



## FINAL CERTIFICATION REPORT

### DIGITAL MASTER BUSINESS ADMINISTRATION (DMBA)

<b>Resolution:</b>	<b>FAVORABLE</b>
<b>Score:</b>	<b>78.83</b>
<b>Date:</b>	<b>19/01/2024</b>

Once the exhaustive review process of the corresponding allegations has been completed and successfully passed, the Certification Commission has decided to grant the Professional Master's Program a favorable opinion.

The validity of the Certificate is six years from the date of issue.

Three years after issuance, the Program will undergo the Monitoring Procedure and, after passing it, three years later it can proceed with the Renewal of the Certification.

The Madrimasd Knowledge Foundation will indicate to the Program the necessary steps in each case.



### **Strengths, weaknesses and proposals for improvement:**

It's recommended to read the report carefully and focus on continually improving those aspects that the commission has determined to be substantially or partially compliant

## Dimensión 1: Diseño del Programa

### Subdimensión 1.1: Perfil de ingreso y de egreso

Puntuación: 6.666

The entry profiles for the Program match with those required by CUALIFICAM: Bachelor's degree or equivalent, accredited professional experience (minimum 3 years of experience in a position with minimum competencies of a Bachelor's degree or equivalent). In this case, the entry profile is not limited to a specific area of knowledge, but due to the typology of the Program and its professional opportunities, all those who meet the access requirements and are interested in business and digital technology skills can access. It should be noted that the program web page (<https://www.isdi.education/en/programs/dmba-digital-master-business-administration>) does not specify the entry profile criteria.

Therefore, the program entry profiles are consistent with the learning outcomes to be achieved and with the graduate profile, although as the program is open to all those interested in seeking digital business and technology skills, it may mean that it does not go so deep as to make it impossible to achieve the professional graduate profiles.

The professional profile/qualification of the graduate is defined, although in a generic way. It is published on the CUALIFICAM website, specifying the knowledge, competencies and skills to be achieved at the end of the training. But not on the Master's website.

This professional profile of the program is aligned with the specified learning outcomes, although taking into account that there is no restriction on the access profile, as it is open to all those interested in seeking digital business and technology skills, the results obtained by the students may not be the same. We recommend that the Master's directors follow up on this situation.

### Subdimensión 1.2: Coherencia de diseño del Programa

Puntuación: 4.000

The design of the program is coherent and in accordance with the objectives pursued, taking into account the competencies, knowledge, skills and type of training activities, with a logical structure from a pedagogical point of view, and with a professionalizing approach.

### Subdimensión 1.3: Alianzas y cooperación

Puntuación: 3.000

The program management arranges the signing of framework agreements so that students can carry out internships and although there are numerous internship agreements with renowned companies (40) that complement student training, no information is provided on the number of students who choose to carry out internships or those who decide to validate them due to their previous experience. This is due to the fact that the process is defined but not implemented.

The school has also defined relationships or alliances with other schools or centers.

### Subdimensión 1.4: Ética, Responsabilidad Social y Sostenibilidad

Puntuación: 2.500

The process of suggestions, complaints and claims is defined and implemented.

The school has published in its transparency portal the quality policy, the commitments with the EHEA and the SDGs and the procedures. It is recommended to complete this information and show internal aspects of the institution and the degree that may be of interest to the different stakeholders and society, such as some activity indicators: applications, admissions, efficiency rates, dropout, graduation, employability ratios, etc

The program has defined its commitment to the EHEA and corresponds to the defined strategic priorities. It is recommended to introduce in the follow-up report or review of the course the aspects of improvement that are implemented in this sense.

Regarding its commitment to the SDGs, the program has established them. It is also recommended to include in the follow-up report or course review the improvement aspects implemented in this regard.

## **Dimensión 2: Recursos y Procesos Académicos y Administrativos**

### **Subdimensión 2.1: Página web y Campus Virtual**

**Puntuación: 11.000**

The official CUALIFICAM website is accessible from the programme's website.

The information appearing on the web is generally consistent with that appearing on the CUALIFICAM web. In spite of this, the information about the program that appears on the center's website is more generic and less detailed than on the CUALIFICAM website. There are some discrepancies to be unified between the program's page and that of CUALIFICAM for a better understanding of the students and candidates. Unifying and clarifying the correspondence between ECTS credits and class hours used to indicate the programme load is important. For a correct convergence towards the European Higher Education Area, it is advisable to use ECTS credits (25 hours of student work) specifying the percentage or number of hours that the learner will be in direct contact with the teacher in classroom activities (face-to-face or synchronous) recommending a minimum of between 20% and 30%, in such a way that 1 ECTS is equivalent to between 5 and 7.5 hours of face-to-face class. In addition, entry profiles should be unambiguous.

