Universidad Europea de Madrid
School of Architecture, Engineering and Design

Program Self-Evaluation Report for 2021 NAAB International Certification

Master's Degree in Architecture

[prerequisite: Bachelor´s degree in Fundamentals of Architecture + 60 credits]. Professional degree.

Bachelor's Degree in Fundamentals of Architecture

[freshman admission + 300 credits]. Pre-professional degree.

Year of Previous Visit: [November 2014]
Current Term of Certification: [2021]

Submitted to: The National Architectural Accrediting Board
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*Note: Some sections with confidential information have been removed. The full self-report is available and freely accessible at the School of Architecture upon request.

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Part One, Section 1 – Identify and Self-assessment

I.1.1. History and Mission

Institution description

Universidad Europea de Madrid (UEM) comprises five schools (School of Social Sciences and Communication, School of Health and Biomedical Sciences, School of Sports and Physical Activity, School of Architecture, Engineering and Design, and the School of Doctoral Studies and Research) and is part of the Universidad Europea (UE), which includes three other campuses: Valencia, Tenerife and Lisbon, as well as a specific Online Unit. In the academic year 2019-2020 UEM had 9,335 students enrolled in bachelor's degrees, 2,369 in master's degrees and 184 in PhD programs. There were 1,246 faculty members (of whom 653 have PhD degrees) and 637 non-academic staff. In the same academic year, UEM offered a total of 92 officially accredited degree programs: 36 Bachelor's Degrees, 51 Master's Degrees and 5 PhD programs, all of which are fully compliant with the European Higher Education Area (EHEA).

History of the University

Universidad Europea de Madrid (UEM) was founded as the "Centro Europeo de Estudios Superiores" (CEES). UEM was recognized as a center affiliated with the Universidad Complutense de Madrid through Royal Decree 1725/1991, dated November 22, approving its affiliation to the Universidad Complutense de Madrid through the "Colegio Universitario de la Fundación Cultura y Libertad", forerunner of UEM.

The most important milestones since then have been:

- 1995: UEM was recognized as a Madrid-based private university (Law 24/1995, of July 17)
- 1999: UEM became part of the Sylvan Learning Systems Group, which would become Laureate Education, Inc. in 2004. UEM was the first university included in the Laureate International Universities network and has been considered one of its standard bearers since then.
- 2004: The IEDE Business School—Institute for Executive Development was acquired. The school had been operating since 1991 and had been offering postgraduate programs in executive management.
- 2005: A collaboration agreement was reached between UEM and Real Madrid Club de Fútbol to create the Real Madrid—Universidad Europea Graduate School, offering degree programs related to sports, both in Spain and abroad (renewed July 3, 2017).
- 2008: A UEM-affiliated center was created in Valencia, which would later become Universidad Europea de Valencia according to Law 9/2012, of December 4, recognized as a private independent university.
- 2016: UEM opened a 745-square meter Simulated Hospital for health sciences students in the academic year 2016-2017, equipped with the latest technology.
- 2019: After the divestment process of Leaureate Education in Europe, and the growing interest expressed by several firms to invest in the higher education sector, Permira Holdings acquired

the Universidad Europea, all its centers in Spain and Portugal: Universidad Europea Madrid, Universidad Europea of Valencia and Universidad Europea de Canarias, as well as Universidade Europeia in Portugal and the Portuguese Institute of Marketing Administration (IPAM). All centers are called One Iberia, following the One University strategy.

These chronological developments, which were the result of UEM's expansion strategy, have also led to increased academic offerings covering the entire spectrum of higher education.

Mission, Vision and Values of the University

The mission, vision, and core values of UEM are as follows (see also https://universidadeuropea.es/en/who-are-we/mission-vision-values):

- **Mission**: To provide our students with a holistic education, shaping leaders and professionals prepared to respond to the demands of a global world, which will add value to their professional fields and contribute to social progress with their entrepreneurial spirit and ethical values. To generate and transfer knowledge through applied research, contributing in the same way to social progress and positioning ourselves at the cutting edge of intellectual and technical development.

- **Vision**: UEM considers academic excellence as one of its strategic pillars. Thus, its educational model has embraced the principles of the European Higher Education Area based on holistic learning of the person. In this model, the teacher is a leader and a mentor who accompanies students throughout their college lives. Students, meanwhile, plan their own training path by developing the knowledge, skills, abilities, and values demanded by today's society. The model puts special emphasis on the student's maturity and autonomy, so that the student learns to adapt to an increasingly complex and constantly changing world.

- **Core Values**: Collaborative, International, Analytical, Trustworthy, Audacious, Responsible.

As a result, our aim is to make Universidad Europea de Madrid a benchmark of quality in higher education in Spain, at the **forefront of intellectual and technical development**; generating and transmitting knowledge through **applied research**, contributing to **social progress**, and training **efficient leaders and professionals** capable of responding to the needs of the new **global society.**

The Bologna Process is implemented at UEM using an educational model that is consistent with the principles promoted by the EHEA. Unlike traditional university models, our educational model incorporates elements linked to the development of skills, **entrepreneurship,** and **ethical values**, going beyond a simple focus on learning strictly linked to the specific knowledge of each area.

To guarantee this **mission,** the educational model at UEM is built on five pedagogical pillars:

- **Integrated curriculum**: A holistic knowledge of the profession that integrates learning outcomes and competencies through interrelating concepts from different areas offering approaches beyond that of one discipline or subject.

- **Simulated environments**: Learning in safe environments, with varying levels of complexity and fidelity, using different methodologies: simulation, CBL, PBL, gamification.

- **Data-driven focus and research inquiry**: Continuous inquiry and critical thinking, instilling a yearning for research. Systemic analysis of information and the capacity to make decisions in complex situation with a data-driven approach. Fostering entrepreneurship, innovation and creativity.

- **Professional environments**: Learning in a real-world context through internships, clinical rotations, and activities in collaboration with the professional world. Life-long learning.

- **Transdisciplinary**: An inter-professional education from different perspectives. Students are able to work in teams with participants of a variety of profiles: professional peers, clients, patients, students, companies and organizations with a 360° vision.

Our graduates respond to the most up-to-date professional demands and are educated in line with the latest trends in higher education. **UEM Graduates are:**

- **Global** / with a holistic outlook that adds value to their profession and to the world.
- **Technological** / they know how to manage and analyze big data within a context of continuous digitalization.
- **Versatile** / they thrive in VUCA environments, are highly adaptable and resilient.
- **Committed** / ethically, socially and environmentally. They are sensitive to diversity and inequality.
- **Competent** / emotionally and socially, with advanced soft skills.
- **Analytical** / they analyze and make decisions in highly complex situations, with a data-driven focus.
- **Innovative** / learning continuously to create and implement new ideas.

Universidad Europea de Madrid promotes **research activity at the university** as well as connections to the business world, with the aim of giving maximum visibility to research results.

The research carried out at UEM is organized on the basis of the activity performed by the professors at the five schools, both in specific lines of research and in cross-disciplinary lines of research. Research areas have been prioritized by the university according to its Strategic Plan and are managed by the School of Doctoral Studies and Research.

History of the School

The current **School of Architecture, Engineering and Design** at Universidad Europea de Madrid was officially established as a private school of architecture in 1996 under the Law (24/1995 dated July 17th). Its original name was *Escuela Superior de Arte y Arquitectura* (School of Art and Architecture of Higher Education).

In 1996 there were only two Schools of Architecture in Madrid: the *Escuela Técnica Superior de Arquitectura de Madrid* (ETSAM, a public university) and CEU School of Architecture (a private university). There was a social demand for a greater variety of architectural studies and methods to teach/learn architecture in such a large city. Responding to this demand, the School of Architecture at Universidad Europea de Madrid was founded by its first dean, Dr. Angel Luis Fernández, who enlisted some professors from ETSAM and professionals from the Madrid area in the framework of Universidad Europea de Madrid. The School has been led by four deans to date: Dr. Angel Luis Fernandez (1996-2002), Dr. Fernando Espuelas (2002-2006), Dr. Juan Carlos García-Perrote (2006-2010), Dr. Miguel Gómez Navarro (2010-2017) and Dr. Alberto Sols (2018-present).

The School of Architecture began by offering an Associate's Degree (pre-Bologna system) in Architecture and an Associate's Degree in Fine Arts; the combination of both academic areas was given the name School of **Art** and **Architecture of Higher Education**. The relationship between Art and Architecture runs so deep that a dual degree in Art and Architecture was created in 1998, combining both curriculums according to a credit recognition matrix. In 2000 a new area was included, *Arquitectura Técnica* (Technical Architecture, which is comparable to Building Engineering).

Since its foundation, the school has grown considerably, reaching its peak right before the financial crisis of 2008, declining as a result of it and the specific impact it had on the AEC industry. Its professional connections and influence in Madrid, and in Spanish society in general, remained nonetheless fluent, same as the international profile of the school thanks to international incoming students, incoming guest professors, outgoing Spanish students and outgoing professors, certification (in addition to NAAB, RIBA validation in 2020), agreements and collaborations (annual workshops with professors and critique sessions at the Bartlett School of Architecture London.

In 2008 the degrees were adapted to the new European Framework proposed by the Bologna Declaration. Architecture was established as a Bachelor's Degree in Architecture, the Associate's Degree in Fine Arts was established as a Bachelor's Degree in Art, and the Technical Architecture Degree was established as a Bachelor's Degree in Building Engineering. A new area was also added thanks to the inclusion of a new degree: the Bachelor's Degree in Design (with specialization branches in Graphic Design, Product Design, Interior Design and Fashion Design).

In 2009 the academic areas of Art and Design split from the School and joined the School of Communication at Universidad Europea de Madrid. Therefore, the School of Architecture remained exclusively the academic areas of Architecture and Building Engineering. This new scenario changed the name of the School to *Escuela de Arquitectura* (School of Architecture), as *Architecture* includes the architectural design part of Architecture and the technical management part of Building Engineering. Nevertheless, the School did not lose its connections with art and design and maintains the organization and leadership of the dual degrees in Architecture and Art and Architecture and Design.

In 2014 the School of Architecture and the School of Engineering underwent a process of integration and became a single School of Architecture and Engineering. Since then, this integration of schools has provided opportunities for multidisciplinary collaborations between sciences and technology and architecture and engineering. One of the benefits of this integration was the inclusion of transversal projects in their degree studies, carried out by students and mentored by their professors. Every year the School of Architecture, Engineering and Design awards the best projects in accordance with the philosophy of project-based learning, typical of the academic model. An internal tribunal chooses the shortlisted projects in the different knowledge areas competing for the final awards. A panel of more than 30 members from relevant businesses and institutions from the different sectors choose the best projects in each area and bestow the Project-Based Schools (BPS) Awards every September. In 2020 the VIII Edition of the PBS Awards and the Second International PBL Encounter were held with the participation of major businesses and in the attendance of students and professors, as well as national and international universities.

Mission of the School

The mission of the **School of Architecture, Engineering and Design** at Universidad Europea de Madrid is to train first-class professionals equipped with the personal, technical and intellectual abilities to meet the challenges and demands within the fields of Architecture, Engineering and Design. In today's highly competitive world and ever-more demanding society, universities must include the best available educational facilities and tools. This ambitious objective is expressed and fulfilled by the following mission items:

1. **Student-centered learning**: Thanks to the facilities and learning areas that make use of the latest technology, small groups, academic advising, an exemplary library and a natural environment ideally suited to educational training and study. From its beginnings, this school has been at the forefront in setting up innovative methodologies for developing skills and values, where the student is the focal point based on personalized learning from the time they become undergraduates until they graduate, and further on through their graduate specialization and research. The support services (academic coordination, advisors and ombudsperson) guarantee the students guidance and personalized follow-up. In addition, the school promotes its students through exhibitions and publishing of their projects, as well as by way of blogs, in books, or on the UEM website.

2. **Project-based Learning**: The School embarks on a path of educational innovation by becoming a Project-Based Learning School that assumes a common methodology in order to develop knowledge and skills in our students that will turn them into great professionals, responding to educational and social needs. From this perspective, we believe that our students learn best

when they apply their knowledge in a practical way in a real project, just as they will do in their professional life. Following this learning model, students work on projects from their first year, developing communication, collaboration, problem-solving and critical analysis skills and, in some cases, in collaboration with external companies and/or institutions.

3. **Professional connections:** The school hopes, through academic training, to anticipate and prepare their students to be able to access any professional itinerary, from small, flexible and innovative offices or expert profiles to large companies and/or multi-disciplinary consultancies. Direct contact with the field is what allows the school to be ever attentive to new developments and innovation, which includes bringing in the most prestigious, brilliant and experienced professionals as part of the faculty. In addition, the school curricula include **internships** as mandatory subjects so that students gain knowledge of working in the real world prior to finishing their studies. The contribution of professionals in the school's degree program design is achieved thanks to the participation of panels of experts. In Architecture, the advice of the major Architectural Associations (COAM-Madrid Architects Association, and CSAE-Spanish Architectural Association) and the Business Advisory Council, with members of different disciplines and professions, are particularly relevant in the design of the curricular programs and implementation of new resources and professional profiles, in the same way as the school's advice is relevant to the major architecture professionals and associations.

4. **International perspective:** In order to offer an education that opens doors to the maximum number of professional possibilities, our focus leads us towards a definite international perspective. The continuous visits by architects and engineers from other countries to give conferences and teach courses, the exchange of students and professors, both in Europe and the rest of the world, is proof of this international focus. This is a vocation that becomes a reality with the possibility of receiving integrated training and learning, in English, in architectural studies (Bachelor's Degree in Architecture is 85% in English, *bilingual* in the Master's Degree in Architecture).

5. **Quality:** The School of Architecture is aligned with the university's continuous improvement processes, adapting to new requirements and promoting a culture of quality. The academic and managerial processes and procedures, led by the Academic Management, are constantly developing its efficiency and transparency each year, for both faculty and students, e.g. through internal revision (PIEA) or external recognitions (RIBA).

