INFORME DE CERTIFICACIÓN DEFINITIVO

Máster en Gestión Hotelera, Turismo y Organización de Eventos Internacionales

Resolución:	**FAVORABLE**
Puntuación obtenida:	**75.75**
Fecha del informe:	**24/03/2025**

Fortalezas, debilidades y propuestas de mejora:

It is essential that the BSBI school take into account the aspects indicated with partial compliance (1.3.1, 1.4.2, 3.5.1, 3.5.3, 4.4.1, 4.4.2). Specifically, points 1.3.1 and 3.5.1 are mandatory. In this case, the certification committee has used point C.2.8 reflected in the CGC (General Certification Criteria). This section grants the committee the right to rule as "favorable" to a master's degree even if some criteria require mandatory compliance with partial compliance. These aspects must be rectified for subsequent certification applications for other master's degrees from the BSBI school and for subsequent follow-up

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Dimensión 1: Diseño del Programa

Subdimensión 1.1: Perfil de ingreso y de egreso

Puntuación: 6.000

The institution demonstrates careful student selection (by requiring a bachelor's degree) and delivers teaching in English. Dedicated personnel handle student recruitment. On the EVALÚE platform, the admission profile allows access through either a bachelor's degree or professional experience. During the on-site visit, the admission requirements were clarified, which include a bachelor's degree and at least three years of professional experience in a related field. The CUALIFICAM requirements are met, but they must be correctly reflected on the website. Regarding the website, as only the BSBI qualifications at the Berlin campus are assessed, it should be clear that Spanish language proficiency is not required. Lastly, no preferred qualifications for admission have been established, but it is recommended to consider this option given the master's programme's specific sector focus to ensure a consistent acquisition of learning outcomes.

The admission profiles are consistent with the expected learning outcomes and the graduate profile on both evaluated platforms. The admission profile, comprising university graduates, is appropriate for achieving the expected learning outcomes and the desired graduate profile. Although not all students have prior experience in the programme's field, they have been able to acquire the knowledge, skills, and competencies expected in various modules. This suggests that the admission profile, based on a university degree, provides a solid foundation for success in the programme, regardless of prior experience in the specific field.

Regarding the professional profile of the graduate, there are deficiencies in its formulation on the CUALIFICAM website, as it does not adequately specify the roles and types of organisations in which the graduate student can work. The information provided is rather generic, indicating that the graduate student can apply for a wide variety of management positions in tourism organisations worldwide. On the school's website, similar information is provided, but with some variations in terminology, such as using "executive positions" instead of "management positions". Additionally, the graduate profile is written in the second person, suggesting a commercial orientation rather than a precise professional description. The graduate profile is complemented with the knowledge, skills, and abilities developed in the course guides. However, it has been observed that there are overlaps and repetitions in the definition of these competencies in some courses, such as "Business Strategy in Hospitality and Tourism" and "Marketing Strategy and Planning in Hospitality and Tourism", which may lead to duplication of efforts or confusion in the acquisition of skills. On the EVALUE platform, the graduate profile is described as comprising the information entered in that section and the set of competencies, knowledge, and skills acquired by successfully completing the courses, but these are not detailed specifically. On the CUALIFICAM website, the description is highly generic and should be expanded and reviewed to provide a clearer and more precise picture of what the graduate profile of the programme entails.

The professional profile of the graduate aligns with the expected learning outcomes of the programme. None of the courses are assessed through written exams; instead, formative activities such as case studies in "Business Decision Making for the Hospitality Industry" and the study and analysis of cases in "Innovation and Entrepreneurship in Tourism and Events" are used. The external placements also include lectures as formative activities. During the visit, it was confirmed that, in general, the graduate profile is achieved by the students and is up to date, aligning with both the discipline's needs and the job market. The training plan is considered comprehensive and consistent with the professional profile of the graduate and the expected learning outcomes.

Subdimensión 1.2: Coherencia de diseño del Programa

Puntuación: 2.666

Regarding the teaching approach, a coherent structure is observed, with 4-hour sessions per course, distributing time between theoretical knowledge and practical activities based on "learning by doing". Students attend daily sessions in a specific time slot, receiving a combination of theoretical instruction and practical applications. For the Master's Thesis, students undertake a full cycle of research and development, which enriches their academic and professional experience. The total ECTS credits of the Master are defined and standardized.

