



QUALITY MANUAL

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1. Introduction
 - 1.1. About C3S Business School
 - 1.2. Scope of the Internal Quality Assurance System
2. Governance Framework
 - 2.1. Institutional Governance
 - 2.2. Organization Chart
 - 2.3. Governance Bodies – Summary of Responsibilities
3. Quality Policy, Principles and Objectives
4. Stakeholders
5. Internal Quality Assurance System
 - 5.1. IQAS documentation
 - 5.2. Processes Map and IQAS Development

1. Introduction

C3S Business School (Castelldefels School of Social Sciences) is an international higher education institution based in Barcelona. The School offers business, management, and technology programs designed for a multicultural student community. Its academic model is based on practical learning, international mobility options, and collaboration with industry and academic partners.

C3S combines classroom learning with professional development activities, mentoring, and hands-on projects to help students build solid career profiles. Through partnerships with recognized awarding bodies and universities, the School provides access to accredited qualifications and progression routes to official degrees.

We strive to make C3S an inclusive, diverse, innovative and competitive business school. Its strength lies in an immersive learning approach and global panorama that disrupts the conventional wisdom for business and invokes 'out-of-the-box' mindset.

Established in 2014, C3S is a fully accredited private business school, registered with the Spanish Ministry of Education, offering internationally accredited Foundation, Diploma, Bachelor, Master, Doctorate Programs taught in English. The education model is based on the fundamentals of pragmatic learning and application of theoretical aspects to the practical realities of the business world; thus, we emphasize on a purely assignment-based study method for the academic programmes.

The students of the C3S Business School have a diverse international background. More than 90% of students enrolled in the varied programs offered, are international, hailing from more than 43 countries.

Also, students obtain exclusive insights into how firms truly function through corporate visits and guest speaker engagements, among other activities, providing them a competitive advantage in today's fast-paced business world.

This Quality Manual presents the principles, structures, and processes that guide the Internal Quality Assurance System (IQAS) at C3S Business School, following the criteria of AQU Catalunya.

1.1. About C3S Business School

C3S Business School's mission is to offer career-oriented higher education that is accessible, international, and aligned with current industry needs. The institution aims to develop global professionals prepared to generate impact in business and society.

Our values include:

- A student-centred approach. Valuing uniqueness
- Respect for cultural diversity. Welcome inclusivity
- Ethical and responsible behaviour. Community engagement
- Practical and applied learning. Academic excellence
- Transparency and accountability. Continuous improvement

C3S vision is to be recognized as a dynamic international school known for academic quality, innovation, and personalised support. This vision aligns with shifts in the global economy, society, and environment, which animate our mission and our values.

1.2. Scope of the Internal Quality Assurance System

The Internal Quality Assurance System (IQAS) of C3S Business School covers all educational activities, academic programs, support services, and quality-related processes implemented by the institution.

Its scope includes:

- All levels of study: Diploma, Bachelor, Master, MBA and Doctorate programs.
- All modalities: on-campus and online learning.
- All academic and administrative units that contribute to teaching, learning, student support, professional development and institutional services.
- Processes related to program design, monitoring, evaluation, review, and continuous improvement.
- Compliance with the requirements of accrediting bodies, awarding partners, and external regulators.

The IQAS ensures that C3S maintains high academic standards, fosters continuous improvement, and guarantees transparency, accountability, and relevance to student and employer needs.

2. Governance Framework

2.1. Institutional Governance

C3S Business School's governance model supports transparency, effectiveness, accountability, and continuous improvement. While the institution operates with a streamlined organizational structure suited to its size, it maintains clear roles and responsibilities to ensure academic quality and strategic alignment.

Institutional governance is based on:

- Strategic Leadership: led by the School's management team, responsible for institutional direction, partnerships, resources, and long-term planning.
- Academic Governance: led by academic management roles responsible for program development, teaching quality, curriculum management, assessment, and faculty oversight.
- Quality Governance: managed by the Quality Assurance function, responsible for designing, implementing, monitoring, and improving the IQAS.
- Operational Management: involving administrative, student support, marketing, and admissions teams supporting institutional activity.

This governance model ensures that all decisions affecting teaching, learning, resources and services are made according to established procedures and quality criteria.

2.2. Organization Chart



2.3. Governance Bodies – Summary of Responsibilities

Management Team

- Defines institutional strategy and objectives.
- Approves policies, programs, resources, and partnerships.
- Ensures compliance with internal and external requirements.

