opportunities, threats (SWOT) analysis identifying strengths and development needs.

Monitoring of Assessments

Monitoring of assessment provides a quality assurance process which allows the IQA to ensure that assessment strategies are being utilised in accordance with centre and awarding organisation requirements. This monitoring will vary between assessors depending on experience. It should be noted that extra support may be required by some assessors and IQAs will need to use their own discretion to determine this.

The purpose of these meetings will be to:

- Check the progress of the learner
- Ensure that there is consistent interpretation of the standards and assessment strategy
- Directly observe part of the assessment process
- Identify and resolve any problems
- Carry out informal training where required in particular with the completion of documentation
- Identify any training needs and refer on
- Review risk rating and learning needs analysis (LNA)
- Sign off completed units not identified for sampling

The IQA will be required to complete feedback with each monitoring meeting that is

conducted. This will summarise the main areas of discussion, feedback or action points agreed, any areas of assessment checked or observed and the risk rating score. This feedback must be signed by both the assessor and IQA, a copy will be given to the assessor and filed in their portfolio and a copy is retained by the IQA for their file.

Sampling of Assessment

Sampling of assessment is necessary to check the consistency and accuracy of assessment decisions, identify any difficulties or potential problems at an early stage and make valid claims for certificates. Checking everything undermines assessors confidence in their judgements and takes up valuable IQA time which can be better used for carrying out other duties e.g. developing assessors and monitoring live assessments, but sampling must take place for learners registered on each TEFL course.

Quality assurance should occur throughout the assessment process and not left until the end. The IQA should look at a representative sample of assessment decisions. A sampling plan should be agreed with the centre co-ordinator and assessor to reflect a broad range of all aspects of units and criteria for each qualification.

Sufficient sampling can be defined as being achieved when the IQA is "...Confident (within reason) that everything you don't see is of the same standard/quality as everything you do see." The IQA's confidence in the assessor's decisions can therefore be built through effective risk rating and monitoring of assessment practice.

Learner Support

Any support must be suited to the needs of the learner. The IQA will ensure an appropriate level of support to learners on a one to one basis, where a high standard of learner support is maintained at all times. Assessors are chosen for their suitability, expertise and professionalism. Learners are fully aware from the outset who their assessor is, how much support is available and how to access this. Learners with special needs are not disadvantaged in any way and all learners are encouraged to seek help, as they need it. The centre will maintain and monitor a system of feedback from learners to measure the degree of satisfaction with the level of support provided. Advisory sessions are linked to assessment and learning opportunities relevant to the qualification. Learners will also be encouraged to complete evaluation forms after taught sessions to provide feedback for future sessions.

The support will be:

- Suited to the learners needs i.e. language, access & experience
- Recorded and monitored by the centre
- Explained to learner at their induction
- Linked to development and assessment opportunities
- Regular and consistent throughout the learner's progress towards their qualification
- Monitored through assessor's progress and IQA tracking mechanisms

The Process

For each course that commences the IQA will be required to complete a sampling plan for each qualification for that centre. This will identify at least 1 mandatory and 1 optional unit to be sampled for each learner. This will provide the minimum sample as more units may be sampled at the discretion of the IQA. The copy of the plan should be stored in the IQA file along with any additions that are made.

The following points need to be considered when deciding on the sample size for each learner:

- It is large enough to ensure reliability
- The types of assessment methods used (all should be covered where possible for each individual group)
- Experience/qualifications of the assessor
- Experience/ special assessment requirements of the learner
- The qualification being assessed
- Difficulty/potential problems with the units
- IQA confidence in individual assessor's performance
- External quality assurer recommendations
- Recommendations identified through standardisation meetings

Sampling can be described as the scrutinising of the evidence presented to ensure it meets all requirements. This can be achieved by checking the following:

- Effective assessment planning covering a number of unit
- Good use of a variety of evidence
- Evidence of naturalistic observation
- Transparency of assessment decisions
- That the evidence appears valid, authentic, current, reliable and sufficient (VASCR)
- Documentation has been completed accurately
- All evidence is available, dated and signed
- All aspects of the range statement have been covered

Once an IQA is satisfied that the evidence meets these requirements, a clear record of the sampling which has taken place should be made. A record of the sampling which has taken place should also be made on the IQA sampling plan and retained in the IQA File. Each assessor the IQA is responsible for should have a separate IQA sampling plan for not only recording this, but also any parts of assessment observed through the IQA monitoring process. All additional units which have been reviewed but not sampled by the IQA will be signed off. Feedback to the assessor on any units reviewed should be recorded and a copy must be retained by the IQA within their file for future reference.

IQA Documentation

All learner and assessor documentation must be retained for the minimum period specified by the awarding organisation, in order to comply with legislative requirements. Once a learner has achieved their qualification any documentation pertaining to the learner must be forwarded to the centre coordinator to be stored centrally. IQA files and documentation may be subject to auditing by the centre, EQA or the awarding organisation. Documentation should be completed accurately, legibly and in black ink unless otherwise stated.

Standardisation Meetings

Regular IQA meetings will be held by the centre. IQA's will be expected to have regular attendance to ensure they keep up to date with the centre's policies and practices. This will also provide a forum to review quality assurance procedures, problem solving and dissemination of information. Part of the IQA meetings will be allocated for standardisation.

Monitoring and Review

This policy and its procedures will be reviewed regularly for improvements as part of our Quality Assurance requirements. This will ensure it is fit for purpose, reflects the services we deliver to our customers and we provide services which are relevant to the requirements of individual needs.

10.1.3 Assessment Invigilation Policy

Our responsibility

BLC Spain is responsible for ensuring that all programs and courses have been delivered effectively; the learner has completed the relevant parts of the course, they will check course assignments have been fully and correctly completed, and that the diplomas and certificates arrive in time and hold the full and correct name for each learner.

Only appropriately competent faculty members, trainers, assessors and verifiers are involved in the delivery/assessment.

Any completed Examination answer sheets will also be checked by the Centre to ensure full and clear completion and that the correct qualification has been listed, as well as being signed off by a suitable empowered and authorised member of staff.

Only when we are satisfied that a learner has completed the relevant assessments and have reached the specified level of attainment for the qualification will BLC Spain award certification for the qualification.

BLC Spain will make clear to learners well in advance of the examination that they should notify the centre should they require reasonable adjustments and/or special consideration.

Invigilators

It is our responsibility to ensure that the invigilator is suitable to invigilate examinations.

Examination Procedures

Prior to the examination, Invigilators/Assessors should:

- Inspect the examination room to ensure that the accommodation is suitable and the seating is arranged in such a way to avoid malpractice.
- Ensure that there is an 'Exam in Progress' sign visible on any entry door to the examination room.
- Ensure that all learning aids (such as workbooks, wall posters etc.) that may assist learners with the examination are covered or removed;
- Verify that all learners are present.
- Identify any individuals for whom special arrangements have been approved.

Online Assessment Policy

This policy outlines the procedures and guidelines for conducting online assessments at Business and Language College Spain (BLC Spain) to ensure academic integrity and fairness. This policy provides a framework for conducting online assessments at BLC Spain while upholding academic integrity and fairness for all students.

Roles and Responsibilities

Faculty: Design and administer online assessments following established guidelines and standards.

Students: Participate in online assessments with honesty and integrity, adhering to all rules and guidelines.

Administrators: Oversee the implementation of the policy and provide support to faculty and students as needed.

Authentication and Identity Verification

Students must authenticate their identity using their secure login credentials or other methods approved by BLC Spain. Additional identity verification measures may be implemented, such as live video, photo identification or biometric authentication.

Assessment Design and Delivery

Faculty design online assessments that are fair, valid, and reliable, considering the principles of academic integrity and accessibility.