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Subdimensión 1.3: Alianzas y cooperación

Puntuación: 2.167

Regarding professional placements within the master's programme, the institution currently offers extracurricular placements that have been utilised by numerous students across several campuses. However, the primary focus is on the future implementation of mandatory placements, scheduled to begin in autumn 2025. To support this initiative, the institution has a dedicated team responsible for managing agreements with companies and tools to oversee the development of internships. It is expected that the evaluation of placements will be carried out by the external tutor (50%), internal tutor (30%), and final presentations (20%). Strategies to facilitate these experiences include providing placements, supporting students through the faculty professional networks, and promoting direct connections between students and industry professionals. Some companies have already expressed their interest and participated in this effort, such as Siemens and the German Chamber of Commerce. There are 500 formalized agreements for internships, which may be adequate for the number of students and the mandatory nature of these internships. This poses challenges to the institution's ability to guarantee internships for all enrolled students, although 70% recognize internships. In the event that it is not possible to place all students in external organizations, alternative options that emulate a professional environment, such as projects or work supervised by external professionals, have been considered. The list of agreements is by School, so it is recommended that in order to ensure mandatory internships aligned with the Degree, the information should be found by degree. Although some agreements may be transversal, it must be guaranteed that they reach the professional competencies required in the Master's Degree.

The situation is different in terms of collaboration with other institutions. The centre's partnerships are diverse and cover various areas, including academic, commercial, and student accommodation, among others. These partnerships enable the school to offer a comprehensive service to students and enhance their academic and personal experiences while at the institution. In the academic domain, the school maintains alliances with other educational institutions that directly impact the development of teaching activities. In addition to academic partnerships, the school has established commercial alliances with various companies and partnerships for student accommodation. Given that the majority of students in this programme come from outside Germany, such agreements are particularly relevant within the services offered by the school. Finally, the school maintains relationships with non-governmental organisations (NGOs).

Subdimensión 1.4: Ética, Responsabilidad Social y Sostenibilidad

Puntuación: 2.166

The school has established a well-defined process for addressing student suggestions, complaints, and grievances. This approach demonstrates its commitment to continuous improvement and ensuring student satisfaction. Through multiple channels and communication routes, the school facilitates the collection of opinions and real-time feedback, which allows for timely problem identification and resolution. One of the key features of this approach is the active involvement of student representatives. These representatives advocate for their peers and promote smooth communication between students, faculty, and the school's administration. Each class has two student representatives who meet regularly with the dean every two weeks to discuss and address any issues or concerns that have arisen. Additionally, the centre has implemented action plans following each survey or feedback collection, demonstrating its commitment to continuous improvement. However, although the process is well-defined and implemented, and students claim that their complaints are addressed, there were limitations in accessing the documentation related to this process. It is important for the school to ensure that documentation related to this process is accessible and clearly structured, including indicators that allow for effective tracking of the performance and the effectiveness of the actions taken.

Regarding the transparency portal of the institution, it provides information about awards, associations, and recognitions received by the school. However, this information is presented in a generic and limited manner, which may be insufficient to offer a complete and transparent view of the institution's activities and achievements. The documents and pictorial representations presented on the website are visually appealing but lack substantial details that would allow interested parties to understand the scope and significance of these recognitions. Employability rates of graduates and other metrics that may be of interest to students, families, potential partners or employers and the educational community in general are available, at the School level, information by Master's

degree is not available. In addition, the information currently available on the transparency portal focuses primarily on the school as a whole, without providing specific details on individual training programs. No information is provided on the number of places and modality. This can cause confusion and limit the ability of stakeholders to properly assess the program in which they might potentially want to enroll or in which they are already enrolled, so it is advisable to include detailed information on individual programs.

The institution has demonstrated its commitment to the European Higher Education Area (EHEA) through a document published on its website on CUALIFICAM. This commitment is aligned with the Council Resolution 2021/C 66/01, demonstrating that the institution is dedicated to meeting the established standards and principles of the EHEA. Furthermore, the institution highlights its initiatives to promote academic dialogue and innovation. The commitment to the EHEA is well defined and developed on the CUALIFICAM website, a link is available on the platform itself.