Academic Management (Academic Director + Program Coordinators)

- Designs, updates and evaluates academic programs.
- Oversees teaching methodologies, assessment systems, and learning outcomes.
- Supports faculty and ensures consistency of academic standards across programs.

Quality Assurance Committee / Quality Assurance Officer

- Designs and maintains the IQAS.
- Monitors academic and administrative quality indicators.
- Coordinates program reviews, surveys, and improvement actions.
- Reports quality outcomes to management and stakeholders.

Student Services & Support

- Provides academic and administrative support to students.
- Coordinates orientation, guidance, wellbeing, and extracurricular activities.
- Collects student feedback and collaborates in improvement actions.

Career Services & External Relations

- Manages internships, employability initiatives and employer engagement.
- Strengthens collaboration with industry partners.
- Gathers employer feedback to inform curriculum updates.

3. Quality Policy, Principles and Objectives

C3S Business School is committed to cultivating a culture of quality, transparency and continuous improvement that ensures the excellence of its academic offer, the satisfaction of its stakeholders, and the sustainable development of the institution.

This commitment is embedded in the school's mission to deliver high-impact education that connects international students, faculty, and the business community through innovative learning experiences and applied knowledge.

In alignment with the European Standards and Guidelines for Quality Assurance (ESG) and the AQU Catalunya AUDIT framework, C3S Business School establishes the following quality principles and objectives:

Quality Principles

1. **Academic excellence:** Guaranteeing rigorous, relevant, and professionally oriented study programs that meet the expectations of students, employers, and society.
2. **Stakeholder engagement:** Promoting open and effective participation of students, faculty, staff, alumni, and external partners in the design, delivery, and evaluation of programs.
3. **Transparency and accountability:** Providing accurate, timely, and accessible information about institutional performance and outcomes.
4. **Inclusiveness and internationalization:** Encouraging a diverse, intercultural academic community and ensuring equal opportunities in learning and professional development.
5. **Innovation and impact:** Integrating research, entrepreneurship, and technology as drivers for personal and institutional growth.

Quality Objectives

1. To maintain an Internal Quality Assurance System (IQAS) that ensures consistency, reliability, and improvement in all institutional processes.
2. To systematically review and enhance study programs in response to stakeholder feedback and market evolution.
3. To foster professional development and recognition of academic and administrative staff.
4. To promote a student-focused learning environment that supports achievement, well-being, and employability.
5. To ensure effective communication and dissemination of the quality policy, objectives, and results across all levels of the organization.
6. To strengthen the culture of continuous improvement through the implementation of annual action plans and periodic quality reviews.

The Quality Policy of C3S Business School is reviewed annually to ensure its relevance and effectiveness, and it serves as a reference framework for setting measurable objectives and developing improvement initiatives throughout the institution.

4. Stakeholders

The IQAS considers the needs, expectations, and contributions of all stakeholders:

INTERNAL STAKEHOLDERS

Students	<ul style="list-style-type: none"> • To have a diverse portfolio offer adapted to the needs of the market. • To know the School's offer, the recommended entry profile and the professional opportunities. • To know the requirements for access, admission, and the enrolment process. • To acquire skills and knowledge through quality learning. • To know and enjoy the School's reception, support and guidance systems. • To complement their competence profile with complementary academic activities. • To participate in improving the quality of the School's processes.
Faculty	<ul style="list-style-type: none"> • To participate in the design of the portfolio offer and the curricula of the degrees. • To develop teaching effectively. • To have the resources and services necessary for the development of teaching. • To know the academic regulations. • To know the mechanisms of support for teaching and the administrative staff and services dedicated to them. • To analyse the results of the teaching processes. • To know the School's human resources policies. • To know the career plan, promotion, training and education of the School • To know the result of your annual evaluation to promote their improvement. • To participate in the improvement of the quality of the School's processes.
Staff	<ul style="list-style-type: none"> • To know the portfolio offer of the School, and the related academic processes. • To coordinate the organization and development of teaching. • To know the competence profile of the degrees, the needs and expectations of the market and of students. • To organize and develop complementary academic activities appropriate to the profile of the students. • To know the academic regulations and policies of the School. • To know the School's human resources policies. • To know the career plan, promotion, training and education of the School • Know the result of their annual evaluation to promote their improvement. • Participate in the improvement of the quality of the School's processes.
Management	<ul style="list-style-type: none"> • To establish, disseminate and ensure compliance with the School's quality policy and objectives. • To involve and encourage the performance of the functions of all the School's staff, favouring the development and promotion of the staff. • Facilitate internal communication flows and collaboration between the different functional areas of the School. • To have the necessary information to evaluate and analyse the annual results and make the relevant proposals for improvement. • To participate in the improvement of the quality of the School's processes.