Apart from the UEM Mission Items, the School adds a fundamental and specific value area in Architecture:

6. **Integration of disciplines**. Architecture, in the broadest sense of the word, is not simply a technical discipline that is applied in the mere pragmatic sense, but a powerful instrument that serves to understand and make sense of our physical surroundings. We live in a world enormously affected by human influence, whereby, almost seamlessly, nature and culture are intertwined. As such, it is necessary to guarantee maximum efficiency and sensitivity when contributing to our physical resources. This coherence and holistic perspective that society is beginning to demand from those who contribute to physical resources can only be achieved by means of a deep understanding of **phenomena of all types; natural, historical, social and productive**, which impact upon these resources. At the same time, it is essential to remain

aware of the responsibility that we assume for future generations. The very essence of architecture brings together wide-ranging aspects of human knowledge. Its principal distinguishing feature is precisely its capacity to manage complexity, as this is a professional field dedicated to the **multidisciplinary**, to the harmonization of knowledge, and to the communication of interests by integrating different disciplines. For this reason, the UEM School of Architecture, Engineering and Design also offers a dual degree in Architecture and Design, which reinforces our support for contemporary creation. That is also why we have implemented an innovative experience that proposes project-based learning by means of **integrated workshops** that allow students to become adept in the communication of knowledge of a diverse nature within the same practical subject. The school, therefore, supports the **blending of architecture with philosophy, music, engineering, economy or art**. In the same way, the certainty of this expanded function of architecture has led us to prioritize **research** as being inexorably linked to teaching.

History of the program

The Architecture program started at Universidad Europea de Madrid (UEM) with the **Architecture 2000 curricular program** (*Arquitectura, plan 2000*, 6 years). This curriculum was a non-European compliant degree and is pre-EHEA. This curricula included some hands-on courses (projects, urbanism), but many others were very theoretical (fundamental courses such as history and mathematics, structures, construction, etc.), including a large number of lectures and exams.

Once the Bologna Declaration was implemented in 2008, UEM changed the curriculum of Architecture in order to apply for compliance within the new European regulations for degrees, establishing the **Bachelor's Degree in Architecture, 2008 curricular program** (*Grado en Arquitectura, plan 2008, 5 years*). It was officially approved by ANECA (Spanish National Agency for Quality Assurance and Accreditation) on 1-07-2008, according to the official Spanish law RD 1393/2007, article 25**.** The credit unit is the ECTS (European Credit Transfer System) which corresponds to 25 hours of work per credit. This ECTS system must include: in-class hours as well as autonomous work, projects and assignments.

All courses had a similar number of ECTS, were on a semester or trimester schedule, and new methodologies were implemented in all courses (the Case Study Method, project-based learning, teamwork, research, etc.). Meanwhile, lectures and exams were assigned fewer credit hours than the previous curriculum, as hands-on assignments became much more relevant in all courses.

There was also a change in the name of the degree; Bachelor's Degree (=*Grado*) was added, according to the European standard. At that time, holding a Bachelor's Degree was sufficient to acquire 100% professional certification as an architect. Therefore, a Master's Degree was not required to practice as an Architect. In 2011 the Bachelor's Degree in Architecture curriculum (2008) began to be phased out, until its extinction in 2018. The reasons for this termination are explained in the next paragraph.

In 2010 the Spanish professional associations demanded a Master's Degree after the Bachelor's Degree as a compulsory academic step to becoming an architect. The proposal suggested that the previous Bachelor's degree should not change in its essence, just the title ("Bachelor of Fundamentals" instead of just "Bachelor"). The rest should remain essentially the same (ECTS credits, trimester or semester schedules, course competences, methodologies, hours, length, etc.).

The significant change is, firstly, the proposal for a new Master's Degree in Architecture, to acquire 100% professional certification as an Architect. Secondly, the Bachelor's Degree in Fundamentals of Architecture is the only pre-requisite to enroll in the Master's Degree. In other words, other professionals or graduates of other curricular programs cannot be granted access.

The current curriculum consists of**:**

- Bachelor's Degree in Fundamentals of Architecture (2011, pre-professional degree, 300 ECTS, 5 years)
    - Dual degree: Bachelor's Degree in Fundamentals of Architecture **and** Bachelor's Degree in Design (pre-professional degree, 438 ECTS, 6 years)

- Master's Degree in Architecture (2012, professional degree,60 ECTS, 1 year, pre-requisite is Bachelor´s degree in Fundamentals of Architecture)

The Bachelor´s Degree was officially approved by ANECA (Spanish National Agency for Quality Assurance and Accreditation) on 11-07-2011, according to the official Spanish law RD 861/2010, article 28. This curriculum is a modification of the Bachelor's Degree in Architecture 2008 Curricular program.

Minor changes were made in this new curriculum in 2011, without changing the major degree corpus. Those changes were:

1-Some courses changed names. For instance, Construction I: systems instead of Construction systems, Design workshop G5 instead of Design workshop at global scale, etc.

2-A few courses changed semesters or academic terms. For instance, the course of *Materials* is in the third year in the 2008 curriculum, and in the second year in the 2011 curriculum.

Meanwhile, the competences covered in the courses did not change. The only modification is the way competences are described: in 2008 one skill was written in several ways (example: Ability to represent spaces and objects, Capability of controlling graphic representation of space and objects, etc.). In 2011, the Ministry regulated a standardized way of describing each competence, with a specific code (example: Skill SC 1. Description: Capability of applying graphic procedures in space and object representation), which meant that skill SC 1 could be described only by that sentence.

Holding the Bachelor's degree is sufficient to acquire partial certification as an architect (a design architect). Therefore, a Master's Degree is now required if the student wants to achieve 100% certification as an architect, which also qualifies the student to practice as a certified Architect anywhere in Europe (design+technology).

The Bachelor's in Fundamentals of Architecture and the Master's Degree in Architecture were validated by the Education Committee of the Royal Institute of British Architects (RIBA) on 22 January 2020, equivalent to Part 1 and Part 2, respectively, of the architecture studies in the UK. The process of validation started in 2015 and finished with a full visit in October of 2019. The panel praised:

- the school's focus on internationalization from the perspective of both the diversity of the teaching staff and the students' learning experience and the professional opportunities of the graduates;
- the commitment and participation of professors and students in the creation of a solid and enterprising learning community;
- the activities of a live project located within the city and additional demonstration through internship programs.

Universidad Europea de Madrid is the only university in Spain that has RIBA validation for its architecture programs.

Mission of the program

The Bachelor's Degree in Architecture was designed in order to adapt the pre-Bologna Degree in Architecture and make it fully compliant with the European Higher Education Area (EHEA). The specific objectives of the degree program are contained in the verification reports. Each degree program has its own verification report in which all the aspects relating to the degree are explained (justification, competences, access and admission, curriculum, assessment systems, educational activities, tuition methods, academic personnel and material resources). The Bachelor's Degree in Fundamentals of Architecture plus the Master's Degree in Architecture are designed on the basis of market research and the recommendations put forward by panels of experts who establish the competences and objectives the students should acquire under each degree program. This program is regulated by the White Paper on Architecture published by ANECA (Spanish National Agency for Quality Assurance and Accreditation).

The Bachelor's Degree in Fundamentals of Architecture and the Master's Degree in Architecture qualify the graduate to practice the regulated profession of Architect under the Agreement of the Council of Ministers dated July 23, 2010. This degree is the prerequisite to the Master of Architecture, which provides 100% of the competences of the professional Architect (in the same way as in other countries, these competences are provided by a regulated internship and/or a state exam).

The program's mission is:

1. To enable graduates to work in any of the five profiles of an architect's work: construction, urban planning, real estate, drawing, and design.
2. To respond to the demands of society and the job market by introducing principles and knowledge related to sustainability and the environment, accessibility and internationality, communicative skills (in Spanish and English), business management and the efficient use of new technologies throughout the entire degree program.
3. To prepare the graduate in a versatile and standard profile in the different fields of architecture as demanded in national and international social and economic contexts.
4. To develop core competences (CC), basic competences (BC), state-mandated competences (SC) and degree specific competences (DSC). All these competences are guaranteed during the studies. There are five learning areas covered by the different competences: art and humanities, science and technology, projects and production, management and integration of the four learning areas.

5. To integrate all the different fields and areas through well-coordinated, integrated workshops and the Final Degree Project.

6. To develop and encourage general studies (liberal arts and sciences) through the general study courses and the science and liberal arts activities.

7. To guarantee and improve the quality of the professional studies and the accomplishment of the NAAB Student Performance Criteria of these courses.

The Architecture Program Benefits Universidad Europea de Madrid through Discovery, Teaching, Engagement, and Service

Some examples of the specific benefits that the Architecture Program brings to the university are as follows:

1. Our program develops young professionals through liberal arts and design.

   The undergraduate program gives students an extensive foundation in arts and design in the core education. Their skills in history, theory, drawing, geometry, computer science, physics, mathematics, mechanical engineering, languages and management skills are guaranteed in the curricular program. All these core courses account for 60 of the 300 ECTS credits of the program. Apart from these courses, the student has completed at tertiary school level 96 ECTS of general studies (arts, humanities and sciences). The program offers strong preparation in the areas of drawing, history-theory, urbanism, design, technology (structures, construction and building services), and professional practice.

2. PBL (Project-Based Learning) in all courses.

   Our pedagogical framework promotes practical methodologies in all the degrees and courses (e.g. teamwork, learning based on projects, debates, case studies, simulations, presentations, etc.), some of which have been implemented even before Bologna Decree. Since then we have applied practical methodologies and reinforced them in all the courses, even in the courses which were traditionally less inclined towards these new ways of teaching in Spain (such as history, construction, etc.). Real case studies and professional cases brought from our professors' studios, engineering offices, and research areas are analyzed in all the courses. The fact that nearly all our professors work as professionals in their architecture studios strongly supports this strategy.

3. Integrated curricula through coordinated workshops.

   The course displays Integration workshops along the whole curricula. Competencies and skills from different areas of knowledge are put in contact, helping the student to immerse into a real professional environment. This context is multidisciplinary and needs to deal with different experts and points of view. These integration projects are carried out in every course and intensified in the context of award-level projects (bachelor's and master's). In doing so, the architecture program also offers students a number of attractive opportunities to participate in national and international architecture competitions.

4. Labs, Working and Research Facilities.

   Since October 2015, our FabLab is accredited by MIT (Massachusetts Institute of Technology) as an official Fab Academy (http://fabacademy.org/2017-nodes-supernodes/). The laboratory has a clear instructive and constructive vocation. The installation has numerous machines, like 3D printing (Dust, FDM, Resin, Porcelain), CNC milling Machine, CNC precision machine, Laser Cutters and workshop hand tools. In addition, the university has a network of workshops that

allows deeper specialization, Design Lab, BIM Lab, Design Hub, Robots Lab, Virtual Reality & Augmented Reality Lab, Electronics Lab, Mechanical Lab, Graphic Arts Lab, Material Lab and the Wind Tunnel Lab.

5. Increasing social and professional visibility.

   The Architecture course is deeply engaged with social activities at the municipal and national scale.

   a. Final Exhibition of the UEM Architecture program has been traditionally installed in significant sites in the city center of Madrid (COAM headquarters, Madrid *CentroCentro, Matadero* Design Center Madrid, HUB Madrid, ROCA Madrid Gallery, etc.).

   b. Participation in several editions of Architecture Week Madrid with COAM Architecture Foundation, in conjunction with Madrid City Council and the Community of Madrid. We launch workshops and seminars open to all architecture students (UEM and non-UEM), professors, researchers and professionals.

   c. Our faculty have won numerous prestigious academic and professional awards: Fuensanta Nieto (Alvar Aalto Award 2015, Fine Arts Spanish Gold Medal 2017); José Luis Esteban Penelas (II International Architecture BienaleRótterdam 2004); Víctor Navarro (Mies van der Rohe Prize 2013; Young Architect Prize 2014, El País 2020 one the six most promising offices in Spain); Uriel Fogué (JUSTMAD Award 2013) Carlos Arroyo (Prijs Bouwmeester 2013; Holcim Silver Award 2011); Acebo& Alonso (FAD Award 2017); Pablo Gil (Future Minds Award 2010 y Archigram Prize UCL 2004);

   d. Internationally prestigious visiting professors' lectures, seminars and symposia increase the quality of our teaching: Anne Lacaton (Pritzker Prize 2021), Francis Keré, Sou Fujimoto, Smiljan Radic, Aires Mateus, Beatriz Colomina (Princeton University), Marcos Cruz, Stephano Boeri, Fernando Romero, Iñaki Ábalos& Renata Sentkiewick, Bijoy Jain, Carme Pigem (RCR) (Pritzker Prize 2017), Dominique Perrault, Toyo Ito (Pritzker Prize 2013), Benedetta Tagliabue (Miralles-Tagliabue EMBT), Jacob Van Rijs (MVRDV), Alberto Campo Baeza, Arno Brandlhuber, Tom Emerson, and other internationally recognized professors have given courses at our School, such as Víctor López Cotelo, Xavier Ferrés, Sebastiá Jornet, Xiangning Li, Francisco Mangado, Salvador Pérez Arroyo and of late, the Venice Bienale award-winning Andrés Jaque.

   e. 2021 Evaluation of El Mundo (a major Spanish newspaper) considers the UEM architecture program the 5th best in Spain.

6. Strategic international academic alliances

   We have active academic agreements with internationally prestigious institutions and organize workshops schools such as the Bartlett School of Architecture (UK), Architectural Association School of Architecture, AEDES workshop in Berlin (GER), Tongji Architecture and Design Institute (CAN), Universidad Peruana de Ciencias Aplicadas, among others.

7. Students' external recognition and awards.

   Many awards have been won by our alumni, thus increasing the prestige of our academic community. Some examples of students' awards are: Cristian Santandreu and Juan Manzanares (XII Spanish Architecture Bienale Award); Juan Manzanares and Cristian Santandreu (Architizer A+ Awards); Antonio Cantero and Consuelo Fernández (EASA 013 Zuzemberk); Diego de Las Heras and Gonzalo del Val (OperaLAB: l); Alicia Juarez 3rd Prize and Emilia Navarrete Sustainability Prize (COAM Final Degree Project Awards 2014); Maria Mtnez. Morón 1st prize

and Dana Barale 3rd prize (COAM Final Degree Project Awards 2021); José María Martín Padrón, Ana Caracuel Urbano (Archiprix 2015); Sara Palomar y Carlos Zarco (EUROPAN 13 Award); Pablo Diego (SEDEA Spain´s best architecture student 2020).

8. Student empowerment and entrepreneurship.

The Student's Club of Architecture, Art and Design develops its own projects in collaboration with the university and other external organizations. Every year they organize a highly prestigious festival of Architecture, Art, Design and Engineering called *HANDS+Thinking*, a platform of design and creativity, reflecting the multidisciplinary focus of our school (http://projectbasedschool.universidadeuropea.es/HANDS+Thinking).

