

## INFORME DE CERTIFICACIÓN DEFINITIVO

### Máster MBA en Gestión Marítima y Naviera

Resolución:	FAVORABLE
Puntuación obtenida:	81.25
Fecha del informe:	10/07/2025

Tal como establece el procedimiento CUALIFICAM, le recordamos que:

Puede formular **ALEGACIONES APOYADAS EN EVIDENCIAS** en caso de **NO ESTAR CONFORME** con alguna o algunas de las valoraciones reflejadas en el Informe de Certificación. Dispone para ello de **10 días hábiles** tras la recepción de este y el posterior Informe de Certificación tendrá carácter definitivo.

En caso de que el Programa haya recibido un dictamen **EN REVISIÓN**, el Centro deberá presentar y comunicar un **PLAN DE MEJORA** relativo a los aspectos evaluados desfavorablemente. **Dispondrá de 20 días hábiles** una vez finalizado el plazo de los 10 días de alegaciones.

El **INFORME DE CERTIFICACIÓN DEFINITIVO** puede resultar:

- **FAVORABLE**

El Certificado tendrá una **VALIDEZ DE SEIS AÑOS** tras superar un proceso de **SEGUIMIENTO A LOS TRES AÑOS**.

- **DESFAVORABLE**

**NO SE REALIZA SEGUIMIENTO**. El Programa podrá remitir una nueva solicitud de certificación tras resolver las debilidades identificadas.

- **EN REVISIÓN**

El Programa deberá solventar los aspectos evaluados desfavorablemente antes de someterse a un **PROCESO EXTRAORDINARIO DE SEGUIMIENTO AL AÑO**, como máximo, de recibir el Informe de Certificación o antes en el caso de que se implanten correctamente los planes de mejora. Si el resultado del **PROCESO EXTRAORDINARIO DE SEGUIMIENTO** es **FAVORABLE** conducirá a la emisión del certificado con una validez de seis años en las mismas condiciones descritas en el caso de dictamen "Favorable", esto es, con seguimiento a los tres años. Si el resultado es **DESFAVORABLE**, supondrá la **NO** certificación.

No obstante, si tiene alguna duda acerca de su **INFORME DE CERTIFICACIÓN**, póngase en contacto con la coordinadora de **CUALIFICAM**.

### **Fortalezas, debilidades y propuestas de mejora:**

We thank you for attending this final hearing. The purpose of this meeting is to conclude this external visit by reading some brief notes in which we will highlight the most significant aspects of our evaluation. Before we begin the evaluation of the programs themselves, we want to clarify that this external visit is only a part of the entire process. The data from the evidence and the information obtained in the hearings will be forwarded to the Certification Committee of the Foundation. This Committee will evaluate our report along with the report of the Advisory Council, which has been prepared previously. We cannot begin without thanking the collaboration of the individuals responsible for the quality of the programs, the academic heads of the programs, as well as the involved academic staff and all the participants in the hearings for their high level of commitment to the certification process. We also want to highlight the formal presentation of evidence that has been made available to this panel.

Strengths of the Programs: 1. The administrative organization of the school and its services. 2. The academic attention to students, who value this attention from the initial formalities to the help in finding a job. 3. The academic level, as there is an adequate combination of academic and professional teaching profiles. 4. There is a well-balanced combination of theory and business-oriented practical experience, in addition to the use of active teaching methodologies such as role playing. 5. Ability to attract international students, as well as the multicultural character of both the faculty members and the students of the school.

Suggestions for improvement 1. Some satisfaction surveys are not implemented, such as surveys for graduates and some surveys need to be disaggregated by degree. 2. Some masters do not have sufficient students enrolled and an effort should be made to encourage their enrollment. 3. Compulsory curricular internships have not been effectively deployed.