EXTERNAL STAKEHOLDERS

Alumni	<ul style="list-style-type: none"> • To be satisfied with the training received. • To get advice and support in career guidance. • To obtain a qualification that favours their professional and personal development. • To improve the possibilities of employability. • To participate in the improvement of the quality of processes.
Employers	<ul style="list-style-type: none"> • To have graduates with competence profiles adapted to their needs. • To participate in the design of the portfolio offer and the design of the degrees in order to adapt them to the current needs of the market. • To have guarantees of the quality of teaching. • To participate in the learning process through external internships. • To facilitate and promote the employability of graduates.
Academic Partners	<ul style="list-style-type: none"> • To ensure compliance with the legal requirements, regulations and quality standards set by the institutions. • To support and promote the quality of teaching processes. • To facilitate mechanisms for the evaluation of degrees. • To facilitate communication between the School and the Accreditation Bodies.
Industry collaborators	<ul style="list-style-type: none"> • To provide well-prepared interns, mutually beneficial partnerships
Regulatory and quality agencies	<ul style="list-style-type: none"> • Ensure compliance with legal requirements and quality standards. • Improve the quality of learning process and job placement.

5. Internal Quality Assurance System

5.1. IQAS documentation

The IQAS of C3S Business School consists of the following documents:

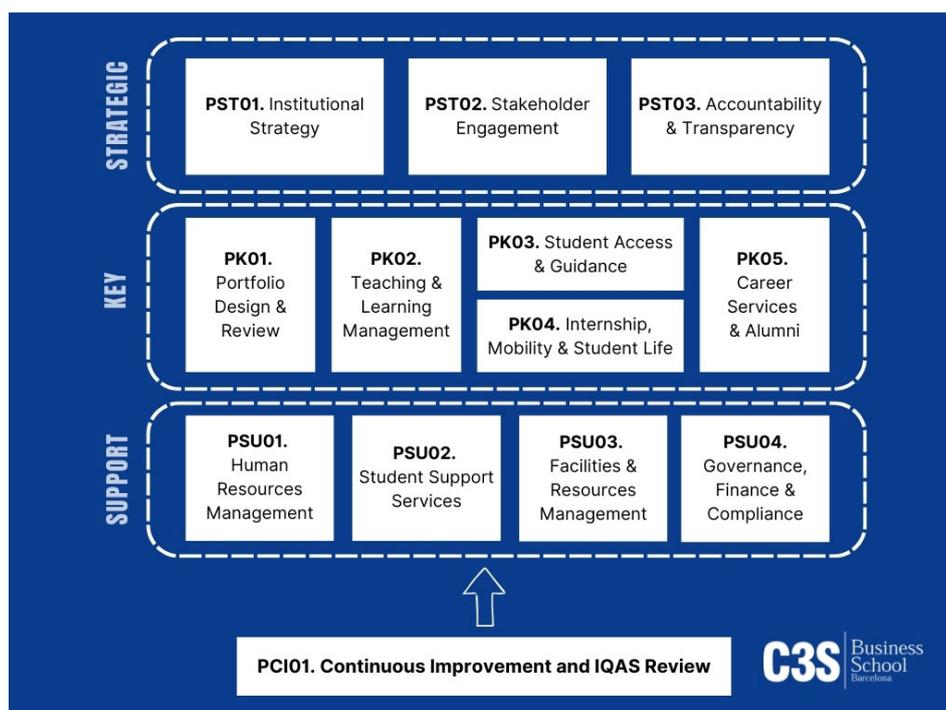
- Process Map
- Quality Policy
- Quality Manual (this document)
- Procedures Manual
- Quality Indicators Catalogue
- Annual Follow up Reports
- Satisfaction Survey System

This documentation ensures consistency, transparency, and traceability of quality-related actions.

5.2. Processes Map and IQAS Development

The Internal Quality Assurance System (IQAS) of C3S Business School is structured around a coherent and integrated process map that organises institutional activity into three categories: Strategic Processes, Key Academic Processes, and Support Processes. These processes interact systemically to ensure quality, continuous improvement, and alignment with institutional goals, stakeholder expectations, and external requirements.

The process map is designed to ensure that quality assurance is embedded throughout the entire student lifecycle, from strategic planning to program delivery, student support, and institutional operations. At the core of the system lies PCI01: Continuous Improvement and IQAS Review, which ensures the regular monitoring, evaluation, and enhancement of all processes.