Our university also has other clubs, such as the Cooperation Club which is developing a project for the construction of an orphanage in Molo, Kenya. This orphanage has been designed by the students in Integrated Workshops, applying their knowledge to a real case. Students develop and manage the project and search for sponsors to assist in its completion. The School of Architecture, Engineering and Design organizes competitions among the different faculties to design a project for a charity. Since 2016, the Cooperation club has helped in the reconstruction of villages in Nepal that were affected by the earthquakes in 2015. Every year professors and students of the different UE schools visit sites with an external NGO to rebuild dwellings and facilities using seismic-resistant structures.

Another project carried out by the students is the annual collaboration with Open House Madrid, a festival present in 30 cities around the world. The cooperation with Open House Madrid is such that *HANDS+Thinking* uses its organization software to manage Open House Madrid's web page, information of the buildings, maps preparation and the Madrid City Architecture Guide that is shared at the festival.

9. Dissemination through Publications and Research papers:

Publications:

- *AOPAC (Apreciación en la Opinión Pública de la Arquitectura Contemporánea).*This publication gathers the results of architecture research projects from the university PAR-PAN (*Patrimonio Arquitectónico y Paisaje Antrópico*) group, directed by Fernando Espuelas and Juan Carlos García-Perrote.

- REIA: digital research magazine since 2013 and included in Columbia University's Avery Index as well as Latindex and Dialnet.

Research lines and teams that regularly publish research papers:

- ELAN research group (Urban and Environmental Sustainability and Regeneration) has the overall aim of sustainable urban regeneration at the local level. Prof. Silvia Alonso Pérez is leading a research project which is monitoring air quality using low-cost sensors. Prof. Beatriz Inglés Gosálbez is leading the research project "Applications of mycelia in the production of a biomaterial as a building element".

- PAR-PAN (Architectural Heritage and Anthropic Landscape) research group has the objective of updating assessment and cataloguing architectural heritage. Among AOPAC's major projects is the appreciation, assessment, and protection of contemporary architectural, led by Fernando Espuelas, and ARSATA's (Architecture and Health in the Tamang Region, catalogue and diagnostics), led by Dr. Esther Redondo.

- AIR LAB research group (laboratory of cities design institute research group). This transversal and interdisciplinary research group is planning to develop projects for

megacities, both of new design and of mixed use. Prof. José Luis Esteban Penelas is leading the following projects: Super Lighting Architecture: dynamic activities from the Light and Architecture Program, Big Data Platform, and IOT for the development of intelligent urban amenities and DENS_URB, residential density in modern projects. This is a contemporary look at Spanish housing units. His "Super Inclusive Metacity" research project has been included in the event "European researchers' night" sponsored by the Accrediting Association of Madrid *madri+d* (November 2020).

The Institutional Setting of Universidad Europea de Madrid Benefits the Architecture Program

The Architecture Program benefits from its setting in an innovative, active, international university. Some specific benefits are:

- National and international academic and social visibility through the activities of the five schools in Madrid and the UE campuses in Valencia, Tenerife and Lisbon.
- Academic quality (national and international certifications and accreditations)
- Teaching innovation summits (*Jornadas de Innovación docente* JIU)
- Self-assessment quality system
- Postgraduate and Research School: research lines & postgraduate programs
- UEM virtual agenda: news, activities
- Dulce Chacón Library is an important resource center for Learning, Research and Innovation (LRI) with more than 89,000 volumes and 735 work and study stations.
- Investment in specific and shared facilities (FabLab UE, Virtual Reality and Augmented Reality Lab, BIM Lab, Design Hub, modeling room, etc.) and teaching resources (e.g. HyFlex face-to-face or online learning).
- Cross-disciplinary activities (Job Summit, *Honoris causa*…)
- Professional internship: promotion and management of agreements at the national level
- International mobility (students and faculty)
- Dual degrees (Architecture and Design)

Architecture program: development of young professionals through both liberal arts and professional education.

The undergraduate program gives students an extensive foundation in the liberal arts and in core education (see II.2.2 for further details). Their skills in history, theory, drawing, geometry, computer science, physics, mathematics, mechanical engineering, languages (Spanish and English) and management skills are guaranteed in the curricular program). Apart from these courses, the student has completed 96 ECTS of general studies (arts, humanities and sciences) at a tertiary school level. See more detailed information at **Response from Program [2014]: II.2.2 Professional Degrees and Curriculum**.

The Program offers strong preparation in the areas of drawing, history, theory, urbanism, design, technology (structures, construction and building services), professional practice and internship. Elective courses give the students the chance to focus in depth. These electives are taken during the master's program.

The learning process is practice-based in all the courses (Project-Based Learning is the main methodology both in the programs and the school. The new EHEA promotes practical methodologies in all the degrees and courses (e.g. teamwork, learning based on projects, debates, case studies, simulations, presentations, etc.).We had been applying some of those methodologies even before the new European degrees were established in 2008 at Universidad Europea de Madrid. Since 2008, we have applied all the practical methodologies and reinforced them in all the courses, even in the courses which were traditionally less inclined towards these new ways of teaching in Spain (such as history, construction, etc.). Real cases and professional cases brought from our professors' architecture studios, engineering offices and research areas are analyzed in all the courses. The fact that nearly all our professors work as professionals in architecture studios supports this strategy.

The effort to integrate disciplines through coordinated exercises among different courses (e.g. construction, design, urbanism, etc.) and the Integration workshops I and II, where professors from different fields and areas of expertise give feedback on the students' projects, helps the student to understand real professional activity. This real professional activity is multidisciplinary and deals with different experts and points of view to integrate the various aspects of a project. These integration projects are carried out mainly in the context of the master's final degree project.

The architecture program offers students a number of attractive opportunities to participate in national and international architecture competitions, where they are succeeding, and to work in real architecture studios through the course Internship, which entails 300 hours in all.

I.1.2.   Learning Culture

Academic/Studio culture policy
The educational model places the student from the very first moment in the center of activity to provide comprehensive training in which the acquisition of knowledge is complemented with ample development of competences and the fostering of solid values. This model promotes educational innovation, applied research and continuous improvement to guarantee quality education. Our professors receive on-going training to develop their pedagogical skills and teaching-learning methodologies.

Our model, focused on experiential learning (link web), responds to the needs of the professional world and the latest trends in higher education, which conveys the need for competences. Students must play an active role both inside and outside the classroom. For this reason, it is essential for the students to learn through doing, assimilating specific lessons by means of their integration in an architectural project and an interactive learning space such as classroom workshops. Experiential learning is complemented through academic travel (international in the second year of the undergraduate degree and in the Master's, as well as shorter national trips during the remaining years of the course), visits to museums, emblematic buildings, professional studios, etc. for an immersive learning environment. From a pedagogical perspective, the faculty incorporates, adapts, and maximizes the different methodologies, developing the academic model proactively.

The role of the teacher is to accompany students throughout their formative period as they transition towards their own personal and professional development. In class, the teacher guides the student through the different learning methodologies as each pillar of the model is displayed, ensuring the development of competences and values as expressed in our vision of a global world.

This model guarantees a profile of the graduate that encompasses four dimensions: intellectual, professional, international, and ethical-social. It is based on comprehensive learning that allows students to have a holistic view of the profession beyond the individual disciplines and subjects. It is an interdisciplinary education that favors working in teams with other professions and permits maximum employability in a global world.

These dimensions are transmitted to the class through our six educational pillars: simulated environments, professional environments, comprehensive curriculum, trans-disciplinary character, data-driven focus and interest in research, and a Oneworld vision.

Specifically:
In simulated environments, learning takes places in safe environments with various levels of complexity and accuracy to get as close as possible the real world of architecture, using different methodologies to best respond to the specific competences. It is a learning environment that helps students gain confidence and security for better performance in subsequent professional environments.

Thanks to the professional environments, education that adapts to the real world guarantees a connection with the professional world right from the beginning of their studies. The university has reached numerous agreements with businesses that provide professional practice and other

professionally-related activities, encouraging lifelong learning and providing continuous improvement in the necessary competences in the current and future labor markets.

The professions of today require holistic learning that is far from the more traditional models of "silos" or "hermetic" subjects. The comprehensive curriculum allows learning in which students integrate knowledge and competences, interrelating concepts and areas of action. This allows an approach that goes beyond the discipline or subject and is closer to the professional world.

Students learn to work in teams, interacting with other agents in order to have a 360° vision of other professions or businesses. A trans-disciplinary education in different environments enriches the learning experience and prepares them for the reality of the professions where interprofessional collaboration is an essential value.

Continuous exploration and critical thought are interwoven into the model so that students develop a strong interest in research. The model encourages entrepreneurship, innovation and creativity.

All the pillars are displayed in the faculty through Project-based Learning (PBL). Furthermore, to ensure the implementation and development of this methodology, the university has a PBS (Project-Based School) office comprised of an interdisciplinary team of professors (link to web). This office provides support, dissemination, and development of experiential learning through a variety of activities and proposals to achieve excellence by means of the PBL (Project-Based Learning) methodology. Among the main activities of this office is the organization of the UE STEAM SCHOOL Awards where students compete and the best comprehensive projects of the school are awarded, thus obtaining the recognition of the businesses invited to the event. The UE STEAM SCHOOL Encounters is a forum of professors that share experiences linked to the development of PBL, and the European Workshop on PBL, a European conference where experiences are shared with the rest of the leading universities in this methodology.

In addition to these activities, the office organizes exhibitions at the UE STEAM SCHOOL SHOWROOM where some of the more noteworthy projects of the moment are exhibited within the Villaviciosa Campus.

Evidence of plans for learning culture policies with measurable assessment of their effectiveness.
Our students not only receive academic training that prepares them to be professionals in their area of study, but also to become global and responsible citizens. Education in values permeates this model transversally so our graduates become committed socially, ethically and environmentally.

The importance of coaching students by the different university actors should be noted. The aim is to guarantee the proper integration of students, encourage autonomy and motivate their participation in university life, and to take advantage of all the opportunities they will encounter during their university training. A striking example of this is the annual series of "HANDS+Thinking" workshops that define and organize students' autonomy, which is financed by the school.

The common element in all the types of methodology developed at UEM is the change in roles of professors and students with respect to the traditional ways of approaching higher education. For the professor, the master class is substituted by sessions in which students participate more, where the professor devotes a large part of the time coaching and monitoring the students. Student attendance in class is active and participation in the classroom activities allows for more in-depth learning.

It is worth pointing out the focus that assessments have on student learning:

- Transparent, implying that the assessment criteria are public and students are aware of them.
- Coherent, which means it is in line with the nature, contents and teaching methods of the subject material.
- Formative, meaning that it should provide students with frequent information on their progress, which allows them to advance their studies in an appropriate manner.
- It is also worth highlighting the encouragement of values: the creative and entrepreneurial spirit, integrity and the global perspective. To strengthen the formation of these values, some programs integrate specific topics such as professional ethics. In the rest of the programs, these contents are integrated transversally. Also, professors pay special attention to the impact that their example has on students with regard to their personal development and growth. This behavior is transmitted in three dimensions:
- People who respect and make others respect their dignity, their integrity and their liberty.
- Citizens that are part of a society in which democratic principles prevail.
- Professionals and future professionals that carry out their work responsibly and for the common good.

In the model's dimension for ethical and social commitment, our students are oriented towards a humanism that contributes to the formation of people with integrity and responsible global citizens who are aware of inequality and sensitive to diversity. This has been demonstrated over the last five years through the participation of students and faculty in the Collaborative NGO Project in Nepal.

Rules are in place to strengthen academic integrity, and faculty have access to anti-plagiarism tools (Turnitin) in the virtual campus. They can verify if their students' work meet quality standards.

Additionally, it is worth highlighting the support that this academic model attaches to sports activities and the adoption of healthy habits. Beyond the direct benefits for health, practicing sports is, in itself, an opportunity to develop transversal competences such as teamwork, communication and leadership as well as reinforcing values such as effort, self-improvement, and self-care.

Moreover, it is very important to have a healthy university environment. To this end, there is the Campus Health Program, which includes sections on a tobacco-free campus, the availability of sports facilities, the encouragement of sports activities, stress control, nutrition, etc. as well as other activities that encourage both students and professors to maintain a healthy lifestyle.

Convinced that technological innovation applied to teaching effectively reinforces student learning, all the subjects included in the UEM curriculum include a space in the virtual campus. This provides an extension to the physical classroom. Practical activities are developed in this space thanks to the use of technology and specialized software that allows students to carry out virtual practice. This space also allows continuous communication between faculty and students. The use of the virtual campus and the adaptation of the pedagogical model to this environment allows the university to offer a hybrid approach to the study programs, which is capable of satisfying the need for a physical and virtual classroom based on the students profile, interests and constraints, and on the temporary special conditions and constraints both on the personal level and on the community at large (pandemic). The digital transformation of the educational model provides the added value of inclusiveness and a methodological complement.

In its most professional dimension, the model brings students closer the professions and to the industrial fabric of Madrid's autonomous region in such a way as to allow them to become familiar with the needs of the labor market and to enrich themselves with an applied approach and the continuous advances in the different professional areas.

This dimension is reflected in several scenarios: on the one hand, thanks to the incorporation of mandatory professional practice in all the degree programs; on the other hand, the incorporation into the faculty of working professionals who bring the latest advances into the classroom. It is also important to point out that, in relation to the business sector and the design of the undergraduate and master's degrees, a panel of professional experts is always included, with special emphasis on the participation of members from the different professional associations within the Madrid region. Their opinions and proposals provide information of great interest when preparing the curriculum.

The school is also assessed by a [Professional Advisory Council][1] whose mission is to provide feedback and recommendations for improvement on the proposals for our degree programs to improve the learning objectives, contents and methodological focus in order to ensure that the studies of our students fully comply with the current and future needs of the professional area in question.

Another essential element of the effort to bring the university closer to the professions is the fact that a large percentage of our faculty is made up of part-time working professionals who introduce the reality of their professions to our classrooms.

Additionally, to further the employability of students, a department of professional practice, which arranges a number of activities oriented towards improving employability and contact with businesses and institutions, is available. An example of this is the Employment Forum, aimed at final-year students, that responds to their concerns when transitioning to their professional life. Professional practice both within the curriculum and extra-curricular allows our students to apply their knowledge in a real working environment under the supervision of their tutors and professionals in the field and within the framework of the educational cooperation agreements signed by the Universidad Europea de Madrid and public and private businesses and institutions.

The follow-up and assessment of the academic model is carried out through meetings of the Degree Program Quality Committee (CCT, with the Vice Dean, Degree Coordinator, Q-Partner and students), the Institutional Learning Assessment Plan (PIEA, with faculty, Degree Coordinator and Q-Partner), the teaching staff and the "ThinkTank" (faculty, school board and external guests/professionals), together with data provided by quality surveys carried out at every level and including all the agents involved.

