



FINAL CERTIFICATION REPORT

Professional Master in International Management

Resolution:	FAVORABLE
Score:	77.00
Date:	19/01/2024

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: 8.000

Regarding the admission profile for the Program, the Center publishes a precise description, including the required Degree and the possible accredited professional experience. This profile specifically mentions proficiency in the English language, as required by the characteristics of the Program.

Similarly, this profile is consistent with the graduate profile, and the Center describes in detail the relationship between both profiles (admission and graduate). To completely ensure the acquisition of the learning outcomes and the graduation profile, it could be considered by the academic board that the admission profile would be oriented towards graduates in the field of Social Sciences, such as Economics, Business Administration of Business Management.

In addition, the Center thoroughly outlines the professional profile and required qualifications of candidates on its website, ensuring prospective students are fully informed.

Furthermore, this profile and the qualifications align well with the learning outcomes targeted by the Program.

Subdimensión 1.2: Coherencia de diseño del Programa

Puntuación: 2.666

The current design of the Program exhibits a structure that places undue emphasis on courses with minimal workload, which may hinder the achievement of the desired educational outcomes. Furthermore, the fact that all subjects are optional (even if the students must select a number of credits from pre-defined blocks) poses a challenge in ensuring that the structure selected by the students aligns coherently with the graduation profile. This flexibility also complicates the progressive development of content and workload necessary for the correct acquisition of learning outcomes, as there is no guaranteed consistency in the students' course selections.

Subdimensión 1.3: Alianzas y cooperación

Puntuación: 3.000

On the CUALIFICAM website, there is only a reference to one company in the section of Curricular Company Practices (JobTeaser SA). The other institutions listed are Non-Governmental Organisations or educational institutions. The program demonstrates evidence of internship management, including established agreements and partnerships with various companies. However Curricular Company Practices remains an area for future improvement, particularly to ensure that the internships are appropriate to the training objectives and expected learning outcomes. They do not provide any new evidence. We have moved the criterion to substantial compliance, highlighting the importance of providing all internship agreements. In the next review it will be examined in detail.

As for establishing relationships or forming alliances with other institutions to create value for its stakeholders, focusing on objectives beyond internships, the Center has not provided evidence of such collaborations. Although the CUALIFICAM website lists Non-Governmental Organisations or educational institutions. New evidence of more agreements and agreements with institutions to generate value for their interest groups has been provided and it becomes substantial compliance.

Subdimensión 1.4: Ética, Responsabilidad Social y Sostenibilidad

Puntuación: 1.667

While the Center outlines a (perhaps too succinct) definition for the complaints and grievances procedure, the absence of clear indicators raises questions about the effectiveness of this process. Besides, this procedure is not accessible on their website.



Concerning the analysis unit that deals with accountability, the Center highlights a range of certifications it has received. These awards, accredited by various reputable entities and institutions, demonstrate the Center's commitment to maintain transparency and quality in its operations.

As for the commitment with the European Higher Education Area and its goals, the Center has only produced a formal document outlining five strategic priorities. This document, while detailed in its description of goals, does not provide concrete evidence of actions taken or specific initiatives underway. It is recommended that the strategic priorities of the EHEA be taken into account in the Program's design.

A similar scenario is evident concerning the Center's commitment to the Sustainable Development Goals (SDGs). While the Center has established several objectives aligned with the SDGs, there is no evidence of practical measures to achieve these goals.

Dimensión 2: Recursos y Procesos Académicos y Administrativos

Subdimensión 2.1: Página web y Campus Virtual

Puntuación: 11.000

The Program's website appropriately features the CUALIFICAM logo and link, along with an accurate description of the certification process's status.

The information provided on the Program's website is consistent with the content found on the official CUALIFICAM pages.

The online campus and its various contents not only adhere to the standards set forth by the CUALIFICAM Framework, but also align with the specified guidelines and criteria. The platform is designed to offer a user experience that enhances the learning process for its participants.

Subdimensión 2.2: Procesos académicos y administrativos

Puntuación: 12.000

The Program has established and implemented a clear admission process, which includes a stage for reviewing and approving candidates based on the documents submitted with their application. This stage requires adequate proof of proficiency in the English language.

