FINAL CERTIFICATION REPORT

Master in Business Administration

Resolution:	**REVIEW**
Score:	**64.58**
Report date:	**10/07/2026**

As established by the **CUALIFICAM** procedure, we remind you that:

You can make **ALEGACIONES SUPPORTED BY EVIDENCE** if you **DO NOT AGREE** with one or more of the assessments reflected in the Certification Report. You have **10 business days** to do so after receiving it and the subsequent Certification Report will be definitive.

In the event that the Program has received an opinion **IN REVIEW**, the Center must present and communicate an **IMPROVEMENT PLAN** related to the aspects evaluated unfavorably. You will have **20 business days** once the 10 day period for allegations has ended.

The **FINAL CERTIFICATION REPORT** may result in:

- **FAVORABLE**

  The Certificate will have a **VALIDITY OF SIX YEARS** after passing a **MONITORING process AFTER THREE YEARS.** .

- **UNFAVORABLE**

  NO TRACKING IS DONE. The Program may submit a new certification request after resolving the identified weaknesses.

- **UNDER REVIEW (REVISION)**

  The Program must resolve the aspects evaluated unfavorably before undergoing an **EXTRAORDINARY MONITORING PROCESS ONE YEAR**, at most, after receiving the Certification Report or sooner if the improvement plans are correctly implemented. If the result of the **EXTRAORDINARY MONITORING PROCESS** is **FAVORABLE** E, it will lead to the issuance of the certificate with a validity of six years under the same conditions described in the case of a "Favourable" opinion, that is, with monitoring after three years. If the result is **UNFAVORABLE**, it will mean **NO** certification.

However, if you have any questions about your **CERTIFICATION REPORT**, contact the **CUALIFICAM** coordinator.

Strengths, weaknesses and proposals for improvement:

Strengths

An online learning platform equipped with all the necessary features to enable students to access all administrative procedures and course-related information

A management teaching team with the appropriate qualifications and extensive professional experience.

Commitment to several Sustainable Development Goals through actions and policies related to student wellbeing, quality education and sustainability.

Weaknesses

Inconsistencies in the number of credits awarded for the programme.

Work placements are insuEiciently integrated into the academic structure of the programme.

Lack of clarity regarding the roles and responsibilities of tutors and academic coaches.

InsuEicient information on the monitoring and assessment of work placements.

Poor information on the website.

Recommendations for improvement

It is recommended that a list of companies, institutions and other centres with which the ESE has partnerships and agreements for work placements be published on the website.

It is recommended that the transparency portal on the website be expanded.

It is strongly recommended that the processes associated with external placements be systematised.

It is recommended that the teaching staE, CVs and subject(s) taught on each programme be published on the website.

It is recommended that the profile and role of academic tutors be clearly identified.

It is recommended that the profile and role of the academic coach be clearly identified.

It is recommended that the information on the programmes on the website be improved.

Dimension 1: Program Design

Subdimension 1.1: Entry and exit profile

Score: 8.000

The admission profile is clearly defined and publicly available on the programme website. The entry requirements include both access through a university degree or equivalent qualification and access through accredited professional experience of at least three years in positions with competencies equivalent to graduate level. The defined admission routes are coherent with the academic level and professional orientation of the MBA programme. Those entry requirements were confirmed during the audience with the management team. Since it has been confirmed that students can enroll in the master's program without a prior bachelor's degree, provided they can demonstrate at least three years of professional management experience, it is recommended that the admission requirements remain consistent with the academic level of a master's program.

The admission profiles are consistent with the intended learning outcomes and with the graduate profile of the programme. The combination of prior academic qualifications and relevant professional experience is appropriate for an MBA focused on strategic management, leadership and business development competencies. The admission criteria support the achievement of the expected professional and academic outcomes of the programme.

The programme defines and publishes a clear graduate profile on its website, including the main professional opportunities, competencies and managerial skills expected at the end of the programme. The documentation describes the professional orientation of the MBA and identifies relevant areas such as senior management, entrepreneurship, consulting and business development. The intended knowledge and professional capabilities are aligned with the objectives of the programme.

The graduate profile is appropriate and coherent with the learning outcomes defined for the programme. The MBA is focused on developing strategic and also entrepreneurial competencies that are consistent with the professional positions described in the graduate profile, including senior management, consulting and business development roles. The information published in the Cualificam platform provides clear connection between the programme objectives, the intended competencies and the expected professional outcomes.