On the other hand, the institution has also demonstrated its commitment to the United Nations Sustainable Development Goals (SDGs) through a document published on its website on CUALIFICAM. This commitment covers nine of the SDGs, including Goals 3, 4, and 7, which are particularly relevant to the fields of education and health. The page has information on the institution's sustainability and social responsibility initiatives, as well as information related to the SDGs.

Dimensión 2: Recursos y Procesos Académicos y Administrativos

Subdimensión 2.1: Página web y Campus Virtual

Puntuación: 11.000

The official CUALIFICAM website and logo is clearly accessible from the BSBI website (www.berlinsbi.com) and the information on the Professional Master's Program website is consistent with that provided on the official CUALIFICAM website.

The programme has a robust digital infrastructure to support teaching and learning through various virtual platforms. Among these, the virtual campus developed on Canvas stands out as the primary tool used by academic staff and students. Canvas is a widely recognised and used platform in educational institutions worldwide, ensuring its reliability, security, and availability. This virtual campus provides essential functionalities for the educational process, including access to class materials, interaction with teachers, submission of assignments and activities, and tools for student collaboration. During the interviews, it was confirmed that the centre maintains Canvas as the main platform for academic work, ensuring a consistent and sustainable experience. In addition to Canvas, the centre also uses other virtual platforms such as the Student Portal and Second Life, which is specifically employed for teaching certain classes through immersive experiences. The combination of these platforms offers a variety of resources that can enrich the learning experience. The effective use of these virtual tools has been positively received by students, as reflected in the surveys, which give a score of 3.88 out of 5. This indicates that students consider the available tools and resources as being sufficient to succeed in the master's programme. Furthermore, the school organises sessions to guide students on the operation and content of the tools, ensuring that everyone is familiar with the tools and can use them effectively.

Subdimensión 2.2: Procesos académicos y administrativos

Puntuación: 13.167

The institution has a well-defined and centralised admissions process, managed by a specific department, ensuring efficient and consistent handling of applications from the students interested in its master's programme. The primary access requirement into this programme is a bachelor's degree, according to the information provided during the visit. Information about the admissions process is consistent both on the institution's website and on the application platform, ensuring that the interested parties receive accurate and up-to-date details on how to apply for the programme. During the interviews, it was confirmed that the school has effectively implemented this process, demonstrating its commitment to transparency and facilitating the entry of new students. However, it is recommended to clarify the response times in the admissions process. Providing clear information on when candidates can expect a response to their application helps manage expectations and reduces uncertainty for

applicants. Additionally, it is recommended to establish key performance indicators (KPIs) to monitor the process and improve its efficiency. The number of places and whether there is a preferred profile should be published, when it is indicated that a profile not related to the professional field is available.

The enrolment process at the school is agile and adaptive, designed to meet the needs of each student through a specific individual appointment, which allows for a personalised approach. It is well-structured and was reviewed during the visit, indicating that it has been effectively implemented. Additionally, the institution stands out for the support it provides to non-EU students in completing their enrolment procedures, highlighting its dedication to integration and support for this group. To improve this process, it is recommended that the institution specify and clearly communicate the deadlines and response times associated with the enrolment. This would help students plan appropriately and manage their expectations regarding when they will receive confirmations or updates on their enrolment status. Furthermore, it is recommended to incorporate key performance indicators (KPIs) into the definition of the enrolment process. This would enable the institution to monitor the efficiency and effectiveness of the process, identify areas for improvement, and take corrective measures when necessary.

Regarding credit recognition, the institution has a well-defined and detailed process that covers both prior education and professional experience. This process varies depending on the origin of the credits, being more thorough if the credits come from non-affiliated institutions. In cases where credits do not come from collaborating institutions, a detailed comparison of learning outcomes is carried out, both at a general level and specifically in relation to the credits of the qualification. Additionally, mandatory interviews are conducted to assess the currency and relevance of the acquired knowledge, ensuring that credit recognition is granted fairly and appropriately. The process for recognising credits through experiential learning has also been reviewed during the visit and has been confirmed to be robust and supervised by experts, adding credibility and rigour. Although the process is well-defined and implemented, it has been observed that it is rarely applied in the master's programme, as the institution recommends that students complete the programme in its entirety to ensure the full achievement of learning outcomes.