Similarly, a process for student registration has been developed and put into effect. It is recommended that the written definition be expanded to ensure its quality in the future. This recommendation can be extended to every defined procedure.

Concerning the process of recognizing prior learning, it is fully compliant with the typology and guidelines established by the CUALIFICAM Framework.

The student progression process is well-defined, yet there is potential for enhancement. While the process acknowledges students who do not continue their studies, it lacks clarity regarding the reasons for their discontinuation and whether their departure is temporary or permanent. Addressing these gaps by including more comprehensive tracking and analysis of student progression reasons could enhance the process, offering a clearer understanding of student choices.

The process is defined and implemented, however these procedures, as previously mentioned, could benefit from a more detailed definition to ensure their quality and consistent application over time across the different locations of the Center.

The academic transcript provision procedure is fully developed and compliant with the CUALIFICAM requirements, but the previous indication applies.

The qualification provision procedure could benefit from enhancements, particularly in terms of its description, which would be more effective with additional detail in its outline. Although the process is defined and implemented.

Similarly, the internal quality assurance (IQA) system review procedure also presents a situation akin to that of the qualification provision procedure. Just as the qualification provision could be enhanced with a more detailed



outline, the IQA system review process too could significantly benefit from a more comprehensive and thorough description. Expanding on specific steps, criteria, and methodologies involved in the IQA review would not only clarify the process but also potentially improve its effectiveness. Providing greater detail in these areas would ensure a more robust and transparent approach to quality assurance within the program.

Dimensión 3: Profesorado y Programa de Formación

Subdimensión 3.1: Profesorado

Puntuación: 8.333

The Master's program employs a total of 25 faculty members, which includes 1 junior and 24 senior faculty members, thus exceeding the requirement for having a minimum of 60% senior faculty. It would be beneficial to publish brief curricula vitae of the teaching staff on the program's website for informational purposes. From another perspective, those profiles are deemed suitable for the teaching assignments of each professor. The faculty is considered to be one of the strong points of the Program.

The individuals responsible for the academic oversight of the Master's Program possess sufficient teaching and professional experience to ensure the quality of the qualification offered. However, there are concerns about the role of the academic leaders of the Program. It is advisable that they prioritize academic responsibilities over the managerial tasks they currently undertake.

The faculty composition of the program easily meets the requirements set by the CUALIFICAM Framework. Over 80% of the faculty members demonstrate teaching experience at national and/or international levels in programs of a similar nature. This breadth of experience aligns closely with the standards outlined in the CUALIFICAM Framework.

In regards to faculty teaching evaluation, this area presents an opportunity for development within the Program. Currently, there appears to be a lack of mechanisms or processes for systematically assessing faculty teaching performance. New evidence has been presented. A survey carried out on students, in which the faculty is evaluated. However, we cannot confirm that the faculty has recent favorable teaching evaluations in this or similar Programs. We understand that the next course will be able to present the results. We changed the assessment of the criterion to conditioned substantial compliance.

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

Puntuación: 4.000

Regarding the qualifications and academic expertise of the academic tutors, it is important to consider that in this enrollment period, the Program has registered 6 students. Given this number, the tutor-to-student ratio is considered adequate, ensuring effective mentorship for both the Master's Thesis and the internships.

In respect to coaches, they meet the required profile, and they also possess extensive professional experience.

Subdimensión 3.3: Encargo académico

Puntuación: 3.000

In terms of teaching assignments, they are deemed appropriate to meet the students' needs and align adequately with the faculty's professional, academic, and teaching profiles.

Subdimensión 3.4: Plan de formación

Puntuación: 7.167

Regarding the alignment of the Master's educational program with the European Qualifications Framework Level 7 (Spanish Marco Europeo de Cualificaciones para la Educación Superior MECES III), there are identifiable areas for enhancement. Specifically, it has been observed that the current structure of the program's subjects does not facilitate in-depth exploration or the acquisition of highly specialized knowledge. This assessment is supported by



feedback from both students and professors during various hearings. As a result, this structural limitation adversely affects the development of a comprehensive graduate profile, potentially impacting the depth and specialization of knowledge and skills that alumni are expected to attain at this qualification level. Besides this, the fact that all subjects are optional (even if the students must select a number of credits from pre-defined blocks) poses a challenge in ensuring that the structure selected by the students aligns coherently with the graduation profile, as has been mentioned before. With the documentation provided and the explanation given, is substantially met and the plan adapts to the scheme of the European Qualifications Framework for Higher Education.