## **Dimensión 1: Diseño del Programa**

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

**Puntuación: 8.000**

First and foremost, it's important to note that, according to EVALUE, this Master's program hasn't been offered since the 2021/2022 academic year. As highlighted during the visit, it is currently undergoing a redesign and relaunch phase with the goal of attracting new students. This situation reflects itself in evaluation of the programme. The admission profiles for the programme have been published on the official cualificam website and on the website of the school. According to the hearings with different groups, it is compulsory to have a Bachelor's degree to enter the Master's programme. In addition, most of the students have some professional experience. Therefore, the students currently enrolled meet the profile required by Cualificam.

The admission and graduate profiles are consistent with the expected learning outcomes.

The graduate profile is complemented with knowledge, competences and skills. However, there are some areas for improvement such as: (i) the graduate profile refers to the name of the Master's Degree; and (ii) it specifies the skills to be acquired, but does not refer to the job positions that can be applied for.

The professional profile of the student is coherent with the learning outcomes and is adequate for a Master programme. During the visit it was confirmed that, in general terms, the graduate profile is achieved by the students and that it is updated and adjusted to the needs of both the discipline and the labour market.

### **Subdimensión 1.2: Coherencia de diseño del Programa**

**Puntuación: 2.666**

The program's design is consistent with the admission and graduation profiles. However, it has some shortcomings that need to be reviewed now that the program is in the redesign phase.

### **Subdimensión 1.3: Alianzas y cooperación**

**Puntuación: 3.333**

A list of companies and institutions, including the platform JobTeaser can be found on the Cualificam website. There is also a list of German and Spanish companies where curricular internships are available. Although the procedure has been designed, it is not currently implemented.

The programme has signed academic and cooperative alliances with various institutions, including teaching and student services, although they are not listed specifically for each Master's degree but in general for all programmes.

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

**Puntuación: 3.167**

The process to address suggestions, complaints and claims has been defined, including the deadlines to manage them and the people in charge. The indicators show that all the claims have been dealt with and that the corresponding improvement actions have been proposed. The Complaints, Suggestions and Claims Mailbox of the programme can be found on the cualificam page. An e-mail address on the website of the school to which SQRs can be sent. The documentation includes a complaints form, a leaflet explaining the students' requests and how they were resolved, and the policy and procedure for handling student complaints.

Documents relating to awards, memberships and recognitions on the Cualificam website, most of which are related to the quality of the teaching and its innovative nature, but they refer to the school in general rather than specifically to the programme. Thus, it is necessary to strengthen this tool in order to provide relevant public information to stakeholders.

The commitment to the European Higher Education Area (EHEA) has been described on the Transparency Portal website, where the five strategic priorities have been listed and the contributions to each of them.

The commitment to the United Nations Sustainable Development Goals has also been published on the Transparency website, including the actions to be undertaken with respect to the goals: 1. End poverty; 3. Health and well-being; 4. Inclusive and equitable quality education and lifelong learning opportunities. Their work in these areas has been recognised with various awards, for example the 'Principles for Responsible Management Education (PRME) Champion', which highlights their efforts to promote sustainability through responsible management education.

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

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

**Puntuación: 11.000**

The Cualificam website is clearly accessible from the Master's programme own website and states that it is in the process of certification.

The information available on the Master's program webpage fully aligns with the information provided for Cualificam certification via EVALUE.

The virtual campus meets the criteria required by Cualificam, listed those relating to reliability and security and student access to learning resources. The students' assessment of the virtual campus is positive.

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

**Puntuación: 11.166**

The admission process has been defined and effectively implemented, including the request for information, the entrance gateways and the requirements, required documentation and activities to be carried out by the student in order to enrol. Some key indicators have been defined.

The student enrolment process has been defined and implemented, including physical and online enrolment, verification of the documentation and providing information on the status of the process. The key indicators have been defined.

The programme has a well-defined credit recognition management process and it has been effectively implemented. However, the indicators are not up to date and, from the information gathered in the hearings, the recognition of professional experience has not yet been fully implemented.

The BSBI credit recognition typology is adapted to what is established in the Cualificam guide. The procedure for the credit recognition based on professional experience is based on the duration of the contract. The maximum number of credits to be recognised for professional experience are the twelve credits equivalent to the professional internships.