Subdimension 1.2: Program design coherence

Score: 0.000

The overall design of the programme is coherent with the admission profile and the intended graduate profile. The structure of the MBA and its orientation are aligned with the expected learning outcomes and professional competencies. However, some inconsistencies were identified in the documentation published on the Cualificam platform, particularly regarding the total ECTS distribution, the integration of internships on the program and the completeness of some academic information. These aspects were specifically addressed during the meeting with the ESE´s management team. These aspects should be reviewed to ensure full consistency between the programme structure, workload distribution and published learning outcomes.

Subdimension 1.3: Alliances and cooperation

Score: 0.667

The programme provides evidence of collaboration agreements with companies and institutions that support the development of professional internships aligned with the objectives of the MBA. The information available through the Cualificam platform shows the existence of institutional partnerships and international collaborations that may facilitate student's professional exposure and practical experience. However, the meeting with the management team clearly demonstrated that mandatory internships are not formally integrated, managed and assessed within the academic structure of the programme.

The programme has established a network of relationships and collaborations with companies, partner institutions and other ESE campuses that contribute to the student experience and support key programme activities, particularly internships, employability and international mobility opportunities. The documentation reviewed and the explanations provided during the online audience demonstrate that these collaborations are actively used to

facilitate internship placements, professional networking opportunities and engagement with external stakeholders. The panel also noted the role of the alumni network and the cooperation between campuses in supporting student development. While the impact of individual partnerships is not systematically evidenced, the programme demonstrates a substantial level of engagement with external organisations for the benefit of its stakeholders.

Subdimension 1.4: Ethics, Social Responsibility and Sustainability

Score: 1.333

The programme has defined and implemented a formal process for the management of suggestions, complaints and claims, which is accessible through the official Qualificam portal. The procedure includes a clearly defined workflow, responsibilities, records, communication channels and resolution stages, providing an appropriate mechanism for collecting and managing stakeholder feedback. Nevertheless, no indicators or monitoring data were provided regarding the operation of the process, which limits the assessment of its effectiveness and the systematic use of the information obtained for continuous improvement.

ESE provides a transparency portal through the Qualificam platform, making available information related to the programme structure, procedures and quality management system. This contributes to transparency and facilitates access to relevant information for students and other stakeholders. However, the evidence reviewed does not fully demonstrate the publication of programme results, performance indicators or analysed outcomes that would allow a comprehensive assessment of how the programme reports its main achievements and results to stakeholders and society.

The programme demonstrates awareness of the priorities of the EES Area through its commitments to quality education, internationalisation, student support, sustainability and digital development. The information available reflects alignment with several of the strategic priorities established in the European framework for education and training 2021 2030. However, the evidence reviewed does not fully demonstrate a systematic process for identifying and analysing opportunities and threats arising from changes in the EES, nor how such analyses are formally integrated into the programmes strategic planning and decision making processes. Therefore, there is no clear evidence of a systematic process to analyse emerging challenges or to integrate these insights into strategic decision-making.

The programme demonstrates a commitment to several Sustainable Development Goals through actions and policies related to student wellbeing, quality education and sustainability. The information provided includes initiatives that promote a safe and supportive learning environment, access to education and lifelong learning opportunities, as well as commitments related to environmental awareness and sustainable practices.

Dimension 2: Academic and Administrative Resources and Processes

Subdimension 2.1: Website and Virtual Campus

Score: 6.833

Cualificam website is not easily accessible from the programme's own website https://www.ese.ac.uk/about-ese/accreditations-partnerships and this difficult prospective students and other stakeholders to access the information required within the Cualificam framework, including transparency information, procedures, indicators and programme documentation.

In addition, relevant inconsistencies were identified between the information published on the programme website and the documentation available on the official Cualifiam platform. In particular, differences were detected in the description of subjects and in the visibility and definition of professional internships within the programme structure as previously has been explained. These inconsistencies reduce the transparency and coherence of the information provided to prospective students and other stakeholders. The programme should ensure full alignment between all official information channels. CP

Following the review of the documentation provided and the demonstration conducted during the online audience, the panel was able to verify that the virtual learning environment is fully operational and constitutes the central platform supporting the delivery of the programme. The platform provides students with access to

learning materials, module specifications, academic regulations, library resources, internship documentation, assessment activities, attendance records, feedback reports and institutional communications. During the online audience, the institution demonstrated the mechanisms used to manage user access, monitor student participation, communicate with students, provide assessment feedback and support the overall learning process. The platform also supports a variety of teaching, learning and assessment methods and enables continuous monitoring of student engagement and academic progress. The evidence reviewed indicates that the virtual campus is effectively embedded within the academic model of the programme and provides students with reliable access to the resources and information required throughout their studies. Based on the documentation reviewed and the explanations provided during the online audience, the criterion is considered to be fully met.

