

EADA Tutorial Orientation and Action Plan

MASTER UNIVERSITARIO EN GESTIÓN EMPRESARIAL (MUGE)

In accordance with legal requirements and in order to foster good practice, for those academic programmes which are officially accredited (i.e., those programmes which lead to the award of the degree of *Master Universitario en Gestión Empresarial*), EADA has developed a Tutorial Orientation and Action Plan, which was approved by the EADA Academic Committee on 27th November 2017 and by the EADA Executive Board on 20th December 2017.

This new plan is based on the POAT (*Pla d'Orientació i Acció Tutorial*) of the *Universitat de Vic – Universitat Central de Catalunya*, and allows the institution to better meet the needs of the increasingly diverse body of students, whilst fostering greater coordination in the improvement of teaching and learning as well as in the early detection, care and referral of situations that can negatively interfere with these processes and with the personal and professional development of the students.

There are a number of different tutorial roles which the Tutorial Action and Orientation Plan must address, in terms of the evolving needs of the participants from the moment they initially contact EADA to the development of a potentially life-long relationship once they become alumni.

Thus, we can differentiate seven different tutorial functions which are being developed in EADA:

- 1) Guide prospective participants in their choice of program and specialism, based on their personal and / or professional interests, in order to ensure it meets their needs.
- 2) Advise and support new participants in their adaptation to EADA's practical and case-based methodology of study, clarifying doubts about academic processes and providing support in times of difficulty, continuously monitoring the progress of students during their time in EADA.
- 3) Follow-up participants throughout their degree, providing general academic support and guiding them, especially in the final stages of the programme.
- 4) Providing specialised career guidance to participants who need it.
- 5) Providing personalised attention to people with special needs that require curricular adaptations to continue their studies.
- 6) Providing social and psychological support to students who need it, especially wherever there is significant cultural and geographical distance.
- 7) Helping and supporting graduates throughout their career, through knowledge and expertise, providing guidance in the job market or in executive education.

For purposes of clarity, these actions and their objectives are listed in this chronological order, as taking place before the participant's arrival, during their presence in EADA, and after the programme is successfully completed.

PRE-PROGRAMME ACTIVITIES

1. Information on the degree programme and former participants. (Function 1)

Through the EADA website, information is provided to future participants on the structure and contents of the programme, as well as on the dynamics of the programme and the career progression of a number of successful alumni, to provide prospective participants with a better understanding of what to expect. Information is also provided on the services provided by the school to facilitate their arrival, ensure they have an enjoyable stay, and work with them for a successful career.

2. Initial interview with programme coordinator. (Functions 1, 5)

All participants undergo an interview with the coordinator of the specialisation which they are initially interested in pursuing, to evaluate their profile and adequacy to the programme, but also to ensure that the specialisation which is chosen is the most adequate to their professional expectations. This occasion is also a useful way for the School to get an initial idea of the specific requirements which a participant may have during their stay in the School.

3. Early access to EADA Virtual Campus. (Function 2)

Once a participant has formalised their registration they are provided with an early access to the Virtual Campus. This allows them to begin exploring and making use of some of the services provided by the School (including community care and other services of information, support and attention to participants).

IN-PROGRAMME ACTIVITIES

1. Reception and early orientation. (Functions 2, 5, 6)

Upon arrival in EADA all participants are given an introductory session in which they are provided with further information on the institution, pedagogy, structure of the programme/specialism, library and information systems, career services and extracurricular activities. This session also includes an “icebreaker” activity that is designed for participants to begin knowing each other, facilitating social interaction and activities beyond the classroom.

2. Academic monitoring through specific subjects. (Functions 3, 5, 6)

Each subject teacher monitors the different students to ensure the correct development and attainment of the contents, learning goals and objectives. If he/she detects that a student is not regularly attending the sessions, or that their performance in class is not up to the regular standards, he/she informs one of the Programme Coordinators so that the participant can be contacted and interviewed in order to identify the issues behind this situation and plan and put into motion any action required.

3. Academic and Personal Orientation. **(Functions 3, 5, 6)**

Each participant will meet individually with the Programme Coordinator at least twice each year, to talk about the integral development of the participant as a person, facilitating knowledge of him/herself in terms of aptitudes, personality and areas of interest, contributing to the development of their judgment and personal confidence. Issues relating to the expectations and development of the programme can also be discussed here.

4. Career Services and Professional Orientation. **(Functions 4, 7)**

All participants have access to the services of the Career Services Office and the services of a personal career advisor, providing support for CV writing, interview preparation, development of their personal brand, etc. The Career Services also offers a diverse suite of recruitment services based on the idea that one-does-not-fit-all, integrating online and in-person resources to make the correct choice.

5. Final Project Tutorships. **(Function 3)**

The preparation of the final project for a Master degree is an important stage in the formative trajectory of the student. For this reason, the orientation activities in this regard aim to facilitate this academic process and guarantee the maximum use of it by the student.

POST-PROGRAMME ACTIVITIES

1. EADA Career Services **(Function 7)**

The EADA Career Service is available also as a support service for former students and Alumni in order to assist them in the development and furthering of their professional careers.

2. EADA Alumni **(Functions 6, 7)**

All participants in EADA programmes have access to the benefits of the EADA Alumni network. This network provides a variety of benefits and services that help alumni maintain connections to their educational institution and fellow graduates, by organising social events, publishing newsletters, and raising funds to continue developing the institution's network and reach. Additionally, the network supports recent graduates and provides a forum to form new friendships and business relationships with people of similar background.

	<i>Function 1</i>	<i>Function 2</i>	<i>Function 3</i>	<i>Function 4</i>	<i>Function 5</i>	<i>Function 6</i>	<i>Function 7</i>
POAT-PRE1	X						
POAT-PRE2	X						
POAT-PRE3		X			X		
POAT-PRO1		X			X	X	
POAT-PRO2			X		X	X	
POAT-PRO3			X		X	X	
POAT-PRO4				X			X
POAT-PRO5			X				
POAT-POS1							X
POAT-POS2						X	X