Strategic Processes (PST)

These processes guide the long-term direction, positioning, and accountability of the institution. They ensure that C3S acts in alignment with its mission, anticipates stakeholder needs, and maintains transparency and institutional coherence.

- **PST01. Institutional Strategy:** This process defines the School's strategic priorities, long-term objectives, and development plans. It includes periodic analysis of the internal and external environment, definition of strategic lines of action, and annual planning. Results from academic and support processes feed back into this process to ensure evidence-based decision-making.
- **PST02. Stakeholder Engagement:** This process establishes mechanisms to identify, understand, and respond to the expectations of internal and external stakeholders, including students, faculty, alumni, employers, and academic partners. Engagement tools include surveys, consultation forums, meetings with industry partners, and participation in governance bodies where appropriate.
- **PST03. Accountability & Transparency:** This process ensures that C3S meets its obligations for public information, reporting, and documentation. It includes the publication of program information, performance indicators, quality results, and compliance reports for accrediting agencies and awarding bodies. Transparency supports informed decision-making for prospective students and reinforces institutional credibility.

Key Academic Processes (PK)

These processes form the core of the academic mission of C3S Business School. They directly affect learning quality, program relevance, student experience, mobility and employability outcomes.

- **PK01. Portfolio Design & Review:** This process includes the design, validation, modification and continuous review of the academic program offer. It ensures that programs are aligned with market needs, employer expectations, academic standards, and partner requirements. Reviews rely on data from student performance, satisfaction surveys, labour market trends, and feedback from alumni and employers.
- **PK02. Teaching & Learning Management:** This process oversees the organisation and delivery of teaching activities. It includes assignment of faculty, methodological guidelines, classroom scheduling, monitoring of teaching quality, and ensuring the coherence of learning experiences in both on-campus and online modalities. Faculty support and professional development also form a key component of this process.
- **PK03. Student Access & Guidance:** This process covers student recruitment, admissions, onboarding, orientation, and ongoing academic guidance. It ensures that students understand program expectations, receive adequate advising, and have access to services that support their academic progression and personal wellbeing.
- **PK04. Internship, Mobility & Student Life:** This process involves the coordination of internships, mobility opportunities, and student life activities. It ensures that students gain meaningful industry exposure and develop transversal competencies. It also encompasses the management of extracurricular activities, cultural integration for international students, and global mobility pathways when available.

- **PK05. Career Services & Alumni:** This process focuses on employability, career development, and alumni engagement. It includes job-seeking workshops, CV and interview support, employer networking, alumni follow-up, collection of employability data, and maintaining relations with companies that host interns or hire graduates.

Support Processes (PSU)

These processes ensure that the institution operates efficiently, and that students, faculty, and staff receive the resources necessary to achieve academic success.

- **PSU01. Human Resources Management:** This process encompasses recruitment, selection, evaluation, and development of academic and administrative staff. It ensures that personnel have the qualifications, training, and resources needed to fulfil their roles in accordance with institutional standards and partner requirements.
- **PSU02. Student Support Services:** This process includes academic and administrative support, wellbeing services, visa and documentation assistance for international students, and coordination of daily student needs. It ensures an inclusive, safe, and supportive learning environment.
- **PSU03. Facilities & Resources Management:** This process manages the School's physical infrastructure, classrooms, IT systems, online learning platforms, and learning resources. It guarantees that facilities are adequate, accessible, safe, and aligned with the needs of modern teaching and learning.
- **PSU04. Governance, Finance & Compliance:** This process ensures responsible financial management, legal compliance, data protection, and alignment with institutional policies and external regulatory frameworks. It also supports the operation of governance bodies and guarantees ethical and transparent administrative practices.

PCI01. Continuous Improvement and IQAS Review

At the centre of the IQAS is the continuous improvement process, which coordinates the planning, monitoring, assessment, and enhancement of all strategic, academic, and support processes.

This process ensures that:

- Performance indicators are systematically monitored.
- Surveys and evaluations (students, faculty, alumni, employers) are periodically conducted.
- Program reviews are evidence-based and documented.
- Improvement plans are designed, implemented, and assessed.
- All processes are updated according to lessons learned.
- The IQAS itself is periodically reviewed for effectiveness and alignment with institutional needs and AQU standards.

The cycle Plan - Implement - Evaluate - Improve is applied across all processes to guarantee academic rigor, service quality, and institutional accountability.