Subdimension 2.2: Academic and administrative processes

Score: 10.999

The programme has defined an admission process that includes the main stages required for student access, such as admission requirements, submission of documentation, communication procedures and enrolment guidance. The admission criteria are publicly available and are generally coherent with the professional and academic orientation of the MBA. However, the documentation reviewed does not provide sufficient evidence regarding the monitoring, measurement and systematic evaluation of the implementation of the admission process through indicators or management dashboards. It would therefore be important to provide this information in order to properly assess the effectiveness and robustness of the admission process

The programme has defined and implemented a formal enrolment process that establishes the stages, requirements and actions necessary for students to complete their registration. The documentation reviewed describes the enrolment workflow and provides the information required for applicants to progress through the process. Nevertheless, no indicators or dashboard evidence were provided to demonstrate the monitoring, control and periodic review of the process, which limits the assessment of its operational performance and effectiveness.

The programme has defined a credit recognition process that is publicly available before enrolment and generally aligned with the admission and academic management procedures of the MBA. The documentation reviewed describes the main recognition pathways and establishes criteria related to professional experience and previous academic studies. However, the evidence provided does not allow a complete evaluation of the implementation, monitoring and performance of this process, as the management dashboard does not contain operational indicators or measurable results related to credit recognition activities.

The programme has established a credit recognition framework generally aligned with the typologies and conditions defined in the Guide, including recognition based on professional experience and previous postgraduate studies. The documentation describes the main criteria, limitations and documentary requirements applicable to the recognition process. However, the effective implementation, consistency and monitoring of these recognitions cannot be verified because the management dashboard does not provide operational indicators, records or measurable evidence related to recognition requests and resolutions. Thus, while the programme has defined a credit recognition framework consistent with the established guidelines, the lack of evidence on process indicators and monitoring data makes it difficult to fully evaluate its effective implementation and consistency.

The programme has defined and communicated a student record management process that integrates academic and administrative procedures, including the conditions applicable to temporary suspension and definitive withdrawal of students. The documentation reviewed suggests the existence of an organised administrative framework supporting student management throughout the academic lifecycle. However, the effective implementation, monitoring and performance of this process cannot be fully verified because the management dashboard does not provide operational indicators or measurable evidence related to student record management activities.

The programme has defined a process for the management and formal approval of academic records, including the timely signature and validation of grade reports. The documentation reviewed suggests the existence of an established academic administration procedure supporting the management of assessment records. However, the implementation and monitoring of this process cannot be fully verified because the management dashboard does not provide operational indicators or measurable evidence regarding processing times, compliance levels or quality control of academic records.

The programme has defined a process for the issuance and management of academic certificates, including the formal validation and signature procedures required for their delivery. The documentation reviewed suggests the existence of an organised administrative framework supporting the certification process. However, the implementation, monitoring and efficiency of this procedure cannot be fully verified because the management dashboard does not provide operational indicators or measurable evidence related to certificate issuance times, compliance monitoring or quality control activities.

The programme has defined a process for the issuance of academic titles, including the procedures needed to manage and deliver the final qualifications. The documentation reviewed suggests that the institution has an organised administrative process for this activity. However, the implementation and monitoring of the process cannot be fully evaluated because the management dashboard does not include indicators or measurable data related to title issuance times, process control or service performance.

The programme has defined and implemented an annual review process to evaluate the effectiveness of the management system, the design of the programme and its academic results. The documentation reviewed includes evidence of review and improvement activities, with identified actions, responsibilities and follow-up measures. The programme shows a structured approach to continuous improvement and periodic revision of the academic model. Thus, the process is clearly planned and implemented.