Evidence that faculty, staff, and students have been able to participate in the development of policies related to learning culture and their ongoing assessment and evaluation.

The following is a summary of main processes for the monitoring, assessment and improvement of the academic model:

[1]Professional Advisory Council:
https://projectbasedschool.universidadeuropea.es/escuela/escuela/consejo_asesor_empresarial
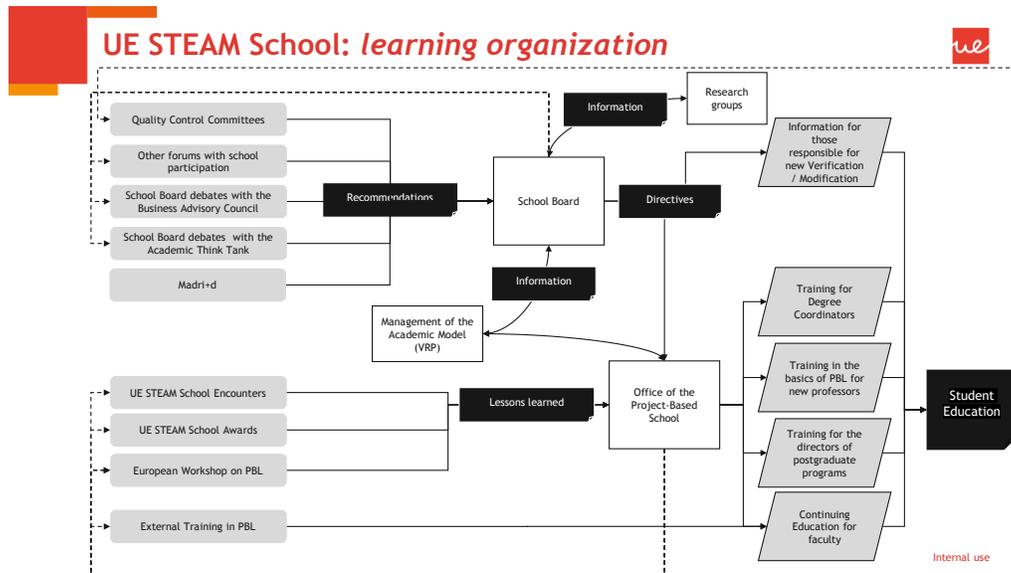
In short:

- Teaching staff and personnel propose and assess the implementation of the academic model through faculty meetings, ThinkTank, PIEA reports (gathering evidence from students' work), research groups, surveys and STEAM School encounters.
- Students propose and assess good decisions and areas of improvement to the training received through meetings (two per semester) of the CCT in each program (Bachelor's, Master's), periodic meetings of all the school delegates with the school director as well as surveys (satisfaction with the teaching staff, with the program and NPS) providing detailed data and comments on which to base the annual Improvement Plans.

Evidence that the institution has established policies and procedures for grievances related to harassment and discrimination.

The university, in keeping with its commitment to zero tolerance of any kind of sexual harassment or discrimination, has set up a **Protocol against sexual harassment or discrimination at the Universidad Europea,** which is applied to all its students.
https://storage.googleapis.com/ue-cms-mvp-production-files/uploads/media/05/eng-mad-protocolo-contra-el-acoso-sexual-o-por-razon-de-sexo-y-acoso-discriminatorio-de-la-universidad-europea.PDF

The university undertakes to disseminate this Protocol. The university curriculum includes courses on the prevention and actions-to-take in the case of sexual harassment or discrimination as well as awareness-raising activities. This Protocol is also sent to collaborating businesses and UEM suppliers. It is available on the university website. The university is committed to resolving any claims, complaints or reports from students with regards to sexual harassment or discrimination, which will be handled and resolved with the utmost fairness in accordance with UEM's responsibility as an educational institution, with the added safeguards provided by Spanish Legal System.

The university also makes available the Student Code of Conduct, which states the rights and duties of students.

https://universidadeuropea.com/resources/media/documents/estatuto-estudiante-uem.pdf

Included in its articles are:

> Art. 2.1
> *Students have the right to equal opportunities, without harassment of any kind, in their enrollment and stay at the university and the exercise of their academic rights.*

> Art 5.2
> *Students must respect all members of the university community.*

> Students shall not discriminate nor harass any member of the university community for reasons of national origin, race, religion, opinion, age, disability, illness, sexual orientation, political ideas, economic or social status, physical appearance, or any other personal reason.

Evidence that the institution has established policies to foster academic integrity (e.g., to avoid cheating, plagiarism).

Students:
The university code of academic integrity for students is governed by the **Student Code of Conduct**, as exposed before.

This code stipulates the rights and duties of students.
> Art 5.2
> *Students shall not cheat on exams nor plagiarize exercises, works or projects of other students or professionals.*

UEM Student Disciplinary Rules
> https://universidadeuropea.com/resources/media/documents/MAD_rev-_REGLAMENTO_DISCIPLINARIO_2020_COVIDFinal-en-US_vUQ1qBA.pdf

I.1.3. Social Equity

The degree program must describe how social equity is defined within the context of the institution or the country in which it is located.

The university promotes ethical, social and corporate responsibility through different projects, which are set out in six basic pillars: social endeavor, curricular sustainability, volunteering, collaboration with the relevant actors in social responsibility, environmental action and awareness-raising campaigns.

Students should not only receive excellent academic training that prepares them for the labor market, but also education in values. The university has integrated curricular sustainability transversally in all its degree programs. Thus, social, cultural, environmental and economic sustainability is omnipresent in all facets of their education.

At Universidad Europea, every day we are totally convinced of the power of education to generate change and commitment in those communities where we have a presence. UEM has become established as an institution dedicated to the education of students that can contribute, with their effort and talent, to make the world a better place.

As part of the mission to train professionals with a strong commitment to ethics, the university organizes numerous awareness campaigns to make the community aware of the current social challenges, understand the importance of diversity and appreciate difference as a basic component to build a better world. Architecture reinforces awareness of the environment and cultures that are different from one's own by incorporating diverse international cases and topics into the course programs. Many of the project locations are in other countries and continents rather than in Spain, which means that students need to analyze the cultural background of these diverse cultures before designing. This analysis covers sociology, economy, land, climate, history, etc. The same diversity is required in all the history and urbanism courses, which analyze architecture and urban design from foreign countries.

For several years now, a number of activities in support of equal opportunities for all, which are not just limited to gender, have been carried out. Activities include: International Women's Day, International Day of Women in Science, International Day for the Elimination of Violence against Women, Fragile X Syndrome Awareness, Protection of Human Rights in the Multinational Environments.

Universidad Europea believes in the power of education to improve people's lives and the role that higher education institutions plays in accepting the challenge of being a catalyst for change, mobilizing students and society in general. The commitment to talent and social issues is a constant for us and, in consequence, promoting an entrepreneurial culture and social contribution characterize our roadmap. Universidad Europea is a pioneer in Spain for the creation of ecosystems of social endeavor, exemplified by the Awards Program for Young Social Entrepreneurs, which, since 2008, supports young people between the ages of 18 and 29 who develop projects that have social and environmental impact.

In Architecture every year cooperation workshops have been held with our students, giving them the chance to contribute to the development of under-represented groups (Kenya, Peru, Nepal…). These cooperation workshops have given our students the opportunity to meet people from other cultures and to collaborate with them in real social projects, such as the cooperation project in Kenya between 2016 and 2018 where students added classrooms and other facilities in an orphanage run by the NGO

"Chazón" in the town of Molo, the micro-project in Gatlang (Nepal), proposing earthquake-resistant measures for traditional building structures, a project with students from Torrens University Australia (TUA) and the Swedish NGO "Yennenga Progress" to build a school in Burkina Faso, and the design and construction of a temporary kitchen and dining area for a school in Arequipa (Peru) during the 2019-2020 course year, which originated from a program of the NGO "Schools Without Borders" for Peruvian educational centers.

UEM measures to ensure Diversity and Inclusion

With employees: Objective hiring processes that guarantee equal opportunities. Collaboration with institutions to integrate people with functional diversity into the workforce. Training in the diversity of abilities. Equality plan to regulate and ensure equal treatment and opportunities. Hotline for cases of harassment or discrimination.

With students: Awareness activities, courses and workshops on diversity. Mentoring plan to ensure the proper integration of students into university life and detect any situation that may put equal opportunity at risk during their studies. Diversity Unit to support and advise students with specific educational needs. Schedules that are compatible with professional activity. Special access courses for people over 25. University Defense office.

Diversity Policy

UEM's policy on diversity includes compliance with current Spanish legislation and the conviction that diversity of ability, culture, race, gender, sexual orientation, age, ideology, or any other social or economic condition contributes to an environment of creativity and innovation. Collaboration, respect, dignity and zero discrimination are values that are part of the culture advanced by the university.

Diversity Unit: The Diversity Unit promotes the inclusion of students with functional disabilities or specific needs for educational support in order to ensure equal opportunities, develop competences and full participation in the educational community and insertion in the labor market. This unit coordinates with the Admissions Department, Student Services, Medical Services, Academic Administration, Department Heads, University Defense office, Corporate Social Responsibility and professors to advise students whose specific needs for educational support may arise from neuro-developmental disorders, sensory impairment, physical, organic or motor dysfunction, or psychological or psychiatric disorders. Their activities include:
- Universal accessibility.
- Technical and human resources for students with special educational needs.
- Adjustments to the curriculum according to the specific needs of the students.
- Awareness workshops and seminars.
- Inclusion training for professors and students.

Gender Observatory: The Gender Observatory was created in March of 2018 to examine gender equality, give visibility to problems that are detected, and provide a common space for the university community to work on solving those problems. Some of the specific goals of the observatory are: provide visibility on the role of women in history, encourage the presence of women in leadership positions or in STEM (science, technology, engineering, mathematics).

Evidence that faculty, students, and staff have access to these policies and understand the purposes for which they were established

- Diversity Policy
  - https://universidadeuropea.com/resources/media/documents/politica-de-diversidad-revisada-madrid-espanol.pdf
- Social Impact
  - https://universidadeuropea.com/en/about-ue/corporate-social-responsibility/
- Diversity Unit
  - https://universidadeuropea.com/en/study-ue/diversity/
- Gender Observatory
  - https://universidadeuropea.com/noticias/la-universidad-europea-presento-su-observatorio-de-genero-para-impulsar-la-igualdad-desde-el-ambito-educativo

I.1.4   Defining Perspectives

As already mentioned in I.1.1 History and Mission, the UEM defines its mission as holistic, educating students to respond to the demands of a global world and thereby add value to the professional field and contribute to social progress with an entrepreneurial spirit and ethical values. Focus is placed on the following core values: collaborative, international, analytical, trustworthy, audacious and responsible. By extension, many of these values coincide with the five perspectives defined in the school mission and in the architecture program and are each summarized as follows:

A. Collaboration and Leadership.

The cross-curricular skills of *teamwork* and *leadership* are developed methodically throughout the program, from the accreditation report and the particular specifications of each subject's course syllabus to the Learning Guides and the implementation of each academic course. The formats vary from specific activities and assignments (e.g. group research) to full coordination between course subjects. Knowledge areas that benefit from these formats are diverse: specific activities are carried out in Communication Skills, History of Art and Architecture, Urbanism, Construction, and so on, especially those intended for integrating skills, such as Technology Projects Workshops, Sustainability in the Building Environment. Furthermore, the skills developed in Integration Workshops I and II are the backbone of the course program. All students must do research, propose and fully develop a project during the semester. Some noteworthy examples before the pandemic are: construction work in Kenya (see link in section E. Community and Social Responsibility); a pavilion for ARE – Architecture for Rural Environment (Cantabria, Spain), which was nominated for the FAD Awards:
https://projectbasedschool.universidadeuropea.es/Pabellon+ARE+seleccionado+en+los+premios+FAD+2019

The various teaching dynamics include assigning roles in process planning (theoretical project or real construction), combining self-assessment and peer assessment together with self-reflective reports on personal learning experiences. In the Technology Workshops, projects include collaborative use of software (e.g. virtual models) and sessions for coordinating data, formats, goals and deadlines for the different roles of the student groups.

This collaborative and integrating format is supplemented with PBS (Project-Based School) projects at the school level in which architecture students form teams with students from other programs (Design, Engineering) in a common project with external agents or businesses (e.g. *Ciudad de los Niños* together with the Town Hall of Fuenlabrada) as client, consultant or collaborator.

Additionally, students are encouraged to work collaboratively in student clubs and workshops such as *HANDS+Thinking* in which they define and organize various free workshops on innovative formats in architecture, design and engineering, financed by the school. The workshops are open to the entire academic community (students and professors):
https://universidadeuropea.com/madrid/noticias/handsthiking-no-es-solo-un-evento-o-una-semana-es-una-forma-de-pensar-es-el-motor-del-dia-a-dia-para-muchos-estudiantes

Students are progressively prepared for working effectively in collaboration with others and taking on leadership roles and responsibilities. This skill is also promoted by including students in publicly exhibiting their work (joint commissions), as members of internal and external research groups, as well

as in the academic accreditation process (documentation and management of NAAB and RIBA documentary evidence). The maturity and excellence achieved by our alumni open doors for them to be hired as teaching staff on a permanent or temporary basis (Gonzalo del Val, Carmen Glez. Requeijo, Victor Verdú, etc.).

B. Design.

The program is deeply committed to a creative, technical, realistic and pluralistic approach to architecture; that is, a holistic attitude that deals with the different conditions and needs to prepare students to think out of the box, to be flexible and open to innovation and the need for subsequent integration in order to provide value to society. .

The focus of the particular project briefs and assignments is to understand contemporary problems and opportunities, training that is constantly updated to stay abreast of the ever-changing global conditions and provide solutions to a wide range of scales and conditions. As the core design studio articulates history, construction, structures, urban planning and technology blended into a specific mixture adapted to everyone's own personal balance. In this rich and warm workshop atmosphere, where professors and students work side by side, any idea can find a way to grow.

From its inception, this program has been at the forefront in setting up innovative methodologies for developing skills and values (such as team work, research, case studies, debates, presentations), where personalized learning is the focal point throughout the program, and continues through their postgraduate specializations and research. "Hands-on" methodologies are also a strong part of our ethos. Students are encouraged to work on real scenarios, continuously, developing full scale prototypes or small size real buildings. This implies working daily in our laboratories with all kinds of technologies.

As our academic environment is multidisciplinary, we promote the integration of knowledge and disciplines as well as cross-curricular studies such as the dual degree with Design and the proximity of the engineering programs at the school. This enriches the analysis and development of proposals.