BSBI has correctly defined a complete credit recognition process, although this certifying commission cannot verify its correct implementation, especially with regard to internships in business (mandatory by CUALIFICAM). A follow-up will be done in the next evaluation.

Regarding another administrative process, the management of student records, it has been determined that the institution effectively manages student files, covering both academic and financial aspects. The process is well-defined both on the management platform and on the CUALIFICAM website, which facilitates access to information and transparency in student management practices. However, an omission has been identified in the financial management of student suspensions or permanent withdrawals. The dashboard in EVALÚE, which displays data related to these suspensions and permanent withdrawals, shows values that are not easy to understand. It is recommended that the institution incorporate a clear definition of the indicators in the process, which would help to better understand the metrics used in the dashboard. Additionally, it is recommended to specify the policies and procedures related to the financial management of suspensions and withdrawals.

Regarding academic transcripts, it is evident that there is a well-defined and implemented process for managing grades through the virtual campus and administrative platform, although the institution does not issue traditional academic transcripts in the form of a comprehensive list of students and their grades. A rigorous process is maintained for establishing and safeguarding grades, ensuring their integrity and that they are not altered without authorisation. According to the dashboard data, the current times exceed the reference values. The time from the issuance to the signing of the transcripts is 15 days, which is considered high. It is recommended that the institution reduce this period to 5 days, which would allow for a quicker and more timely feedback to students regarding their academic results. A good practice is highlighted in the process of reviewing grades, which includes both internal and external reviews of the assessment process. This ensures that the evaluation is standardised and unified, contributing to the equity and the reliability of academic results.

The institution has established and implements an efficient process for managing various types of academic certificates, including enrolment certificates, completion certificates, and academic grade certificates. This process is well-defined and effectively implemented, with a very short response time of only 3 days from request to certificate issuance, which positively exceeds expectations in terms of time. To continue improving the management, it is recommended that the institution incorporate key performance indicators (KPIs) into the process record. These KPIs would allow for a more detailed monitoring of the process performance and to identify any opportunities for improvement.

Regarding the issuance of academic degrees, the institution has a well-defined and implemented process that demonstrates efficiency and ensures that diplomas are issued within a 10-day period (which is significantly shorter than the 6-week reference period used as a reference).

To finish this dimension, the school maintains a structured quality management system that promotes a continuous improvement process. This approach is evident through the constant review of the management system, with an annual general survey and specific surveys (reaching the module level, with a survey at the end of each one). An integral part of this process is the active participation of students, which provides valuable insight and is valued as a positive practice. The annual review to assess the effectiveness of the management system is documented through minutes that detail the analysis of the main aspects related to the management of the programme. These sessions lead to the formulation of improvement actions, which are recorded with deadlines for implementation and subsequently reviewed to ensure compliance. During the visit, it was confirmed that the institution conducts close and continuous monitoring of its training programmes, and that improvement actions are formulated and executed by various departments and academic leaders. The complaint history has been low to date, which may indicate a high level of overall satisfaction with the services and programmes offered. However, it is recommended that the institution individualise the analysis for each master's programme, which could facilitate more precise and effective decision-making. Additionally, it is suggested to review the annual review process record, as some of the linked documents are not accessible, which could limit transparency and access to information.

Dimensión 3: Profesorado y Programa de Formación

Subdimensión 3.1: Profesorado

Puntuación: 8.333

The teaching staff of the programme have high qualifications. This contributes to a rigorous and solid academic training. During the visit, a comprehensive list of the teaching staff involved in delivering the courses was provided, highlighting that all of them possess this level of qualification. However, although the overall profile of the teaching staff is appropriate, with a high percentage of senior lecturers, it was not possible to review the profiles of all the teaching staff, as they were not available for examination. It is recommended to review the accessibility of the information to ensure transparency and accessibility of information about the teaching team.

It has been observed that the programme director and coordinator have appropriate profiles to manage the training programme. Their profiles are consistent with the qualifications offered by the master's programme. Additionally, the programme is integrated into a faculty that has its own management team, including the deputy dean responsible for quality, who also participates directly in the programme management. The involvement and commitment of the programme leaders in providing a quality experience for students are notable.