Dimension 3: Teaching Staff and Training Program

Subdimension 3.1: Teaching Staff

Score: 6.666

The institution has demonstrated that faculty recruitment and assignment are based on academic qualifications, professional experience and alignment with the learning objectives of the programme. During the online audience, the School explained the processes used to select, evaluate and monitor faculty performance, including interviews, mock teaching sessions, student feedback and academic oversight mechanisms. The panel was also informed that the teaching staff involved in the programme generally possess significant professional experience and that the institution aims to allocate senior faculty members to postgraduate programmes. However, the evidence reviewed does not provide a sufficiently detailed breakdown of the teaching team, including years of relevant professional experience, individual senior or junior classification and verification that at least 60% of the faculty meet the CUALIFICAM definition of senior faculty. While the explanations provided during the online audience are consistent with the expected profile of faculty teaching on a professional master's programme, no additional documentary evidence was available to fully verify compliance with all requirements of the criterion.

The programme director and academic coordinators appear to have profiles and professional experience consistent with the academic and professional orientation of the MBA. The information available on the CUALIFICAM platform shows management staff with international academic responsibilities and experience related to business education and programme coordination. The leadership structure is coherent with the objectives and professional profile of the programme.

ESE has described a structured process for the recruitment, selection and monitoring of faculty members. During the online audience, ESE explained that teaching staff are selected on the basis of their academic qualifications, professional background and previous teaching performance. The panel also received evidence of ongoing monitoring through student feedback, module evaluations and academic oversight processes. However, the evidence reviewed does not provide a sufficiently detailed and verifiable analysis of the proportion of faculty members with accredited teaching experience in this or similar programmes. While the information available suggests that a significant proportion of the teaching team has previous teaching experience, the percentage within the criteria cannot be fully verified. Therefore, only partial compliance can be confirmed.

ESE demonstrated during the online audience that student feedback is systematically collected through formal and informal mechanisms and that teaching performance is reviewed by programme management. The School explained that student evaluations are used as one of the main tools for monitoring teaching quality and informing decisions regarding faculty assignments. However, the evidence reviewed does not provide sufficiently detailed information regarding recent teaching evaluation results for the faculty involved in the programme, nor does it allow verification that the majority of teaching staff have achieved favourable evaluations above the

threshold established in the criterion during the last five years. Therefore, incomplete subject–faculty allocation limits the ability to verify whether most staff meet the required evaluation thresholds.

Subdimension 3.2: Academic tutors, coaches, counselors and other support staff

Score: 3.333

The programme provides evidence of academic tutoring and support structures for students throughout the MBA. The available documentation suggests that tutors have academic or professional profiles related to the subjects and responsibilities assigned to them. The tutoring system appears adequate to support students in their academic activities, including guidance related to final projects and practical activities.

The programme appears to have support staff and academic assistance structures that are appropriate for the student support activities linked to the programme. The available documentation suggests the existence of coordination, guidance and student support functions related to academic follow-up, communication and practical activities. The profiles and functions described are generally coherent with the support needs of the programme.

Subdimension 3.3: Academic assignment

Score: 2.000

ESE has demonstrated the existence of a structured process for planning, assigning and monitoring academic responsibilities across the different functions involved in programme delivery. During the online audience, the institution explained how faculty members are selected and allocated according to their academic qualifications, professional expertise and alignment with module requirements. The School also described the role of programme directors, academic coordinators, internship coordinators and campus management staff in supporting programme delivery and student progression. The evidence reviewed indicates that academic responsibilities are managed and reviewed through faculty monitoring processes, student feedback mechanisms and regular academic oversight. While a comprehensive documentary overview of all academic assignments and support roles was not available for verification, the explanations provided during the online audience demonstrate a substantial level of coordination between programme needs, student support requirements and the profiles of the academic staff involved.

Subdimension 3.4: Training plan

Score: 7.417

The evidence reviewed demonstrates that the programme is structured in accordance with the expectations associated with a master's level qualification within the EHE Area. The programme clearly defines the graduate profile, qualification level, intended professional outcomes and overall learning objectives of the programme. The panel was able to verify that module specifications include defined learning outcomes covering knowledge, skills and competencies, together with corresponding teaching and assessment arrangements. The programme combines advanced disciplinary knowledge, applied professional development, which is consistent with the expectations associated with MECES 3 qualifications. Thus, based on the documentation reviewed and the explanations provided during the online audience, the academic design of the programme demonstrates an appropriate alignment with the qualification requirements and the criteria is therefore considered fully met.