Regarding the sharing of course materials, the Program demonstrates effective procedures for communicating essential academic resources to students. This encompasses not only the course guides but also extends to Master's Thesis guidelines and mandatory professional internship information. These procedures ensure that students have timely access to relevant academic documentation.

Furthermore, these guides are comprehensive and coherent with the Program's stated learning outcomes, ensuring consistency in the educational objectives.

Regarding faculty availability, the online campus provides a schedule for student consultations. This schedule is accessible to all students and can be accessed through the online learning platform. Furthermore, there is a staff member in charge of communication and coordination with the students.

The same observation holds true for academic coaches as well.

In terms of teaching materials, they are readily accessible on the online campus and sufficient to meet the intended learning outcomes.

When it comes to the Program's academic planning, it aligns with the requirements of the CUALIFICAM Framework, effectively utilizing its online campus resources. However, the Program could benefit from a stronger academic direction.

Subdimensión 3.5: Dimensión práctica y orientación profesional

Puntuación: 3.167

The procedure has been developed to a certain extent, but there is room for improvement. It is recommended that the management processes be refined in order to accommodate all students interested in pursuing professional internships, while complying with the CUALIFICAM Framework requirements.

Similarly, the process should be comprehensively developed to ensure the attainment of the learning outcome goals.

The deficiency in development encompasses the necessity of effectively communicating the complete list of internship agreements with companies to the students.

Regarding the job board specified in the CUALIFICAM Framework, it has been observed that Program alumni have access to an employment platform that meets this requirement.

Lastly, the Program has outlined a structured process for managing a Professional Network; however, its full implementation and development are yet to be realized.

Regarding the aspect of career guidance for the students enrolled in the Program, the same situation arises: there is a structured process, but it is not fully implemented or developed.

Nonetheless, four orientation workshops have been conducted aimed at equipping students with essential skills for proactive job search strategies.

Dimensión 4: Resultados

Subdimensión 4.1: Resultados académicos

Puntuación: 5.333



The center utilizes a non-standardized process for the evaluation of academic outcomes, encompassing an informal analysis of academic results from internships, the Master's Thesis, and the overall academic performance of the program. There is potential for improvement in this area, particularly in moving towards a more formalized and standardized system of analysis.

Regarding the development of the education activities and the evaluation systems, the process is defined, but not fully implemented. It could benefit from a stronger academic direction that ensures that the students achieve the intended learning outcomes.

Subdimensión 4.2: Satisfacción del alumnado

Puntuación: 4.000

The mechanism for gathering students' satisfaction feedback, which engages with teachers, academic tutors, coaches, counselors, and support staff, requires significant improvement. This process should be effectively refined and implemented in the future. United International Business School (UIBS) provides evidence from the surveys they carry out and processes (which they say they have implemented) on student satisfaction with the faculty and the training program.

The Program, similarly, has a defined process to obtain the students' satisfaction with its educational program, but it is not fully implemented. In most instances, the evaluation of satisfaction levels is conducted informally. United International Business School (UIBS) provides evidence from the surveys they carry out and processes (which they say they have implemented) on student satisfaction with the faculty and the training program.

Subdimensión 4.3: Vinculación con los Antiguos Alumnos

Puntuación: 1.667

Enhancing the connection with alumni and monitoring the outcomes in terms of professional placement are key areas for improvement. While the process for tracking alumni professional achievements is defined, there is a need to improve communication with alumni. This improvement will benefit the Program in terms of data and success metrics.

Subdimensión 4.4: Reputación

Puntuación: 2.000

On the other hand, while the process for evaluating employer satisfaction with the Program's students during internships is defined, it has not been fully implemented.

Similarly, the method for gauging employer contentment with the Program's graduates they employ is also outlined but not executed in full. In both cases, informal contact currently serves as the primary method of communication with the companies.

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