Regarding the teaching staff, it has been observed that four of the lecturers meet the criterion of teaching experience in this programme or similar ones. However, there is one lecturer profile that is only partially accessible, which makes it difficult to fully evaluate their experience and qualifications. Overall, the teaching staff of the degree has accredited teaching experience in this programme and in other business schools and universities. This suggests a solid foundation of pedagogical knowledge and expertise in teaching subjects related to the programme.

Regarding the evaluation of the teaching staff, the EVALÚE platform does not provide sufficient evidence to verify that the lecturers have recent and positive teaching evaluations. However, during the visit, it was confirmed that the teaching staff is positively valued by students, and actions are taken based on these evaluations, particularly concerning lecturers with lower ratings.

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

Puntuación: 2.666

The academic tutors are sufficient and have the appropriate training to carry out academic tutoring duties for the various subjects in the Training Plan, particularly for supervising Master's Theses and/or assigned External

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Internships. The program administrators have attached a document stating that the tutors will be BSBI professors, although this has not been confirmed or verified.

A similar situation applies to the role of the educational coach: their functions are carried out by various services and personnel within the school. Primarily, the student service and the career service assume key roles in providing support and guidance to students. For example, the student service monitors students' attendance at classes and contacts them in cases of repeated absences, which may indicate academic or personal issues. Additionally, the career service offers support in preparing students for their entry into the job market, providing skills and guidance in this area. Therefore, it can be concluded that, although there isn't a specific coaching figure, the institution has implemented a set of services and strategies to ensure that students receive the necessary support in various aspects of their academic and professional lives.

Subdimensión 3.3: Encargo académico

Puntuación: 3.000

In terms of teaching staff, the number of lecturers is considered sufficient for the number of enrolled students, with a ratio of fewer than 20 students per lecturer. This allows for a more personalised learning environment and individualised attention. However, according to the EVALÚE platform, during the academic years 2023/2024 and 2022/2023, one particular lecturer accumulated teaching responsibilities across several courses, teaching up to five distinct subjects, in addition to taking on additional roles such as academic tutor and programme coordinator. This could imply a significant workload for that lecturer and may be a concern if replicated among other members of the teaching team. Regarding the profile of the lecturers, it is noted that they are consistent with the characteristics of the subjects they teach, and the majority are full-time lecturers. The institution also has coordination mechanisms and procedures that ensure cohesive performance by the teaching team, enabling unified criteria and materials across different courses.

Subdimensión 3.4: Plan de formación

Puntuación: 7.083

The learning outcomes of the programme are well-defined and align with EQF Level 7, indicating advanced postgraduate education (verified through the presented evidence and a representative sample of Master's Thesis). In the teaching guides for all courses, the knowledge, competencies, and skills expected to be acquired by students are clearly specified. This demonstrates a clear commitment to academic standards and the holistic development of students. Students and graduates value these learning outcomes positively, suggesting that the programme is achieving its educational objectives and meeting the expectations of its participants. However, there are some identified areas for improvement. In particular, the description of professional outcomes could be more detailed and specific. Currently, it vaguely mentions "a wide variety of management positions in tourism organisations worldwide" without deeper development on the specific roles, industries, or sectors in which graduates could work. To provide better guidance to prospective students and highlight the versatility and potential of the programme, it would be beneficial to develop a more precise and detailed description of the possible careers and job opportunities available to master's graduates. Additionally, while the adaptation of competencies to the European framework has been highlighted, it is important to ensure that all definitions of learning outcomes are clearly articulated and aligned with EQF Level 7 standards, so that both students and employers can clearly understand the skills and knowledge acquired through the programme.

The programme's course guides are available on the CUALIFICAM website, and students also have access to detailed syllabi on the virtual campus. This availability of materials ensures that they are well-informed about the training programme of each course before starting it. Additionally, the institution provided the syllabus for the mandatory professional practices that will be implemented in future courses, which will help students plan and prepare for these practical experiences. During the evaluation, once access to the virtual campus was enabled, it was confirmed that students can easily access the course guides and information related to the Master's Thesis. However, the total credit sum of the programme needs to be corrected. Despite this deficiency, it is generally considered that students have sufficient and timely information to understand and adequately prepare for each course and the programme as a whole.