The academic environment is also enhanced by the continual presence of internationally prestigious visiting professors, which gave rise to the "Master Lecture Series" in the Master's Degree program (26 lectures by national and international experts such as Arno Brandlhuber, Tom Emerson of 6a architects, Nieto Sobjano, Giancarlo Mazzanti, Roger Bolthauser, Gilles Retsin, Abalos&SentKiewicz). The external contribution of innovative approaches and awareness programs are complemented with joint annual workshops at the Bartlett School of London.

The success of our approach is validated by the numerous and varied awards that our alumni achieve in prestigious competitions such as Biennial Architecture and Urbanism of Spain, Europan, Archiprix International, Mies van der Rohe Award, Triennial of Architecture of Oslo, Shelter International Architectural Design Competition for Students, etc.

C. Professional Opportunity.

The connection with the realities of the profession is in the very DNA of the program, as 80% of our academic staff work part time and are active, renowned, independent professionals based in Madrid. Throughout the program, the faculty enables graduates to work in any of the five profiles in the architectural profession: **construction, urban planning, real estate, drawing, and design**. Their

professional experience in innovative architecture studios, articles published in international architecture magazines and publications, cultural foundations, an important hub for construction activity like Madrid with numerous first-rate constructions designed and built throughout the 20th & 21st centuries, is directly transferred to the academic environment. The innovational approach in project briefs, visits to events and construction sites or buildings that represent the latest in construction techniques help to connect with stark reality and provide first-hand knowledge and appreciation of the different facets and perspectives of the profession.

At the same time, we transmit to the classroom the work routines that are closest to professional environments, which prioritize the 360° approach based on projects, integration of the various disciplines, incorporation of external, social and/or business agents, and the corresponding decision-making processes, all brought together in PBS projects. The means of production also takes in the immediate professional reality (digital and parametric manufacturing and design, BIM and IPD workflows, resources such as Virtual Reality and Augmented Reality, robotics), with constant monitoring and feedback from the Business Advisory Council and the Academic ThinkTank to detect new opportunities and resources.

The professional internships of architecture students, obligatory under Spanish law, and in our program, entail a minimum of 12 ECTS (300 hours). It is the first significant immersion in the profession and is monitored by an expert, aided by the Internship Unit, providing students with opportunities to access very diverse and excellent studios and businesses in Madrid.

Contact with the main professional associations (COAM *Colegio Oficial de Arquitectos de Madrid,* and CSAE *Consejo Superior de Arquitectos de España*) is fundamental and is maintained by permanent dialogue, endorsed by a special agreement with the COAM, and is materialized in regular sessions and events at the COAM itself as well as shared courses and the inclusion of COAM members in the final degree project (TFG and TFM) committee.

Finally, we promote professional experience in a global environment through the international nature of the program and through certifications from NAAB and RIBA, which provide our students at UEM with international visibility and recognition. We also encourage the ERAMUS exchange program (bilateral agreements with schools of architecture throughout Europe) as a part of their educational development, international stays and collaborations such as the annual Master's workshop in London, with visits to the most prestigious studios (e.g. ZahaHadid, Foster, Heatherwick, Rogers, Strick &Harbour, Grimshaw, Make, Arup).

D. Stewardship of the Environment.

Sustainability, in its broadest and most ambitious sense (social, environmental, economic, and energy), is the backbone both of the mission and vision of the university and the School of Architecture. The program itself includes this in its curriculum, both in specific subjects (e.g. *Sustainability in the building environment* or *Urban areas and sustainable de*sign, and the Master's elective *Bioclimatic and Biomimetic Architecture*) and it is expressed in the specific academic goals in many others (e.g. *Building facilities, Technical systems, Technology projects workshop*). This can be verified in the documentary evidence (analysis, studies, proposals). However, it is more important to point out that responsible and sustainable management is considered intrinsic to the academic community as a whole and therefore indissoluble from the architectural project itself from conceptualization to final development. The research team ELAN (*Estrategias Locales Arquitectura y Naturaleza*, that is, Local Strategies for

Architecture and Nature) is just one more of the many facets that confirms our academic commitment to sustainability.

The school also demonstrates its interest in supplementing basic education from many different perspectives and specializations through its Master's in *Sustainable Architecture and Bioconstruction*, Master's in *Ecological Transition* or the Master's in *Sustainable Mobility*.

E. Community and Social Responsibility.

Once again, the mission of the university, school and program places ethical, social and environmental commitment as a fundamental component in student training. The architecture program raises awareness of diversity and inequality through cross-curricular competences (CT3): awareness of ethical values throughout the curriculum and evident in the project briefs, assignments, definition of goals or debates in critique sessions, where we try to include external agents (citizen's groups, town halls, etc.) that allow students to convey to society the different sensitivities in a realistic manner. Training students in ethical values is also a focal point and is undertaken holistically in *Deontology and Values* taught in the fourth year. This subject revolves around the figure of the architect in society, their challenges, opportunities and responsibilities.

Direct experience and awareness are fostered through the choice of projects in Integration Workshops I and II, and objectives that include social commitment offering real solutions, both in the project and its execution to the needs of the community take priority. Noteworthy examples are the above-mentioned projects: ARE pavilion in Cantabria, the NGO projects for orphans in Kenya both in 2016-17 and 2017-18, the projects in Peru in 2019-20 and Senegal 2020-21.The last two are still in the theoretical stage due to the pandemic.

The final project of an orphanage in Kenya was completed with the real construction of a building under the supervision of the UEM *Club de Cooperación*.
(https://projectbasedschool.universidadeuropea.es/trabajos+verano+club+cooperacion+kenia).

In fact, the *Club de Cooperación* is in direct contact with the Diversity Unit of the Vice-Rectorate of Faculty& Research and is an essential complement to channel the concern of students in order to take action and get involved in society and its needs "hands-on", and to contribute as architects-in-training.

Within the *Club de Cooperación*, another project involving students in architecture, engineering and health that has been developed continuously for four years is rebuilding homes that were damaged in the 2015 earthquake in the village of Gatlang, north of Katmandu in cooperation with the NGO Orche. This project has currently become an internal research project so that students can gain experience in research and the dissemination of knowledge.
(https://projectbasedschool.universidadeuropea.es/Proyecto+de+cooperacion+en+Nepal,https://projectbasedschool.universidadeuropea.es/De+vuelta+a+Nepal).

I.1.5. Long-Range Planning

Description of the role of long-range planning in other programmatic and institutional planning initiatives.

The long-range planning is defined at three levels: Universidad Europea de Madrid's global strategic plan, its implementation and development in the specific plan of the School of Architecture, Engineering and Design, and finally, its translation to the Architecture program's yearly improvement plan.

As for the university's strategic plan, it typically focuses on the main strategic pillars (e.g. 1. Create value, 2. Simplify and 3. Profit growth). It promotes new resources and work formats (e.g. Digitalization as a driving force) and implements new tools for promoting and monitoring (e.g. cross-curricular skills through the new end-of-studies certification "Talent-UE", substituting the previous LPA (*Laureate Professional Assessment*), and monitored by the PIEA).

The School's strategic plan, on the other hand, outlines its own specific goals and stipulates the actions that should be implemented, as in the summary below:

- Positioning the school as a STEAM (Science, Technology, Engineering, Arts&Architecture, Mathematics) as a reference in Europe, in particular for its PBL (Project-Based Learning) methodology.
- Improve student satisfaction with the university experience (clubs, personal/professional relations, internships, professional career).
- Improve the employability of our graduates by updating methodologies and procedures as the profession innovates (BIM, digital twins, simulations, management software, documentation and visualization, etc.)
- Positioning in innovation and sustainability: Organize, sponsor, or host at least one international/national event of acknowledged prestige in the field of innovative and/or sustainable design.
- Improve the academic level of the teaching staff regarding the percentage of professors with doctorates and accredited doctorates.
- Improve English language skills in the faculty to increase the percentage of professors with a C1 or superior level of English.
- Enhance the internationalization of the school, increasing number and quality of the international agreements and student mobility.
- Reach new collaboration agreements of certain relevance with a business or organization.
- Improve new enrollments at the school and its contribution margin in the university.

Finally, in the Program Improvement Plans (typically two: one for Bachelor's Degree and another for Master's), specific issues of the program are outlined and improvement actions are defined, such as reinforcement of site visits (after COVID-19 pandemic), promote specific integration formats, intensify project reports. The implementation of the strategic plan in the Architecture Program is led by the Vice-Dean, the Program Manager, the Head of the Department, and assisted by the Program Coordinator.

Description of the process by which the program identifies its objectives for continuous improvement

The strategic plan is presented to the faculty each year at quarterly faculty meetings, and the faculty gives feedback to be compiled and taken into account for the next strategic plan for the school.

The executive conclusions of the different quality monitoring processes in both the Bachelor's and the Master's degrees are also collected. In other words, the CCT (Degree Program Quality Committee) made up of the Vice Dean, the UEM Q-partner, the Program Coordinator, the Program Director, student delegates and the PIEA (Institutional Learning Assessment Plan) for each subject, with the participation of the professors of the subject material and academic evidence (coursework with a passing grade or with distinction), plus a later meeting with the subject coordinators, the program coordinator and the UEM Q-partner in order to summarize all the data collected.

The Degree Program Improvement Plan for the Bachelor's and the Master's is outlined and includes suggestions and proposals from other sources, such as the experiences and conclusions from the PBS office and the teaching staff through the program's Academic ThinkTank. This is a debate forum together with the School Board to analyze internal academic issues of major interest and to encourage the pride of belonging and the perception of value that the senior academic profiles have for the school. It began its activity in May of 2021 with nine members, which included the professor of architectural projects, José Luis Esteban Penelas. This role is renewed every two years. The professor leaving the ThinkTank proposes two candidates as a replacement and the School Board decides. Meetings are quarterly.

In addition to the opinions of the faculty, the contributions of the [Business Advisory Council](#) are also taken into consideration for determining the school strategy. The Council is forum for forward-looking analysis and debate with first-rate representatives from the industrial and professional sectors to help align innovation and methodology to the current and foreseeable needs of the professional world, thus assuring better training of our students at every level, including life-long learning. This is made up of 20 professionals, three of which are architects: Rafael de La-Hoz, Teresa Sapey and Ignacio Fernández Solla.

Description of the data and information sources used to inform the development of these objectives.

The data and Information come from the following sources:

- Minutes and findings from the CCT meetings
- Minutes and findings from the PIEA meetings
- Surveys: surveys are aimed at different groups of people (students, staff, etc.) and are managed by the Academic Quality and Compliance Unit of the Vice-Rectorate of Faculty and Research. Faculty members fill out one type of survey about the university. Students fill out two:
  - Surveys about each of their professors
  - Surveys about the university/school/program
- Student performance: percentage of pass/fail, rate of students finishing their studies, etc. provided by the Vice-Rectorate of Faculty and Research (available during the CCT meetings).
- Faculty meetings: there are three faculty meetings per year (all faculty members) and a specific department faculty meeting every two months. All information sent to the Dean and Head of Department is also considered of significance.

- Student Services and its suggestion box: available for student suggestions or complaints.
- Ombudsperson: provides advice on academic consultations, detects problems in order to take a preventive action, proposes solutions, and makes suggestions/recommendations to improve the university and/or program.
- Meetings between the Dean and student representatives: the reports prepared from these meetings (held quarterly) provide very useful data for improvement actions.
- Reports from other departments: reports from the Rector's Office, the international department, Academic Model and Digital Transformation Unit of the Vice-Rectorate of Faculty and Research, Department of Admissions, Marketing, Office of the Registrar, etc.
- Reports from the Student Representative Committee. This committee holds several meetings without staff members and provides a lot of information and proposals through its reports.
- SIGECA: This is a university software tool which compiles all the data of students, faculty, programs, tuitions, statistics, schedules, teaching hours, etc. It is possible to check the student grades and transcripts, number of students, courses, schedules, etc. in SIGECA. This information is sometimes confidential (student personal details), which is why the tool is only accessible to the Dean of the School and the Faculty board (Academic Director, Program Manager, and Department Heads).
- Academic ThinkTank
- PBS office
- Off Campus opinions/reports: Council of Architects, Alumni, Council of Universities, ANECA, Ministry of Education for the Madrid Region, Ministry of University Education, media, accrediting/rating agencies, etc.

I.1.6.   Assessment

Description of the program's assessment process, specifically with regard to ongoing evaluation of the program's mission statement, its multi-year objectives, and how it relates to the five perspectives.

The university has always supported the implementation of a Management System that permits the Policy and Strategy to be developed throughout the organization, which is consistent with its activities as a whole. Following the creation of the Quality Management Department in 2000 (today the Quality and Compliance Unit) to instill a culture of quality and continuous improvement, allowing us to be the reference for university academic excellence, an Internal Quality Plan and a Quality Policy were developed. The objective of the plan was to stimulate and develop an efficient management system to guarantee the link between the general policies and strategies and the activities of each department through a self-assessment process. This quality plan has been strengthened with the design and implementation of an Internal Quality Assurance System (SGIC) that forms the basis for developing new degree programs within the framework of the European Higher Education Area (EHEA).

The SGIC that was implemented in the university was based on the directives proposed by the Spanish National Agency for Quality Assurance and Accreditation (ANECA) as part of its audit program. Since 2019, it has been revised in accordance with the criteria set out by the Foundation in its SISCAL program for the Madrid regional quality agency, *madri+d*. The purpose of these programs is to guide universities in the design and implementation of the SGIC in order for the education programs to meet the criteria. The SGIC is a set of guidelines on the processes and procedures for the entire university community to ensure the proper operation of everything the institution does that has an impact on the quality of education we provide our students with.

To consult the university SGIC and each of its processes, click on the following link:
https://universidadeuropea.com/en/about-ue/internal-quality/

Description of institutional requirements for self-assessment.

The SGIC covers all the official degrees taught in each of its centers and universities, whether undergraduate, master's or doctoral. It takes into account the university services that provide support to these degree programs in order to make its mission a reality. The SGIC safeguards all activities carried out at the university and is effectively accountable for the interests and needs of the users of each service, as well as the continuous improvements to these activities.

The SGIC was deployed after the Quality Policy was validated by management and backed by the representatives of the centers.