The management of student records has been defined and implemented including suspensions and permanent withdrawals, covering and definitive cancellation, both academic and financial aspects. Each case is analysed individually, taking into account the reasons and circumstances of the student in order to facilitate the completion of the degree requirements. It is recommended that a definition of key indicators is incorporated into the process.

The management process of academic transcripts has been defined on the Cualificam platform and website. The indicators for managing the process have been defined and the established levels met.

The process of academic certificates has been defined on the Cualificam platform and website, clearly specifying the types of documents certified and the templates that being used. It is recommended to define key indicators of the process.

The process of issuance of academic degrees has been defined on the platform and on the Cualificam website. The indicators relating to the process have been defined and the established service levels met.

Finally, the annual review process of the system has been defined and implemented and includes improvement plans. The indicators relating to the process are defined and the established levels met. During the visit it was confirmed that there is a structured Quality Management System that favours a process of continuous improvement. This process includes an active participation of the student body, which is positively valued by the

students. However, it is recommended to individualise the analysis for each Master's programme in order to favour better decision-making.

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

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

**Puntuación: 9.167**

The teaching staff of the programme, in general terms, has an adequate suitable professional profile. In addition, they have an outstanding academic background, with a large majority of them holding PhDs. This was confirmed during the visit, as the Evalua platform shows a ratio of 67% senior profiles. This profile of the teaching staff ensures rigorous and scientific training. However, it should be noted that the profiles of all the lecturers were not available for examination, as only lecturers with responsibility for the subjects were loaded onto the Evalua platform.

The Programme Director has an appropriate profile to manage the programme

The academic staff has accredited teaching experience, as confirmed during the hearings held at the school. In addition, incoming teachers are monitored to ensure the quality of their teaching.

The percentage of student satisfaction with teaching is high 81.41% according to the scorecard. Annual Student Learning Experience Report data are also very good.. However, since the program isn't currently being offered, satisfaction data specific to this program are not available.

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

**Puntuación: 4.000**

The academic tutors have the appropriate training and experience to provide support and guidance to the students and to supervise the Master's Thesis and internships.

The School does not have a defined coach figure either, although their functions are carried out by different central services, mainly the student service and the careers service. For example, the student service is alerted when a student is repeatedly absent from class and gets in contact with the student. They also support them when they have personal problems or difficulties in attending the programme.

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

**Puntuación: 2.000**

The profiles of the teaching staff are appropriate for the curriculum. The teaching staff is considered sufficient for the number of enrolled students, with a ratio of less than 20 students/teacher, and there are coordination mechanisms and procedures in place to ensure cohesive action. However, the allocation of lecturers to the different courses is not clear (for example some lecturers are teaching five courses).

#### **Subdimensión 3.4: Plan de formación**

**Puntuación: 7.583**

In view of the presented evidence and the sample of the Master Thesis, it can be concluded that the learning outcomes acquired by the students are in line with the EQF 7 level. These learning outcomes are positively valued by students and graduates.

The teaching guides each of the subjects, final master's thesis and compulsory professional internships are published on the Qualificam website and the students have a comprehensive syllabi on the virtual campus. Therefore, students have sufficient information to familiarize themselves with the curriculum.

The teaching guides provided through the Evalua platform comply with the requirements of the Qualificam programme: they are coherent with the learning outcomes and with the assessment system and training activities, respectively. However, a series of shortcomings have been identified that need to be reviewed and, if necessary,

corrected: (i) the amount of detail of the contents is very superficial; (ii) in some subjects all training activities are asynchronous, which is not consistent with face-to-face teaching; the training activities are not in line with the reality of teaching (e.g., some subjects only include case studies in the teaching guide, according to the hearings, lectures are have also been scheduled); the assessment systems have not been sufficiently detailed (all the subjects include 'assignments, essays'); (iii) the efective numbers of hours dedicated to the training activities of the credits; and (iv) the training activities of the internships do not correspond to its nature.

As was confirmed during the visit the availability schedules of the teaching staff are continuously updated and effectively communicated. The usual way to schedule is e-mail, with a maximum response time of 48 hours.