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The academic tutors are sufficient and have the appropriate training to carry out academic tutoring duties for the various subjects in the Training Plan, particularly for supervising Master's Theses and/or assigned External Internships. The program administrators have attached a document stating that the tutors will be BSBI professors, although this has not been confirmed or verified.

Regarding the availability of the teaching staff, the programme's lecturers adopt a continuous and flexible approach to supporting students. Rather than setting specific office hours, lecturers are committed to responding to students' needs in a timely and effective manner. The student service acts as additional support in these dynamics, helping to manage students' needs and facilitating communication with the teaching staff.

Similarly, the support staff at the institution, belonging to different departments and services, is easily accessible to students both on campus and via email. This availability facilitates communication and ensures that students can receive assistance and guidance when needed. As previously mentioned, although there is no specific educational coach, the support functions are covered by staff from various departments, who are willing to assist students with their academic and personal needs. The usual way to contact this staff is via email, through which students can schedule meetings or consultations. There are established response times for student requests, which guarantee prompt and efficient attention. Additionally, the staff is easily accessible to students in person on campus. During the meetings and hearings conducted during the visit, it was confirmed that this system functions effectively, with support staff demonstrating commitment and responsiveness to students' needs.

The institution provides students with access to a wide range of learning materials and support resources through its virtual campus platform. These materials are well-structured and grouped into virtual classrooms for each course, making navigation and access easy for students. The content provided is diverse and includes presentations, scientific articles, digital books, and multimedia materials. This allows for a variety of learning approaches and caters to different learning styles. Additionally, the institution has a virtual library that complements the materials for each course. It is important to highlight that the different lecturers for the same course coordinate with each other, ensuring uniformity in approach and content, which contributes to the coherence of the academic programme. Prior to the visit, access to the virtual campus was enabled, allowing us to verify that the materials are up-to-date and accessible to students.

Regarding the academic activity calendar, the institution provides students with an up-to-date version through the virtual campus, which includes information on class sessions, exam periods, and the development of the Master's Thesis. During the visit, students confirmed that they have access to this calendar and that any modifications are communicated via automatically generated emails from the platform. An identified area for improvement is that the calendar often undergoes repeated modifications, which can create uncertainty and difficulty in students' planning. Although changes are communicated in a timely manner via email, it is recommended that the calendar be more stable and that recurring changes be avoided. This will help students to better structure their time and commitments. The physical campus also has screens displaying information about classes and daily activities, providing students with an additional and accessible reference point for the day's sequence of events.

Subdimensión 3.5: Dimensión práctica y orientación profesional

Puntuación: 2.833

The program has defined and implemented a management process for the Mandatory Professional Internship Pool. However, in the Improvement Action Table received by the committee members, it states: "Mandatory internships are part of the Professional Master's programs, implemented as of 01.01.2025. We have presented the operational mechanism to ensure compliance with the mandatory training requirements. For the next cohort of the Professional Master's program, we will ensure compliance with mandatory internships as recommended." It must be verified and ensured that no student completes their studies in 2025 without having completed, validated, or received recognition for the mandatory internships, as this is a mandatory requirement by CUALIFICAM.

The mandatory professional internships are appropriate to the intended training objectives in terms of companies, duration, activities to be performed, etc. The Professional Internship Course Guide received on March 20 is consistent with the evaluation rubric, which reflects the reports from Internal and External Internship Tutors. However, it must be verified and ensured that no student completes their studies in 2025 without having

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completed, validated, or received recognition for the mandatory internships, as this is a mandatory requirement by CUALIFICAM.

The Program Administration informs students about existing agreements for the completion of mandatory professional internships, as well as the necessary procedures for their completion.