The virtual campus is a Canvas LMS managed by a third party, Instructure. The virtual campus is robust, well organised and the system is intuitive. In addition, it has sufficient user documentation and an online help platform. Instructure guarantees reliability, security, scalability and availability.

### **Subdimensión 2.2: Procesos académicos y administrativos**

**Puntuación: 13.333**

The Program has defined and implemented a complete process for the management of student admission applications. It defines that the selection and admission of students to the degree programs will be carried out in accordance with the regulations of the center and the admission profile of each degree program, and this process begins with the first contact of the candidates with the institution until its end. The admission procedure is somewhat generic and profiles with specific knowledge are not specified. The professional opportunities are also somewhat generic and do not require a specific admission profile. There is no information on the website regarding access requirements, the documentation to be provided is specified, but not the requirements (experience, degrees of origin, etc.).

Enrollment is clearly defined in a process that is already in place. Once selected, students must formalize their enrollment within the deadline established after the acceptance communication. Places are assigned in order of enrollment, so those who do not comply with this requirement may lose their place. Failure to register within the established deadline is considered a waiver of the reserved place. This process ensures the formalization and commitment of the admitted students, from the required documentation to the acceptance of the academic and economic conditions of the center.

The Program has defined an implemented a credit recognition management process, although in course 2022-2023 no student has applied to a credit recongnition process.

For its part, the program does have a robust transcript management process that covers everything from the request for information to the completion of studies. An automated system is implemented that records and updates students' personal and academic data, reflecting their progress in the program.

The management of the official academic records is defined in a procedure including signature. The procedure is somewhat generic, and no reference is made to the review of the official academic records. Models of the official academic records are provided, but no completed evidence is attached. It is recommended that the centre

implements an electronic signature system for the the official academic records to ensure the inviolability and certainty of the time stamps. To this end, it is also advisable to incorporate a procedure for modifying the official academic records.

For academic certificates, the Program has defined and implemented a process for their management. After completing the program, the student requests the certificate from ISDI, which has a cost previously informed at the time of enrollment. Once the student provides proof of payment, the corresponding Department issues the certificate within 4 days, available for pick up at the Center or send it upon the student's request. However, in the scorecard it says a maximum period of 5 working days. Important elements are missing, such as the definition of who has the power to sign a certificate and the validation mechanisms of issued certificates. It can also define what types of certificates it issues or even the possibility of issuing partial certificates, not only when the studies are finished. The use of electronic signature and secure verification codes is recommended.

The program has a defined and implemented process for issuing degrees to graduates. Upon completion of the program, the student requests the degree from ISDI, with a cost previously informed upon enrollment. Once the student presents proof of payment, the Department issues the degree in a maximum of 10 working days. This title can be picked up personally at the Center or by authorization to a third party. It is recommended to introduce aspects on the electronic registration of the degree and mechanisms for verification of degrees and certifications issued.

Finally, the program has a defined process for system review with five key areas of evaluation, from legal compliance to student satisfaction results. Through annual meetings, analysis of audits, claims, complaints, suggestions and satisfaction results, areas for improvement are identified.

### **Dimensión 3: Profesorado y Programa de Formación**

#### **Subdimensión 3.1: Profesorado**

**Puntuación: 8.333**

The faculty has the appropriate profile and professional experience for the subjects it teaches. In general terms, the master's degree has an adequate faculty with a great deal of experience in positions closely related to the subject matter

The Programme Director has the appropriate profile and professional experience to perform his/her role in the thematic area of the degree with guarantees.

More than 73% of the teaching staff has accredited teaching experience in this or similar programs.

It has recent favorable teaching evaluations in this or similar programs. An overall indicator is provided with a satisfaction rating of 9.20. It is recommended that the results be provided in anonymized form.

#### **Subdimensión 3.2: Tutores académicos, coaches, orientadores y otro personal de apoyo**

**Puntuación: 4.000**

The teaching staff in charge of tutoring the TFM's has extensive work and teaching experience.

Coaches, counselors and other support personnel have the necessary training to perform the accompaniment and facilitation tasks assigned to them.

#### **Subdimensión 3.3: Encargo académico**

**Puntuación: 2.000**

The planning and management of the academic assignment is well established and under continuous supervision by the Program Management. Indicators, evaluation processes have been established and improvement actions are planned, although some aspects still need to be implemented, such as the review of the quality system and the implementation of certain indicators, such as the measurement of satisfaction with coaches and counselors, as well as the lack of measurements in various aspects of the program, such as the website, academic processes and others.

### Subdimensión 3.4: Plan de formación

Puntuación: 7.000

The training plan is adapted to the outline of the European Qualifications Framework for Higher Education (MECES level 3 - EQF 7).