Assessments may include different designs, random question order, time limits, and restricted access to specific dates or times.

Rules and Guidelines

Students are prohibited from engaging in cheating, collusion, or any form of academic dishonesty during online assessments.

Consequences for violating assessment rules may include academic penalties or disciplinary actions.

Proctoring Procedures

Invigilators could monitor online assessment sessions to ensure compliance with assessment rules and guidelines.

Invigilators may record assessment sessions and document incidents of misconduct for further review.

Data Privacy and Security

BLC Spain ensures the protection of student information and assessment data in compliance with relevant data privacy laws and regulations.

Student Support and Resources

BLC Spain provides students with resources and support services to prepare for online assessments, including reviewing materials, practice exams and technical assistance.

Policy Review and Revision

This policy is subject to periodic review and revision under the Quality Assurance Framework to ensure its effectiveness, relevance, and compliance with best practices and standards.

Implementation: This policy is effective immediately and applies to all online assessments conducted at BLC Spain.

11. Mechanisms for collecting feedback from stakeholders, analysing data, and implementing recommendations for enhancement.

Annual Staff Survey

Our staff members have the opportunity to provide feedback on various aspects of their work environment, allowing us to address any concerns and enhance employee satisfaction.

Faculty Survey

We regularly collect feedback from our faculty members to understand their experiences and perspectives, ensuring that we support their professional development and enable them to deliver high-quality education.

Students Survey: Course

Students are invited to provide feedback on their learning experiences in individual courses, helping us identify areas for improvement and enhance the effectiveness of our teaching methods.

Students Survey: School Experience

We gather feedback from students on their overall experience at BLC Spain, including satisfaction with facilities, support services, and extracurricular activities, to create a positive learning environment.

Students Focus Groups

Through focus groups, we engage students in discussions to gain deeper insights into their needs, preferences, and concerns, allowing us to tailor our programs and services accordingly.

Alumni Survey (to be implemented)

We plan to launch an alumni survey to gather feedback from graduates about their post-graduation experiences and to track their career progression, helping us assess the long-term impact of our programs.

Financial Performance Dashboard

We utilise a financial performance dashboard to monitor key financial metrics and identify trends, enabling informed decision-making and effective resource allocation.

Virtual Suggestion Box

Our virtual suggestion box provides a platform for stakeholders to submit ideas, suggestions, and concerns anonymously, fostering open communication and continuous improvement.

Social Media Engagement

We actively engage with our stakeholders on social media platforms to gather feedback, address inquiries, and cultivate a sense of community, allowing us to stay responsive to their needs and preferences.

At BLC Spain, our Quality Assurance process relies on a comprehensive approach that integrates feedback from various sources to ensure continuous improvement and uphold the highest standards of academic excellence and operational efficiency. The feedback collected from stakeholders, including staff, faculty, students, and alumni, serves as invaluable data points that inform our Quality Assurance initiatives.

Firstly, feedback from annual staff and faculty surveys provides insights into the working environment, professional development needs, and satisfaction levels of our academic and administrative teams. This information enables us to identify areas for improvement in staff training, support services, and institutional policies, fostering a positive workplace culture conducive to effective teaching and learning.

Secondly, student surveys, focus groups, and alumni feedback offer valuable perspectives on the quality of our academic programs, support services, and overall student experience.

By analysing the data gathered from this feedback, we gain valuable insights into student satisfaction levels, learning outcomes, and areas for improvement. This data informs curriculum development, teaching methodologies, and student support initiatives, ensuring that our programs meet the evolving needs of our diverse student body and prepare graduates for success in their chosen fields.

Additionally, alumni feedback provides valuable insights into the long-term impact of our programs on graduates' career trajectories and professional development, enabling us to assess program effectiveness and alumni satisfaction.

Overall, by systematically collecting, analysing, and acting upon feedback from multiple stakeholders, we continuously evaluate and enhance our academic programs, support services, and institutional practices, thereby strengthening our commitment to quality education and student success.