The programme has demonstrated that module specifications, dissertation guidance and internship documentation are available and communicated through the programme's information systems and the virtual learning environment. During the online audience, the panel was able to verify the availability of module syllabus, learning outcomes, assessment criteria, weekly learning activities, academic resources and supporting documentation through the virtual campus. The evidence reviewed also confirms that students have access to updated academic information throughout their studies and that programme documentation is integrated into the learning environment used to support teaching, learning and assessment activities. The Programme Specification, module documentation and virtual campus resources provide a coherent framework through which students can access the information required for their academic progression. Based on the documentation reviewed and the explanations provided during the online audience, it was possible to verify that the programme

updates and communicates the academic documentation through the channels available to students and that the criterion is fully met.

The evidence reviewed demonstrates that module specifications provide a coherent alignment between learning outcomes, teaching and learning activities, and assessment methods. During the online audience, the panel was able to verify examples of module syllabus available through the virtual campus, including intended learning outcomes, assessment criteria, weekly learning activities, module content and supporting academic resources. The documentation reviewed shows that learning outcomes are clearly defined and that assessment activities are designed to evaluate the knowledge, competencies and skills expected from students. Similarly, teaching and learning activities are structured to support the achievement of those learning outcomes and prepare students for the corresponding assessment tasks. The module documentation also identifies the academic staff responsible for delivery and provides students with a clear framework for their learning journey. Therefore, evidence reviewed, including materials available in the virtual campus, confirms that syllabi define learning outcomes, assessment criteria, and structured learning activities. Assessment tasks are designed to evaluate the expected knowledge, skills, and competencies, while teaching activities support the achievement of these outcomes. Overall, the documentation provides a coherent framework linking learning, teaching, and assessment. However to improve the clarity and transparency of the syllabus, it is necessary to include the estimated student workload for each learning activity (e.g., lectures, seminars, independent study, assignments, group work, and assessment tasks). Providing an estimate of the time students are expected to dedicate to each activity will help them plan their workload effectively and ensure alignment with the overall expected learning effort for the course.

The programme has demonstrated the existence of several academic support mechanisms involving lecturers, programme coordinators, advisors and campus management staff. During the online audience, the institution explained how students are able to contact academic staff and receive guidance throughout their studies, and examples of module documentation identifying the responsible faculty members were reviewed. The evidence available indicates that academic support is provided and that students have access to the academic staff involved in programme delivery. The panel also observed that communication channels are integrated within the virtual learning environment and are used to support student engagement and progression. Although the evidence reviewed does not allow full verification of the publication, monitoring and control of individual office hours for all teaching staff, the programme demonstrates a substantial level of implementation of academic tutoring and student support arrangements.

Moreover, the programme has demonstrated the existence of a structured student support framework through which students have access to academic advisors, programme coordinators, campus management staff and other support personnel responsible for monitoring student progression and providing guidance when required. During the online audience, ESE explained that students are assigned dedicated points of contact from the beginning of their studies and that individual support is available throughout the academic journey. The evidence reviewed indicates that students can access personalised guidance, receive support in relation to academic progression, internships and dissertation development, and raise concerns through established communication channels. The support structure is integrated within the student experience and is designed to facilitate timely intervention whenever additional guidance or assistance is required. Based on the documentation reviewed and the explanations provided during the online audience, the panel was able to verify that the programme provides students with effective access to educational support personnel responsible for monitoring progress and providing assistance when necessary. Therefore, the evidence highlights the effective integration of support services into the student experience and the presence of appropriate communication channels, showing not only formal structures but also their practical implementation, which justifies the conclusion of full compliance.

During the online audience, the panel was able to review examples of modules available within the virtual learning environment and verify the availability of teaching and learning materials provided to students. The platform includes module specifications, handouts, worksheets, supporting documentation, learning resources, assessment guidance and additional academic materials relevant to each module. The evidence reviewed demonstrates that students have direct access to the resources required to support their learning activities and achieve the intended learning outcomes of the programme. The materials are integrated within the virtual campus and are organised in a manner that facilitates access throughout the academic journey. Based on the documentation reviewed and the demonstration provided during the online audience, I have been able to verify that the programme makes the necessary teaching materials available to students through the virtual learning

environment and that these resources are accessible and aligned with the educational objectives of the programme. Therefore, the criteria is considered fully met.