The teaching guides are available on the virtual campus. However, they are not shown on the CUALIFICAM website. The syllabi are very poorly developed and give very little information.

These are PowerPoint presentations presented by teachers at the beginning of the module. The teaching guides should follow the same format indicating a detailed syllabus and expected learning outcomes, including knowledge, competencies and skills, as well as the training activities proposed to achieve these outcomes and, of course, the appropriate assessment methods to measure achievement. The teaching staff, their profiles and forms of contact during the course, as well as a description of the dynamics they will follow should be available to the student even before enrolment, as they represent a commitment between the institution and the student.

Regarding the availability schedules of the faculty to attend the academic tutorials, there is no defined access channel for the resolution of doubts beyond the availability of the professors through e-mail.

The Program has a channel of access to the educational coaches in charge of monitoring the student's progress and intervening to support or energize in case of need.

The teaching materials necessary for your training are made available to you and are accessible through the virtual campus.

The Program Management plans, reviews, updates and communicates the calendar of subjects, activities and evaluations that students must complete. The calendar is well structured and duly detailed in the Virtual Campus. Previous meetings, "equator" meetings and meetings at the end of the course are held to review and update the master's activities, although some students state that there are duplications in training content.

### Subdimensión 3.5: Dimensión práctica y orientación profesional

Puntuación: 4.000

The Program has defined a management process for the MANDATORY Professional Internship Exchange, although no evidence was provided about its implementation.

These mandatory internships are expected to be implemented next year.

They are not implemented, as they were not mandatory at the beginning of the course.

On the other hand, the Program has defined and implemented a process for the management of the Job Market that facilitates the labor market insertion of graduates. This process is carried out through the Jobteaser platform, exclusively for current students and ISDI Alumni. Students can access job offers from the beginning of their training program and apply for available opportunities. The center and the degree program are closely connected with their sector, which translates into mutual feedback, on the one hand, modifying content in a flexible manner and on the other hand, maintaining a very high employability rate.

To manage the Professional Network, the Program has defined and implemented a process focused on events and actions that connect students, alumni, professors and collaborating companies.

In terms of career counseling, the process is well defined and implemented. This process offers personalized sessions with Career Advisors who provide individual counseling to students and graduates. These sessions cover a wide range of services, from defining career goals to career strategies, networking and personal branding. In addition, group activities are carried out throughout the course to deepen concepts that are then worked on in the individual sessions.

Career guidance and employability enhancement activities are organized annually for its students. These activities include individual and group sessions covering presentation of career services, workshops such as - Career Services Presentation + Business Model You, - CV & LinkedIn, - Interview Training, - Talent Day, which are posted on the Virtual Campus. In addition, according to the information provided, at least one individual orientation activity is

guaranteed with each student to provide personalized support. Career guidance activities are tailored to the professional profile chosen by the student

## **Dimensión 4: Resultados**

### **Subdimensión 4.1: Resultados académicos**

**Puntuación: 5.333**

The Program has defined a process for analyzing academic results that guarantees review by Management at least annually. We received as evidence a minute bu only for the Program and not for each subject.

The planned training activities and evaluation systems are adequately developed throughout the training program, allowing to achieve the expected learning results as can be seen in the Virtual Campus. The methodology itself around the core project with Agile methodology provides a weekly review of the results that are being obtained.

### **Subdimensión 4.2: Satisfacción del alumnado**

**Puntuación: 4.000**

The Program has defined a process for analyzing student satisfaction, although most of the satisfaction indicators are not implemented. Surveys are used at the end of the program to collect data that is then processed and analyzed to make decisions and improve the quality of programs and services. However, there is currently no data available to measure satisfaction with tutors, coaches and counselors.

Concerning the analysis of student satisfaction with the main elements of the professional master's degree, the programme has defined the process, but no evidence of its implementation is provided, except for satisfaction with the training programme and the virtual campus (teaching platform). No data are found for the following elements of verification: website, academic and administrative processes, professional internships (only for those who have done them), job bank (only for those who have used it), career guidance service (only for those interested), professional network or overall satisfaction with the programme.

### **Subdimensión 4.3: Vinculación con los Antiguos Alumnos**

**Puntuación: 1.667**

The job placement evaluation process is defined but no evidence of its implementation is provided.

### **Subdimensión 4.4: Reputación**

**Puntuación: 2.000**

The Program has defined a process for evaluating the satisfaction of companies and institutions with internship students, but due to the fact that curricular internships have not been implemented, this procedure has not been implemented yet.

Lastly, and like the previous one, the process for evaluating the satisfaction of companies and institutions with former student employees has been defined but not implemented.

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