The various groups involved in university activities can participate in the continuous improvement of programs through several mechanisms by contributing suggestions. These may result in changes to procedures and plans for improvement that are aligned with the university's strategy. The main mechanism is the Quality Assurance Committee (CGC), where representatives from all areas of the university meet. Their role is to:

- Verify SGIC planning for the Universidad Europea de Madrid (UEM) and ensure compliance with the requirements set out in the UEM Manual on Quality Assurance (MAGIC) covering policy and goals.
- Coordinate the preparation of the annual objectives in matters of quality at UEM and to follow through with their implementation.
- Monitor the efficacy of the processes through associated performance indicators.
- Receive information from the Executive Committee about:
  - Approval of policy and general objectives on UEM Quality and communicate this information to the rest of the university.
  - Changes that may affect the SGIC.
- Monitor the results of corrective and/or preventive actions, actions arising from the revision of the system, actions responding to suggestions, complaints, grievances and, in general, any aspect that is not specifically assigned to someone responsible to monitor it.
- Study and, if appropriate, approve the implementation of proposals to improve the SGIC suggested by the rest of the members of the university.
- Decide the frequency and duration, within their area of competence, of campaigns to carry out satisfaction surveys among the various groups of stakeholders.
- Receive information from the Quality Coordinator on the results of the different surveys regarding satisfaction, complaints and suggestions, and any other relevant information provided by the different stakeholders (students, professors, non-teaching staff, graduates and employers) and propose improvements for consideration arising from these surveys.

The conclusions from issues covered by the Faculty Board meetings and by the Degree Program Quality Committee (CCT), which meet with the different stakeholders directly involved in the quality of the degree program are also sent to this committee. Subsequently, those responsible for quality in each faculty / school and representatives from the postgraduate schools communicate the conclusions to the staff in their respective centers.

To carry out these activities, the CGC meets at least once a year, although the Director of the Academic Quality and Compliance Unit may call extraordinary meetings if appropriate.

One of the institutional assessments the university performs and then applies to each of the degree programs is the Institutional Learning Assessment Plan (PIEA). In accordance with the university's mission, this plan is intended to strengthen and consolidate a culture of assessment and continuous improvement in the learning process at our university. This involves using the results of this assessment more efficiently to base our decisions on. It also improves our knowledge, planning and implementation of the various academic activities and processes in our organization.

The Institutional Learning Assessment Plan is aligned with the University Academic Model and pursues a comprehensive development of the student's knowledge, skills and competences that add to maximum employability in a global environment. One of the key pillars for successfully implementing this model is by measuring and continuously improving educational excellence. This pillar, focused on assuring academic excellence, is where our plan sets out four levels of analysis:

- Level 1. Assessment of the learning outcomes for the subject/module: the purpose is to guarantee that students reach a level of knowledge and skills development as set out in the respective learning guides. To achieve this, the outcomes are analyzed in alignment with the assessment criteria.
- Level 2. Learning assessment for the degree program: this involves performing a holistic and comprehensive assessment of the learning achieved in each degree program as a key element in analyzing performance.
- Level 3. Learning assessment of the faculty: this involves consolidating and summarizing the main assessments of curricular and extracurricular activities in the different areas of knowledge of each faculty/school in order to take strategic decisions and develop improvement plans.
- Level 4. Learning assessment at the institutional level: this is the last assessment level where plans for improvement are approved and strategic decisions at the institutional level are taken.

The final result of this plan is presented in the annual Institutional Learning Assessment Report where the main assessment results and improvement plan are consolidated and summarized. The purpose of this report is to help make the different governing bodies of the university capable of prioritizing, promoting and ensuring the implementation of the improvement plans at each and every level of learning assessment.

Description of program self-assessment.

As stated in the university SGIC (PGC 12.3 Analysis and Improvement), there are various mechanisms for assessment and decision-making that ensure continuous improvement of the degree programs. One of these mechanisms is the internal audit which sets out three objectives:

- Assess the effectiveness of developing and implementing the undergraduate, postgraduate and doctoral programs, obtaining information relevant to university governance and other stakeholders.
- Assess approval of the SGIC procedures, getting information on compliance (non-compliance) and, if appropriate, adopting corrective and/or preventive measures.
- Identify opportunities and make recommendations for improvement to the undergraduate, postgraduate, doctoral programs and the university in general.

The Degree Program Quality Committees is another mechanism that is responsible for analyzing the available information regarding the degree programs in order to take decisions, monitor and make continuous improvements. All the stakeholders (academic heads, degree coordinator, teaching staff, students, administration and service staff (PAS) (if applicable), the head of the Quality Unit, academic and learning assessment administration) are represented in this forum so that they can make suggestions for improvement. This committee meets to analyze the smooth running of each program in its entirety. Students participate actively in the decisions the CCT contemplates in the same capacity as the rest of the members. From these meetings an improvement plan is developed to be applied to the degree program.

The improvement plans are reports that describe the actions to be taken to improve the quality of the degree programs and the fulfillment of any commitments made. These reports and objective data come

from diverse inputs such as the CCT, monitoring and reaccreditation processes, internal audits and compliance processes.

The improvement plans should include objectives with specific indicators that are measurable, achievable, and relevant, with definable time periods and, if possible, associated with performance indicators for quality as described in the PGC 11.2_Academic Performance procedures.

On a regular basis, the school carries out a self-assessment to update the strategic plan, programs and improvement plans. This self-assessment is conducted through the following forums:

- Meetings with professors. At the beginning and end of the course, or when required, the Dean/Director/Assistant Director convenes a meeting with teaching staff in order to communicate different issues regarding to the strategic lines of the faculty/school, the teaching model, assessment of different actions taken or to be taken during the course, examples of good practices, and any other business.
- The school board communicates the university strategy to the degree programs and shares the actions and needs for improvement to be presented to the higher levels of the organization. The board is chaired by the Director and includes the Assistant Directors of the undergraduate and postgraduate programs as well as the department heads of the school.
- Based on the needs of each department, the department heads meet with their teaching staff to cover various issues such as teaching assignments, department strategy, results of both horizontal and vertical coordination of the degree programs, pedagogical development, main performance indicators such as student satisfaction and research.
- Learning Assessment Committee (CEAT): This assessment is carried out at the request of the Degree Coordinator who convenes the subject coordinator to prepare the Annual Learning Assessment Report for that degree program. This is sent to the Degree Program Quality Committee who review the program. It is described in more detail in the PGC 5.4 Learning Assessment procedures.
- Faculty meetings. Every semester there are meetings between the Dean, the School Board and all members of the faculty.
- Meetings with student delegates. The degree program heads and the academic advisor meet with student delegates to ascertain their concerns, proposals, and grievances.
- Academic council. Weekly meetings between the Provost and Deans of the different schools.
- Complaints and suggestions. There is an online application available for general requests where students can submit their complaints and/or suggestions. These are managed by the Vice-Rectorate for Students and, depending on the issue/reason, are sent to the corresponding department. This management is, at all times, transparent for the student (PGC 11.3. Complaints and Suggestions).

Also available is information based on consolidated and reliable data on academic performance that can be used to take decisions and facilitate the supervision of the teaching quality of all the programs and degrees:

- Satisfaction surveys (students, professors, non-teaching staff, graduates, and employers, etc.). Various criteria are assessed through these surveys. Based on the previous results and the state of the quality system, some criteria in each of the groups are considered priority. The procedures which describe in more detail how the satisfaction survey of those involved is analyzed can be referenced at:
    - PGC 11.1. Satisfaction of the stakeholders

- PGC 11.2. Academic Performance
- Performance indicators (success rate, efficiency, assessment, rate of dropouts and of graduation, etc.). Monitoring and measuring the indicators allows us to detect possible incidences and deviations that arise in order to take immediate action.

From the performance indicators, data from satisfaction surveys and the coordination mechanisms previously mentioned, this information feeds a monitoring system which is complemented with the annual improvement plan at the degree level (Degree Program Quality Committee), the faculty (Board of Faculty meetings) and the university (Quality Assurance Committee).

Description of faculty, students, and graduate assessments results of the ICert degree program curriculum and learning context outlined in the five perspectives

A. Collaboration and Leadership.
Monitoring "Teamwork" and "Leadership" skills development through PIEA and CCT meetings confirm that both special activities and subject courses linked to them meet the objectives satisfactorily. However, students' enthusiasm has waned due to the definition of Integration Workshops I and II as merely theoretical, with no life-sized constructions, and fewer interactions with external agents. Specific activities, on the other hand, like those carried out in "Construction III: Structures (north access arch to Building C and retractable vault, see PBS 2020-21) have connected successfully with students and reinforced the independent handling of proposals, development and construction.

Furthermore, the rest of the formats have been maintained in spite of the pandemic, especially in the case of the motivator, *HANDS+Thinking*, which had great success in attendance, even under the strict health rules.

B. Design.
Likewise, the PIEA meetings with their attached documentary evidence confirm that, in spite of the health restrictions and the resulting changes to the online or blended formats (with the Hyflex system of double screens and audiovisual equipment in each classroom), we have been able to maintain creative tension that is both propositive and enriching for project development. The national and international online lectures have compensated for the loss of in-person contact with the lecturer due to the availability and frequency of contacts with big names from the UK, Switzerland or Chile, to name a few, so these enriching contributions from outside the university have not been lost.

The surveys on student satisfaction with teaching and professors have risen by an average of 0.15 to a total of 4.25 out of 5.

The excellence of the program has also been substantiated by the awards received: of note are the COAM Awards, where two of our Master's alumni were awarded 1st and 3rd prize (ex-aequo) for the best projects over the last two years submitted by 14 schools of architecture and judged by a panel of 15 (one from each school plus the Dean of COAM).

C. Professional Opportunity.
We can proudly say that the profession (national and international) is very satisfied with our graduates. Satisfaction surveys, rate of employability, national and international competitions won by our students,

prove they are very highly-rated professionals and perfectly adapted to the demands of the profession both in Spain and abroad.

However, we are never complacent in this respect and continue to extend our collaboration with the profession, always open to new opportunities, arising from continuous technological, cultural and social innovation to improve the profile of our graduates to meet the demands and recommendations of the profession.

D. Stewardship of the Environment.
The evidence collected and evaluated in the PIEA meetings confirm the proper implementation of sustainability requirements for the curriculum, both for specific subjects and the cross-curricular objectives of the integration subjects.

In the Master's Degree program, we have sought to reinforce the sustainable aspect and have organized, in addition to implementing the LEED criteria, direct collaboration with the BREEAM agency, another prestigious international certification agency for sustainable construction. Students are trained by specialists from the association and sit an exam that allows them complete their degree and be recognized by BREEAM Associates.

Furthermore the School continues to promote events on the importance of a transversal and interdisciplinary view on sustainability (e.g. 1, 2)

Finally, and as mentioned above, the school reiterates its commitment to preparing students in sustainability with the expansion of academic courses through programs such as the Master's Degree in Sustainable Architecture and Bioconstruction, the Master's in Ecological Transition, and the Master's in Sustainable Mobility.

E. Community and Social Responsibility
In the previous course programs, we have maintained a constant and coherent focus on the objectives of student training and awareness when faced with ethical questions by addressing social issues in our approaches and projects (areas of poverty, exclusion, marginalization, discrimination, etc), environment (sustainability of energy and resources, carbon footprint, pollution, etc.), finance (unfinished housing developments, low-cost solutions, etc.), culture (regions, countries, continents, cultural heritage, etc.), administration (shared processes, management of documentation, BIM/IPD flows, etc.), and natural disasters (pandemics, earthquakes, tidal waves, etc.)

These objectives are pursued from different perspectives (research, discussion, project) and are shown and discussed at exhibitions, forums and public and professionals debates (town halls, cultural centers, professional associations, etc.). The constant challenge is to bring the academic world closer to the city and the public to get feedback and disseminate proposals to improve and innovate. Many of these academic experiences persist through research with professors and students on scholarships to disseminate the results in the interest of society.

In the last year and a half, these activities have had to adapt to health restrictions and have been developed for the most part online and at a theoretical level (development in digital formats). This includes the activities related to the *Club de Cooperación* (except a visit to Madrid by the contact person in Tapang, Nepal, and the continuation of the research project ARSATA).

Description of the use of self-assessment results to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to institutions

The results obtained from the different self-assessment mechanisms explained above are used to identify the main lines of action and the strategy to follow at the micro level, which is communicated to the different functional areas for further development. This strategy is based on the process PGC 1.2 Strategic Planning of the university's SGIC. This includes within its strategic processes the definition of the strategic plan, budget planning, course design, stakeholder assessments, and assessment of the results. Performance assessment is carried out regularly through the analysis of performance, satisfaction and research indicators as well as through other mechanisms from which the smallest units in the plan may propose improvements.

The strategy and planning processes of the school begin with a diagnostic of the opportunities and trends provided by the marketing department (studies on trends, market analysis, etc.), as well as the aspects for improvement obtained from the internal analysis of each of the degrees: the Degree Program Quality Committee (CCT), recommendations obtained from external assessment processes, audits, and input from the school's different stakeholders (students, professors, administrative staff, graduates, employers, collaborators, and experts in the various knowledge areas).

With this information, and once the university's objectives are defined, the school sets out its strategic objectives and action plans, which are included in the School Plan and are implemented in the specific improvement plan of the program.

I.2.2. Physical Resources

General description, together with labeled 8-1/2" x 11" plans of the physical plant, including seminar rooms, lecture halls, studios, offices, project review and exhibition areas, libraries, computer facilities, workshops, and research areas.

The spaces for teaching the architecture program are mostly located in Building C, with the design studios located on the first floor near the hall for conferences and temporary exhibits of student work. The design studios have a flexible design both in interior organization and in the combination of spaces (adding or separating spaces) through the use of foldable divisions. This way the spaces are adapted to different activities and teaching formats (individual or collective feedback sessions, lectures, individual or team work, etc.)

The rest of the floor and the upper floors are mostly used for theoretical classes, some supplementary design studios, computer labs, thematic classrooms (BIM, Industry 4.0 with robotics) and design classrooms (Techfactory, DesignHub). The department of architecture is located on the first floor, and nearby is a room for tutorials.

On the ground floor is an autonomous collaborative work area for students called the "*bolera*" (bowling alley) because of its enormous length. It is a large communal "studio" that provides a place for up to 165 students that can work together outside of class and can reserve a personal work station for the whole semester. Many times you can find some professors working alongside their students.

Just opposite the "*bolera*" is the FabLab (a Digital Manufacturing Workshop, member of the MIT – Massachusetts Institute of Technology–FabLab network) providing direct service to the needs of students regarding the plotting of plans (two CANON IPF 670 plotters for DIN A1 and an HP DesignJet T1100 plotter for DIN A0), a space for rapid prototyping (3D printers) and a space for numerical control machinery (laser cutters and CNC milling machines). It also provides ample space for manual work with hand and table tools for work with wood, metal, plaster, concrete, etc.