The programme has established and communicates a comprehensive academic calendar covering teaching periods, assessment activities, revision weeks, dissertation deadlines, internship milestones and retake examinations. The calendar provides students with a clear overview of the academic year and helps coordinate learning activities, assessments and key programme requirements. From the evidence reviewed, the panel was able to verify that the academic schedule is formally planned and communicated, supporting the achievement of the intended learning outcomes and helping to avoid overlaps or duplication of activities. Therefore, the panel verified that the programme has a well-defined and clearly communicated academic calendar, which appears coherent and supports effective planning and coordination of teaching, assessment, and key academic activities

Subdimension 3.5: Practical dimension and professional orientation

Score: 3.333

The programme has demonstrated the existence of an operational internship management process that includes personalised placement support, student guidance, company engagement, internship monitoring and employer evaluation. During the online audience, ESE explained the role of the Internship Office, the procedures used to identify and allocate internship opportunities, the involvement of both institutional and company supervisors, and the use of an internship portfolio to document the student experience. The evidence reviewed confirms that internships constitute a meaningful component of the student journey and that students receive structured support throughout the placement process. However, the panel was not able to fully verify all elements required by the criteria, including comprehensive evidence regarding the internship pool structure, the allocation mechanisms, the number of placements available by organisation, and the systematic use of the documentation and reporting framework referred to in the criteria. While the implementation of internships has been evidenced and appears to be managed, only partial compliance can be confirmed on the basis of the evidence reviewed and the explanations provided during the online audience.

The programme has demonstrated the existence of internship activities and has provided additional explanations during the online audience regarding the organisation, supervision and monitoring of professional placements. However, the evidence reviewed does not allow the panel to verify that the compulsory internships are fully integrated within the academic framework of the programme and aligned with the intended learning outcomes through a coherent assessment structure. In particular, the documentation reviewed contains inconsistencies regarding the status of the internship component, which is described as optional in some programme documentation, whereas during the online audience the institution confirmed that internships are mandatory for progression to the dissertation stage. Furthermore, internships do not carry academic credit and are assessed exclusively on a pass-fail basis. These elements make it difficult to verify the academic weight, learning outcomes alignment and assessment coherence expected from a compulsory internship component within a master's level programme. The panel has also not been able to verify sufficient evidence demonstrating a clear alignment between the internship guide, the learning outcomes, the assessment criteria and the evaluation reports completed by internal and external supervisors. While internship opportunities are clearly available and operationally managed, the evidence provided is insufficient to demonstrate compliance with all elements required by the criteria. Therefore, the criterion is considered not met.

During the online audience, the institution explained that internship opportunities are identified and managed through a highly personalised approach, with the Internship Office working individually with students to identify placements aligned with their interests, professional objectives and profiles. The panel was also informed that internship opportunities may be sourced through employer networks, alumni contacts and collaborations across different ESE campuses. However, the evidence reviewed does not allow verification that students are systematically informed of the internship agreements available, the number of places offered by each organisation, the allocation criteria or the formal procedures governing the assignment of compulsory internships. The internship model appears to rely on individual placement arrangements rather than on a documented and transparent internship pool structure. Thus, the available evidence does not allow verification of key elements required by the criteria, such as the systematic communication of available internship agreements, the number of placements per organisation, or the formal criteria and procedures governing allocation. This lack of documented and transparent processes limits the ability to confirm that all students are equally informed and that placements

are assigned in a consistent and verifiable manner. Therefore, despite the strengths of the personalised support approach, the absence of sufficient structured evidence justifies the conclusion that the criterion is not met.

The programme has defined and implemented a structured JE process that includes the management of employment opportunities, employer engagement, application support and the maintenance of job opportunity records. The documentation reviewed describes the workflow, responsibilities and indicators associated with the process, while the evidence provided includes a current portfolio of employment and internship opportunities across a wide range of sectors and organisations. The evidences provided demonstrate that students have access to employment opportunities through a structured and operational system that combines formal procedures with personalised support from the Internship Department.

The programme has defined a Professional Network process that includes students, alumni, faculty members and collaborating organisations, with the objective of promoting networking, collaboration and professional development opportunities. The documentation reviewed describes a structured framework that includes activities such as alumni seminars, guest lectures, mentoring programmes, networking events, job fairs and industry visits, together with defined responsibilities, records and communication channels. Hovewer, there is a limited evidence of its actual operation and impact.