The school offers a job board through the Jobteaser platform, where internship, student job, and graduate position offers are managed. However, it is not clear how this job board is managed for specific degree programmes, and there is confusion over whether the offers are exclusive to the school or cover a broader range. It is noted that the job board management process is well-defined and appears to be effectively implemented, as evidenced by indicators such as 715 offers and 152 positions filled in the last academic year. However, it is not specified whether these offers correspond to student jobs, internships, or graduate positions, which generates some uncertainty about the orientation and relevance of these offers for the different programmes of the school. Additionally, it is pointed out that the document "GGG Summer CF 2024 A3 Poster All Companies Logos.pdf" is empty, and the collection of indicators on the use and efficiency of the job board is not adequately formalised. This suggests that while there is a defined process and some statistics available, there is a need for greater clarity and detail in the management and evaluation of the effectiveness of this job board, particularly in terms of its alignment with the specific degree programmes offered by the school. Therefore, it is recommended to review the procedure to align it with the above-mentioned points.

The assessment remains unchanged since neither the evaluation report of the improvement plan nor the Improvement Action Table received for the committee meeting on March 19, 2025, address this criterion.

Regarding student career guidance, it should be noted that the school has an active career service, which was confirmed during the visit. Although the career guidance process is defined and appears to be implemented, it is recommended to improve the definition in CUALIFICAM, particularly regarding indicators and clarity in the stages of the process, such as offering, communication, registration, and evaluation. Additionally, it is recommended to clarify the indicators of the dashboard, which seem to pertain to the entire institution rather than the programme being evaluated. Despite areas for improvement in the documentation, it was verified during the visit that the process functions well and is under the responsibility of the career service. Career guidance encompasses a wide range of activities, including obtaining professional certifications, individualised personal guidance, participation in job fairs and company presentations, among others. Moreover, students are notified about these activities through promotional posters, as well as through the campus platform and screens. The feedback from both students and alumni on this aspect is positive.

During the visit, it was also confirmed that the career service offers a wide range of services and activities focused on career guidance and improving student employability. Among the offerings mentioned are career guidance for job placement, micro-credentials, courses that address five key soft skills, and free courses to learn German. Students are strongly encouraged to complete two certified programmes, chosen among the options provided by the department. Additionally, the virtual job board platform promotes career training, coaching, and networking events, such as a job fair in November 2024. These events and activities are designed to help students develop professional skills, build connections, and prepare for the job market. The range of activities in the area of career guidance and employability improvement is extensive and diverse, contributing to a better integration of the students into the job market. In summary, the career service is active and offers a variety of resources and opportunities to support students' professional careers.

Dimensión 4: Resultados

Subdimensión 4.1: Resultados académicos

Puntuación: 5.333

The school has defined a process for analysing academic results, although details are lacking, such as the specific review points. During the visit, the school provided documents compiling achievement data (including failed and withdrawn statuses) by program, as well as analyses with retention and completion rates, including those with and without academic reasons. As an area for improvement, expanding the range of indicators to include relevant ones, such as the performance rate, is suggested. During the visit, it was confirmed that academic administrators do monitor the grades of courses, although specific indicators are not calculated for each subject or overall.

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Despite this fact, the academic results of the programme are positive, with an overall average of 7.48 and an average number of examination attempts of 1.04. Moreover, the institution has implemented a process for monitoring academic results and the Master's Thesis. Periodically, there is a quality review, and there is a teaching board that conducts dynamic exchanges. Academic grades and final master's projects are reviewed by external reviewers and published on the relevant platform. Regarding the procedure for reviewing academic results, its existence was confirmed during the visit, but the CUALIFICAM dashboard does not include indicators related to specific subjects or to the internships. Teaching staff conduct an initial evaluation on Canvas, and then they have a joint evaluation session by degree, where they identify conflict points, such as a high number of failures or excessively high grades. If deemed necessary, they can seek the opinion of an external evaluator. Once this process is completed, the final grades are uploaded to Canvas. The access to the grading system is very limited to prevent unauthorised alterations or manipulations. In summary, although the definition of the academic results analysis process could be improved in terms of detail and the scope of indicators, the institution does follow a process of monitoring and reviewing grades, including the use of external reviewers and joint evaluation sessions. The academic results are positive, and the grading system is carefully managed.

The implemented educational model is practical and well-regarded. It includes a variety of activities during classes, such as case studies, oral presentations, and research projects, among other methodologies, with a clear practical orientation (which includes presentations by different external professionals). However, it is recommended that the assessment of courses not be based solely on a single submission but rather that assessment systems be diversified to ensure a comprehensive evaluation of learning outcomes.