There is a cafeteria on the ground floor next to the "*bolera*" and the FabLab as well as space for exhibits for student projects. The library is opposite the "*bolera*" and the FabLab (rooms for study, audiovisuals and computers) and a dining area/restaurant.

The materials and testing laboratory is located in the basement (-1), with:

- Equipment for destructive testing.
- Wind tunnel
- 200-ton compression press and both a 20-ton and a 2-ton multi-test press
- Thermographic cameras, 3D Scanner, thermohygrometers, luxometers, sound level meters, anemometers, CO_2 meters
- 100x magnification microscope, hardness tester (for metals)
- Precision scales

- Ultrasonic tool, steel detector and porosimeter (for durability of concrete in structural pathologies)

- Kiln and muffle furnaces for temperatures of 250°C and 1300°C for heat treatment of samples, as well as a freezer at -30°C

- Concrete mixers, sieves, vibrators, Design 2 workshop (sculpture, ceramic kiln, woodcutting machinery, etc.)

Next to the materials and testing laboratory is the Design 1 workshop for sculpture and manufacture of prototypes, with woodcutting machinery, plaster mixing tubs, ceramic kiln, etc. Three robot units are located in the adjoining lab. Next to this lab is the Design 2 workshop for modeling and development of prototypes in product design, with workbenches, hand and table tools for working with wood, metal, plaster and plastic. Full List of production resources.

Building C:

LEVEL 3

LEVEL 2

LEVEL 1

Library

FabLab

"bolera"

LEVEL 0

LEVEL -1

	DESIGN STUDIO		LIBRARY & STUDY ROOMS
	CLASSROOMS		LABS & HUBS
	TUTORIAL ROOMS		OFFICES & OTHER
	OPEN WORK SPACE		
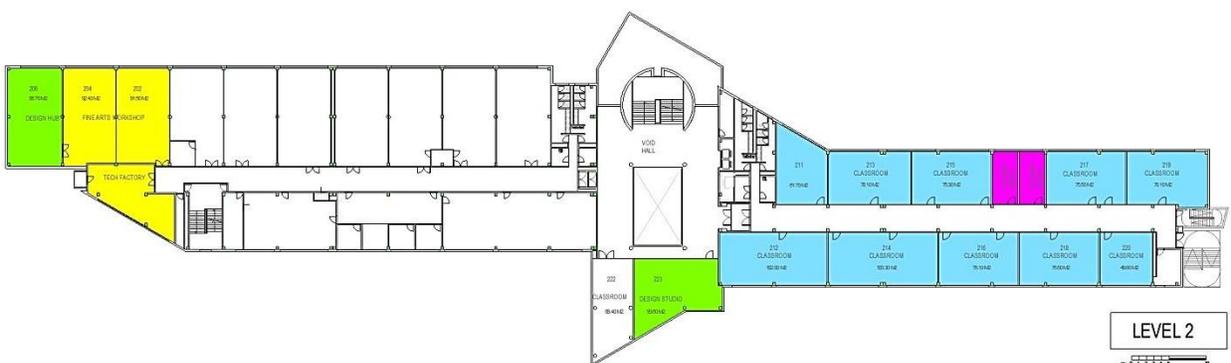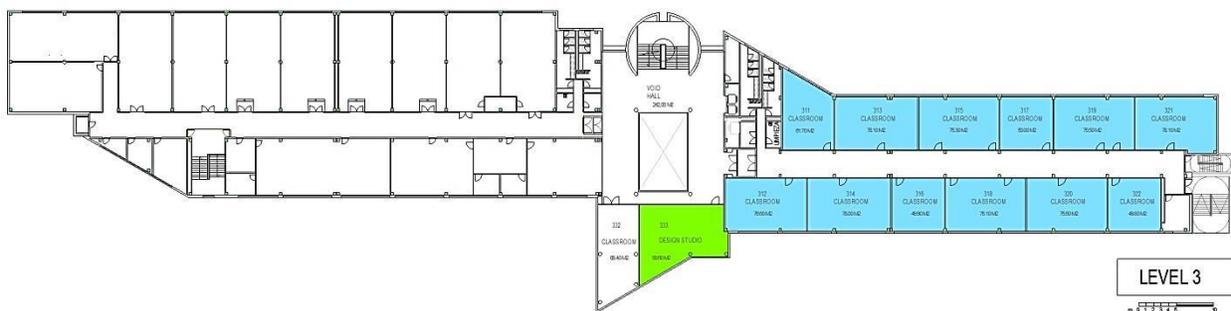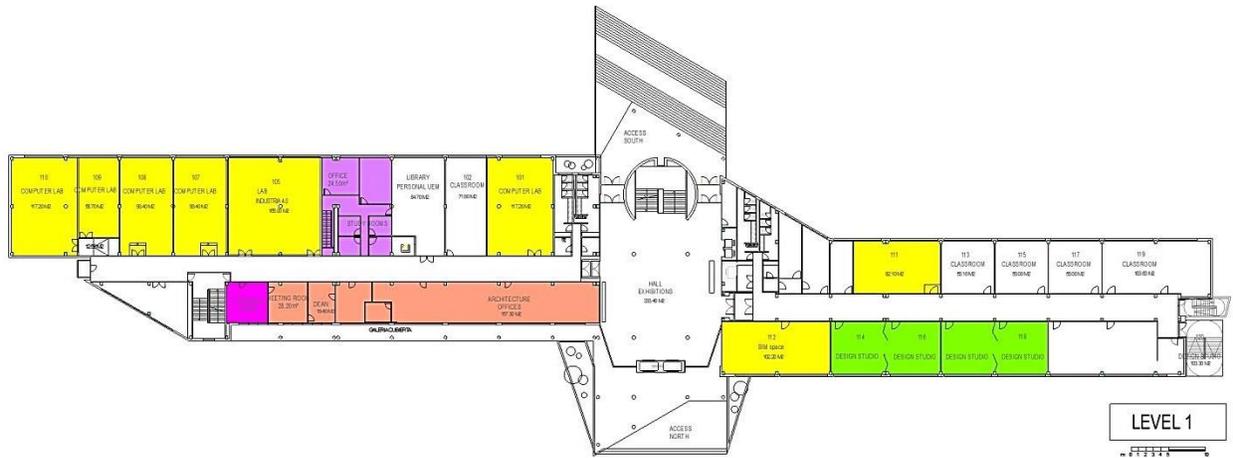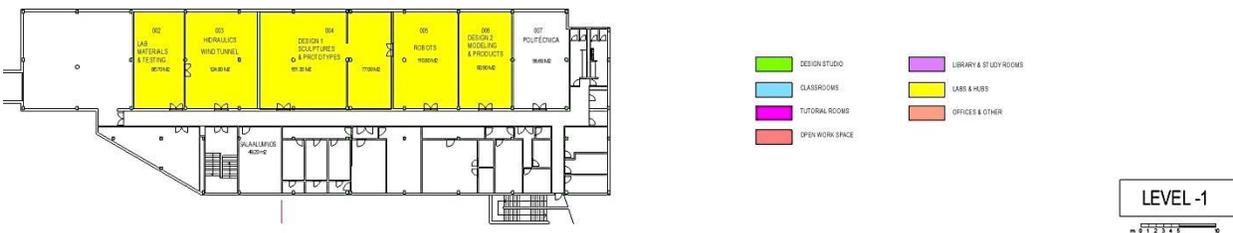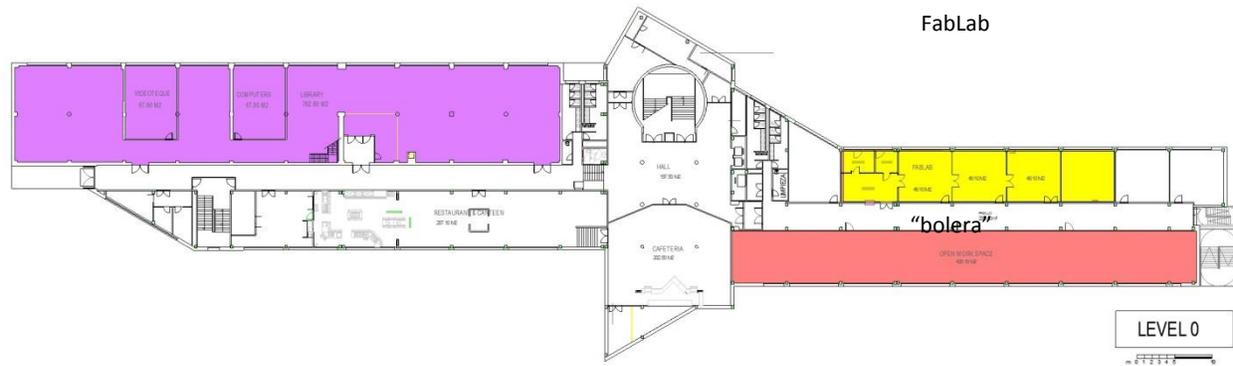
In Building B, an XR Lab (eXtended Reality Lab) has been installed, equipped with advanced technology, covering 87m² and is divided into two conceptually distinct areas: an area for research and development of educational resources, and an exhibition area to experiment and understand extended reality and its applications. The XR Lab has the latest technology in virtual and augmented reality, top-of-the-range HTC VIVE and Oculus Rift virtual reality headsets, as well as complementary technologies such as the OptiTrack motion capture system used in large audiovisual productions. This space also incorporates cutting-edge technologies such as Barco's ClickShare wireless content sharing systems—and MSI PCs with graphic design capabilities.

There are two auditoriums available for conferences, one in Building B and a second in Building A. Also installed next to the auditorium in Building A is a new research center, where the research group AirLab carries out its activities and develops proposals.

Building A:

Research center
AirLab

Auditorium

Building B:

LEVEL 2

XR lab

LEVEL 0

Auditorium
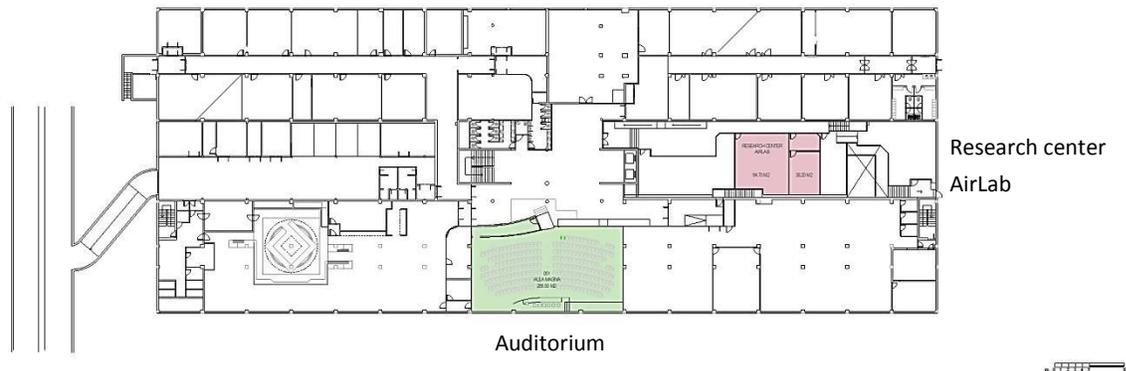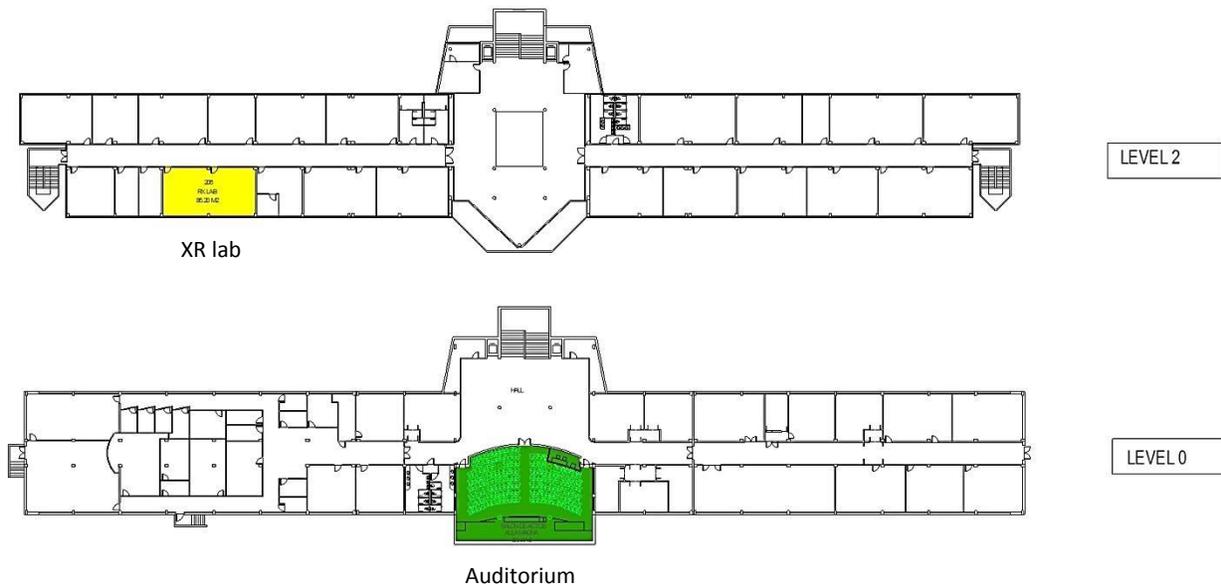
Description of any changes to the physical facilities either under construction or proposed.

Since the last certification visit in 2015, some changes have been made. The XR Lab described above has been created and a new research space for the AirLab has been installed in Building A. The Design Hub, a multi-functional space for special classes such as practice tutorials or end-of-program projects, master classes, or student group activities that resemble an architecture or design studio, has also been created. The Digital Manufacturing Lab is currently (July - August 2021) being expanded with the acquisition of new machines such as printers and a new CNC, remodeling of the space and a new distribution (see below) in order to provide space for specific training (FabAcademy).
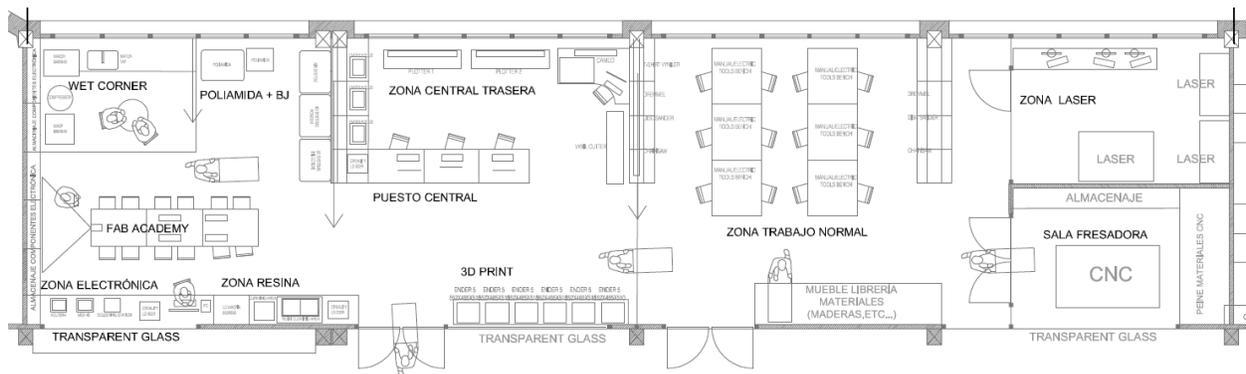
Also worth noting is the installation of the Hyflex system in all the classrooms. This installation allows us to combine in-person classes with online attendance (especially because of the pandemic) from any device (computer, tablet, mobile phone). It includes an intelligent screen (computer with a large touch screen), a second screen to interact with students online and an audiovisual system (wide angle camera and 360° microphone) in the classroom.