The educational coaches in charge of monitoring the student's progress and intervening to support or energising in case of need can be easily contacted by e-mail. Their email address have their e-mail addresses can be found on the student portal. In addition, the support staff of the different services are easily accessible both per email and on the Berlin Campus.

The Programme provides students with access to the teaching materials necessary to achieve the training objectives - bibliography, videos, press, etc. - of each of the subjects. Students can access them through the virtual campus. These materials are complemented by a virtual library.

The institution provides the student with a course calendar (including class periods, activities, evaluations and holidays) for each of the subjects, through the virtual campus. Changes to the calendar, if any, are communicated through automatic e-mails from the platform.

### **Subdimensión 3.5: Dimensión práctica y orientación profesional**

**Puntuación: 3.166**

The management process of the internships, including its evaluation, have been adequately defined. However, this process has not yet been implemented for this programme.

As for the teaching guide of the internships, the training activities are not consistent and there is a lack of information on management procedures. The teaching guide should be modified to provide complete information on the internship training project.

Finally, it should be noted that, once the internship process has been fully implemented, a transparent communication of the available agreements and the procedures should be available to the students. Nevertheless, this has already been done for extracurricular internships and job offers, which are managed through the Jobteaser platform.

The Job Board has been defined and published on the Cualificam website. The dashboard shows the number of job vacancies, but not how many vacancies have been filled. The extensive list of job offers includes offers in Germany and Spain for all programs in general. The school has an organised and active Career Service, as could be confirmed during the visit of the panel. The key indicators of the use and efficiency of this Career Service should be formalised in order to verify its effective implementation and proper management.

Regarding the Professional Network, the process has been defined and includes the organisation of events and job fairs, activities of the careers and LinkedIn groups, among others. However, no evidence of specific actions to manage this network or for involving the different stakeholders has been provided.

The Career Guidance Service has been defined and implemented, as confirmed during the visit of the panel. In the scorecard this service is rated with a high score.

The school organizes on an annual basis career guidance and employability improvement activities for its students. Specifically, thirty-three activities were held during 2024.

## **Dimensión 4: Resultados**

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

**Puntuación: 6.666**

The School has defined a process for analyzing academic results, although it lacks detail that are relevant in the context of certification, such as graduation rate, dropout rate, success rate, or performance rate have not been calculated. Further, with respect to the grades of each subject, the indicators have only been calculated at a global level.

The School studies has its own pedagogical model that includes a variety of activities during the classes, including the frequent use of the case studies, oral presentations, or research projects, among other methodologies. The feedback of the students is positive.

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

**Puntuación: 4.000**

The process for analyzing satisfaction of the students has been defined and implemented, including not only teaching but also the overall quality of the program. However, no evidence of satisfaction surveys for academic tutors, coaches, counselors, and other support staff has been provided.

Similarly, these results include satisfaction with the start of the degree, orientation, student community, career orientation, campus life, quality of teaching, and general satisfaction. However, these are global results that are not disaggregated by degree programs and do not assess satisfaction with all elements of the program such as internship.

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

**Puntuación: 3.333**

The process for evaluating career placement and employability has been defined and implemented. However, there are no specific data for this program, but general data at the school level. "BSBI Graduates Destinations Survey 2025" tracks the employment status of the students after completing their master's degrees to provide concrete, program-specific career placement data, which have not provided during this evaluation process.

#### **Subdimensión 4.4: Reputación**

**Puntuación: 2.000**

Given that External Internships have not been implemented yet, a systematic process to gather information on the satisfaction of companies and institutions with student interns has not been deployed. However, the definition of the process is adequate, and its implementation is viable.

Finally, a systematic process for evaluating employer satisfaction has not yet been implemented. However, it does maintain contact with companies linked to the program, and their satisfaction with the training of the graduates is adequate. Following Qualificam standards, information on employer satisfaction should be collected periodically through standardized surveys.

**Federico Morán Abad**

Director de la Fundación para el Conocimiento Madrimasd