The programme has defined and implemented a structured PO process aimed at supporting students in their career development and employability. The documentation reviewed includes individual and group guidance activities, personalised career development plans, workshops, networking events and career counselling services, together with defined records, responsibilities and monitoring indicators. Based on the evidence provided, I have been able to verify that professional guidance is formally integrated into the programme and supported by a structured process that promotes students' professional development and career planning.

The programme also organises professional orientation and employability activities aimed at supporting students in their transition to the labour market. The evidence reviewed includes a career week involving workshops, masterclasses, and onsite and online interviews with organisations from a wide range of professional sectors. In addition, the documentation describes regular company visits and employability activities. Based on the evidence provided, the panel was able to verify that the programme actively promotes professional orientation and employability through recurring initiatives that facilitate direct engagement with employers and industry professionals.

Dimension 4: Results

Subdimension 4.1: Academic results

Score: 5.333

The programme has demonstrated the existence of a structured process for reviewing academic performance and monitoring programme outcomes. The documentation reviewed includes annual programme monitoring reports, academic review processes and quality assurance mechanisms through which assessment outcomes, module performance and overall programme results are analysed. During the online audience, ESE explained how academic results are reviewed by programme management, programme directors and academic oversight bodies, and how student performance data are used to identify areas for improvement. The panel was also informed that academic outcomes are considered along student feedback and other quality indicators as part of the annual review process. The evidence reviewed demonstrates that the programme analyses academic performance on a regular basis and that programme management is involved in the review of results. However, the panel has not been able to verify with the same detail the systematic analysis of all components referred to in the criteria particularly in relation to compulsory internships.

The programme provides evidence that the planned training activities and assessment systems are generally implemented and allow students to achieve the intended learning outcomes. The dissertation samples reviewed show structured assessment procedures, use of evaluation rubrics, presentation evidence, academic supervision and marking processes. However, some inconsistencies remain regarding teaching documentation, faculty assignments, internships and the overall coherence of certain academic components across the programme such as in teaching documentation, faculty assignments, and internships.

Subdimension 4.2: Student satisfaction

Score: 4.000

The programme has defind and implemented processes for monitoring student satisfaction with professors and academic support staff involved in the MBA. The documentation reviewed shows the existence of academic supervision, student follow-up and support mechanisms linked to professors, tutors and programme coordination activities. The overall structure appears coherent with the support and monitoring needs of the programme.

The programme has defined and implemented processes for monitoring student satisfaction with the main elements of the MBA, including the training plan, academic support, virtual learning environment and overall student experience. The documentation reviewed shows the existence of student follow-up, academic supervision and support mechanisms linked to the main components of the programme. The overall structure appears coherent with the monitoring and quality assurance needs of a professional MBA programme.

Subdimension 4.3: Links with Alumni

Score: 1.667

The programme has defined a formal process for monitoring graduate employability, job placement and alumni satisfaction, including responsibilities, records, indicators and mechanisms for continuous improvement. The documentation reviewed establishes a systematic framework for collecting information on employment outcomes and alumni feedback, and includes indicators related to employment, underemployment and graduate loyalty. However, the panel was not able to verify the implementation of this process for the MBA programme through standardised survey results or annual review reports, as no employability or alumni satisfaction data specific to this programme were available at the time of the evaluation. Consequently, the process is clearly defined, but evidence of its full implementation and review remains limited.

Subdimension 4.4: Reputation

Score: 3.000

The programme has defined a formal process for evaluating the satisfaction of companies and institutions hosting students on professional internships. The documentation reviewed includes employer questionnaires, satisfaction reports, monitoring indicators and clearly assigned responsibilities, providing a structured framework for collecting and analysing feedback from collaborating organisations. While the panel was able to verify that the process is formally established and incorporates mechanisms for monitoring employer satisfaction, no completed questionnaires, satisfaction reports or results were provided for review. As a result, the process is clearly defined, although evidence of its implementation remains incomplete.

The programme has established a formal process for evaluating the satisfaction of companies and institutions with employed alumni. The procedure defines objectives, responsibilities, questionnaires, reports and satisfaction indicators, including a specific indicator related to employers' satisfaction with graduates employed by their organisations. The documentation demonstrates that this evaluation activity has been incorporated into the programme's quality assurance framework. However, limited evidence has been provided regarding the implementation of employer surveys for alumni, the results obtained or the analysis of employer feedback. Overall, the process is clearly defined and incorporated into the system, although evidence of its practical application could be more extensive.

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Director of the Madrimasd Knowledge Foundation