Subdimensión 4.2: Satisfacción del alumnado

Puntuación: 4.000

The school collects information on student satisfaction with teaching activities through standardised surveys conducted at the end of each module. The results of these surveys are analysed, compared with data from the previous year, and improvement plans are proposed, which are then followed up. This information is used for practical decision-making, which can even lead to the job separation of academic staff members. While the satisfaction is monitored and measures are taken accordingly, it is recommended to complete the definition of the process in the management system (EVALÚE), particularly regarding the planning and management of surveys. Additionally, it is essential to ensure an individualised analysis of the results for each programme, which was not evident in the documentation. Overall, the general satisfaction with the academic staff is positive, according to the results obtained (3.78/5) and the opinions of students and alumni expressed during the interviews. As an area for improvement, it is recommended to present these analyses by specific degree programmes, as only aggregated data at the school level have been provided.

Regarding student satisfaction with the study programme, standardised surveys are used at the end of each year to evaluate student satisfaction. The results of these surveys are analysed by the student service, which then defines an improvement plan based on the findings. It is recommended to improve and complete the definition of the process on the EVALÚE platform, adding information on the planning of the survey process, its management, and the specific issues for which data is collected. Additionally, it is important to ensure that an individualised analysis of the results is conducted for each programme, which was not evident. Overall satisfaction with the programme is positive, according to the panel results (3.76/5) and the opinions gathered during the visit. During the visit, it was confirmed that the information collected from various sources, such as satisfaction with the enrolment process and surveys after each orientation module, is analysed and utilised. Each department analyses relevant results and formulates action plans with deadlines to improve student satisfaction. Furthermore, it is highlighted that the programme has a defined and implemented comprehensive satisfaction analysis process, covering aspects such as the enrolment process, orientation, teaching, and interactions with the student office or the career service. Results are analysed, action plans are established, and follow-up is conducted. As previously mentioned, it is recommended to present evidence of the results of these reviews for each specific programme.

Subdimensión 4.3: Vinculación con los Antiguos Alumnos

Puntuación: 3.333

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The definition of the process for evaluating job placement, employability, and satisfaction with the received training has room for improvement, as it does not specify when surveys will be sent out or how the results will be evaluated. During the visit, it was reported that the evaluation is conducted six months after graduation by the student service through standardised surveys, supplemented with telephone calls. It is considered necessary to provide specific job placement data for the programme in the future, which was not provided in this evaluation process. Additionally, it was reported that the evaluation is systematic, and data is collected 12-15 months after the completion of the programme, using the personal email addresses of the graduates. It is recommended that the evaluation data for job placement distinguish between internships, student jobs, and graduate positions, as the information provided did not present clear data in this regard.

Subdimensión 4.4: Reputación

Puntuación: 2.000

The previously identified lack of a defined process for evaluating the satisfaction of companies and institutions with students on internships —both on the platform and the institutional website— has been addressed in the improvement plan submitted by the school. The plan now includes a structured process aligned with the requirements of the CUALIFICAM guide, specifying elements such as the frequency of data collection, the survey format, and the types of questions used. While no historical data was available initially due to the non-mandatory nature of internships in the programme, the proposed system provides a solid foundation for future monitoring of satisfaction levels. However, attention to detail will be essential in the implementation phase: for example, questions 7 and 8 in the employer survey are currently identical, which may affect the reliability of responses. Furthermore, in the evidence provided, we have only been able to review 5 out of the 24 questions included in the survey, which limits our ability to fully assess its adequacy. We acknowledge the progress made and will remain attentive to verifying the effective implementation and refinement of this process in future evaluations.

The school does not have a systematic process in place to evaluate the satisfaction of employers or companies with its graduates. However, although there is no formal process, it was confirmed during the visit that there is ongoing contact with associated companies, and their satisfaction with the graduates' training is adequate. According to CUALIFICAM standards, information on employer satisfaction should be collected periodically through standardised surveys. It is important to note that the satisfaction of collaborating companies with the degree programme was confirmed, and their interest in hiring students from the school was observed during the in-person sessions.

Federico Morán Abad

Director de la Fundación para el Conocimiento Madrimasd

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