Description of the hardware, software, networks, and other computer resources available institution-wide to students and faculty including those resources dedicated to the professional architecture program.

There are seven fully equipped computer labs for a total of 255 PCs, 23 Apple/Mac and 20 large-sized tablets, all available to teaching staff and students (link). Some of them are especially configured for the BIM lab and Design Space while others have a multi-purpose configuration for software training and different teaching objectives (specific software, digital drawing, design, structural analysis, etc.). There is also a complete set of A1 and A0 plotters in the FabLab.

The usual software is available for architectural design, parametric design, BIM flows, digital design, assessment of energy/environment, interior lighting design, structural analysis and installations, video editing, rendering, cost estimation, bill of quantity, etc. At the same time, students have access to the software in the cloud through MyLabs> AWS so that they need not be in the classroom to have access to the software, allowing access through their own laptops and from any location.

An excerpt of the complete software list that you can find in LINK:

Adobe Acrobat DC	DatosClimaticosGenericos 1.1
Adobe AfterEffects CC	DIAL Communication Framework
Adobe Animate CC	DIAL Data Dispatcher
Adobe Dreamweaver CC	DIALux evo (x64)
Adobe Fireworks CS6	Dynamo Core 1.3.3
Adobe Illustrator CC	DynamoRevit 1.3.3
Adobe InDesign CC	GRAPHISOFT BIMx Desktop Viewer
Adobe Photoshop CC	GRAPHISOFT Archicad
Adobe Premiere Pro CC	IronPython 2.7.3
ArcGIS 10.3 for Desktop	Lumion 5.7.2
Arduino	Lumion® LiveSync®
Autodesk 3ds Max	MakerBot_Bundle_BETA_3.10.1.1746_x64
Autodesk AutoCAD	Meteonorm 7.3
Autodesk Fusion 360	Microsoft Office Professional Plus
Autodesk Maya	Microsoft Project Professional
Autodesk NavisworksManage	Microsoft Silverlight
Autodesk Revit	Presto 2015.01
Autodesk Robot Structural Analysis Professional	Rhino 6
Autodesk SketchBook for Enterprise	SketchUp
CamStudio 2.7.4	Solibri
CE3X v2.3	TCQ
CYPE Ingenieros Versión 2018 (Castellano)	Tricalc 11.0

Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institutional to address it.

Not applicable.

I.2.4. Information Resources

A description of the institutional context and administrative structure of the library and visual resources

The mission of the CRAI Library is be an agent of reference in the university's learning, research and innovation processes and thereby contribute to the university's objectives. More specifically, the purpose is:

- To provide a service with continuous improvements for our users through a comprehensive information resources and services management in order to satisfy their needs.
- To advise on the responsible use of information regarding access and dissemination of contents, regardless of the type of media.
- To assist the entire university community and diverse users (undergraduate and postgraduate students, professors and researchers) that access the CRAI (in person or online).

The vision is to:

- become a resource center for learning and research
- be an inherent part of the university experience
- contribute significantly to students' information skills as a part of the learning process to make evidenced-based decisions
- facilitate and drive the research of faculty, doctoral students and, in the corresponding measure, of undergraduate, post graduate students and other educational levels
- collaborate towards the visibility and prestige of the university in the field of science and the society as a whole.

The strategic plan is based on that of the university, adapting the action plans to the needs and expectations of our users and the changing environment of the university as it develops its activities and institutional action plans. Since 1999, an annual satisfaction survey is conducted for all of our users (students, professors and administrative staff). The recommendations for improvement (on-site and remotely) that our users make allows us to implement more improvements. A five-point Likert scale (where 1 is very dissatisfied and 5 very satisfied) was used to measure the responses. It is worth noting the high level of user satisfaction with the service in the last few years.

Evolution of user satisfaction with the CRAI:

Satisfacción global con el CRAI
● Escuela de Ingeniería, Arquitectura y Diseño

Año	2017	2018	2019	2020
Promedio de SATISFACCIÓN GLOBAL CON EL SERVICIO DE BIBLIO...	4,46	4,48	4,57	4,45
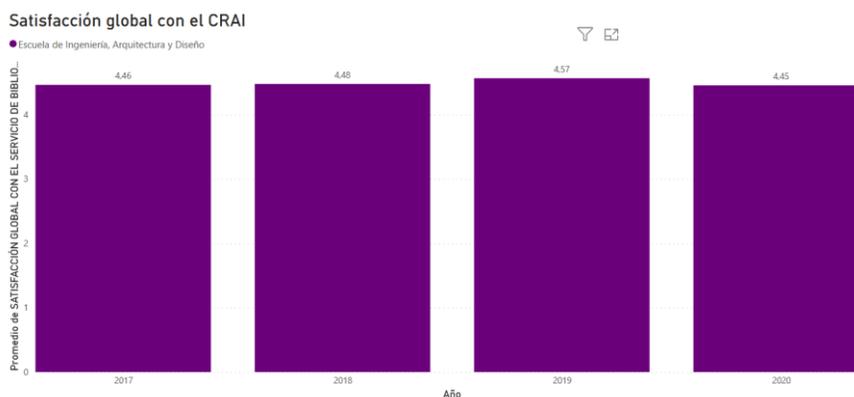
An assessment of the library and visual resource collections, services, staff, facilities, and equipment

Since 2007, the process management system and the EFQM Excellence Model, used as a tool to analyze and diagnose our service, has enabled us to become a significant reference both internally, as part of the services UEM provides, and externally among the rest of the university libraries.

We offer a variety of services that allows access and use of bibliographic resources, both our own and external (catalogs, databases, lending, reservation of materials, etc.) as well as different information and dissemination resources. Likewise, users have access to different bidirectional communication services to interact with the CRAI Library.

The CRAI Library has several service points distributed in different campus buildings for a total area of 1,614 m2 and an area of about 649 m2 at our campus in Alcobendas. It is worth highlighting that among the resources available are lecture halls, workgroup rooms, and computer stations (more than 580 between the two campuses), scanners and other electronic equipment to support teaching and learning. From the very beginning we have supported the expansion of collections that satisfy the needs of our users, regardless of the format (paper or digital). These collections are increasing and follow criteria such as: the need for bibliography recommended in academic programs, specialized bibliography for professors and researchers, the number of students, important donations, new support equipment.

Since 1997 our digital resources have evolved from an access service to databases to a digital collection accessible 24 hours/365 days a year from any computer or device connected to internet for all university users.

As a multidisciplinary library that provides service to all the university faculties and schools, the bibliographical collections include more than 95,000 printed volumes, more than 210,000 e-books and access to more than 40,000 serial digital publications that span all areas of knowledge. The printed collection is organized following the Library of Congress classification system.

The tools used to access information are:

- Web (https://web-uem.bibliocrai.universidadeuropea.es/index.php/es/): This offers general and specialized information of relevance to our users. It provides access to information resources and available services. It enables users to locate general information and request services.
- DESCUBRE resources catalog (https://descubre-uem.bibliocrai.universidadeuropea.es/): This enables the user to locate and access all materials available in the collections, facilitates direct access to subscribed digital resources as well as locate manuals, recommended bibliography, thesis projects, periodicals, etc. It manages lending, renewals and reservations of bibliographical materials for users.
- CRAI Library Community in the Virtual Campus (http://uem.blackboard.com): Direct access to services and resources of the CRAI Library from the virtual campus.
- The ABACUS repository for scientific production (http://abacus.universidadeuropea.es), created in 2014 and managed by the CRAI Library, compiles and provides access to UEM scientific production to give the results of UEM research visibility and impact.

Furthermore, training sessions and workshops on information skills are carried out on-site and online in order to inform the user about the services we offer, the proper use of contents and resources and to provide the user with the knowledge and information skills to identify, locate and use information resources.

The virtual reference services via chat and videoconference enable us to respond in real time to questions related to the CRAI Library and its information resources. These services are managed by different members of the CRAI Library team and are available Monday to Sunday during opening hours. This is supplemented with *Hipatia*, a chatbot service available 24 hours/365 days a year and provides an automated response to common questions received by the CRAI Library.

Description of the collection at the School of Architecture, Engineering and Design

The collection of the school is comprised of more than 21,000 copies of printed books and 49,000 digital books related to the contents of the different undergraduate and postgraduate academic programs.
Every year we add new digital books on the latest advances and research in the fields of engineering, architecture, artificial intelligence and robotics.

eBooks are accessible at any time from within the university facilities or remotely. It is only necessary to identify yourself with the proper credentials to gain access. Also, there is an impressive collection of periodicals, almost all in digital format, comprised of more than 6000 academic journals.
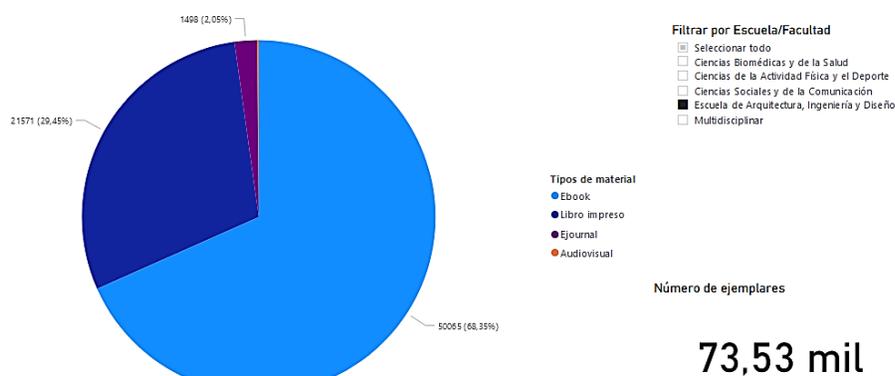
Specifically related to Architecture:

CLASSIFICATION	PRINTED BOOKS	EBOOKS	PRINTED PERIODICALS	DIGITAL PERIODICALS	OTHER MATERIALS	TOTAL
NA	5,512	1,266	58	115	71	7,022
T-TH	3,029	9,181	17	1,234	195	13,656
HT	336	1,368	1		8	1,713
TOTAL	**8,877**	**11,815**	**76**	**1,349**	**274**	**22,391**

Names of the Architecture journals routinely received or digital access granted:

- 2G: International Architecture Journal
- A + U: Architecture and urbanism
- a+t : architecture+technology
- Abitare
- AITIM : Technical information bulletin
- Architectural Design
- Architectural Review
- ARQ
- Casabella : International architecture journal in Italian
- Ciudad y Territorio : City and land studies
- Computer Graphics World
- Detail : Architecture and construction detail journal
- Interior Design
- Domus : International architecture, design, art and communication journal (Italian)
- Ega : Architectural graphic expression journal
- GA Document
- GA Houses
- GA Japan
- JoLA: Journal of Landscape Architectures
- Landscape architecture
- L'Arca:International architecture, design and visual communication magazine
- L'Architecture d'Aujourd'Hui: Recherche Formes Interieures Arts Urbanisme (French architecture magazine)
- Lotus International: architecture magazine in Italian
- Materiales de Construcción: Construction materials
- Monu: Urbanism magazine
- Opus C
- Paisajismo: Landscaping
- Paisea: Landscape architecture review
- Pasajes de arquitectura y crítica: Architectural landscapes and critique
- Quaderns d´estructures
- Quaderns d'Arquitectura i Urbanisme
- Restauro: International journal on historical heritage
- Tectónica: Monographs on architecture, technology and construction
- The Architectural Record
- The Japan Architect
- Topos: European landscape magazine
- UHF 04
- Urban
- Urbanistica: Urban planning
- Volume
- Water Environment & Technology
- Restauración y Rehabilitación: Restoration and refurbishment

Expansion of collections, services and resources
The tools used to access information and didactic materials available 24 hours/365 days a year are the following:

Multidisciplinary database containing information on biomedicine, engineering, law, mathematics, education, business administration, etc. It includes peer-reviewed periodicals, professional publications, reports, images and a large collection of more than 60,000 videos from Associated Press.

Available are more than 10,000 full-text periodicals, many of them indexed on the Web of Science (WOS) or Scopus platforms.

Reference that offers architects, designers, and construction companies comprehensive guidance on the visual representation of materials, products, systems and assemblies, essential for conceptualizing and constructing buildings.

Audiovisual lending platform for streaming (films, documentaries, series, shorts and concerts) available through the CRAI resources catalog.
In accordance with current rules, you may access one audiovisual per week and view it as many times as you need during the following three days from the moment you borrow it.

Database that offers articles on architecture and design, architectural history and practice, landscape architecture, urban planning, historic preservation, interior design, museums and sustainable design, and more.

Available are more than 800,000 references to magazine articles both national and international, as well as 20,000 references to architects. It is updated weekly and contains information dating back to 1930.

Included are articles from key publications such as A + U: architecture and urbanism, AV Monografías, Domus and El Croquis as well as architecture articles from art and urban planning journals such as Burlington Magazine and UrbanLand.

This is one of the largest bibliographical portals in the world. The main mission is to give more visibility to Spanish scientific literature. It contains references to articles, periodicals, books, theses and conferences, many with free access to the full text, mainly in Spanish. Moreover, it allows advanced searches for documents, authors, conferences and theses. It has an alert service.

It contains more than seven million documents (one million and a half full-text articles) from a variety of scientific disciplines such as: social sciences and humanities, economics and business, legal sciences, basic and experimental sciences, the environment, health, technology, among others.

Repository, most of which is open access, of the Spanish National Research Council (CSIC) that compiles the results of research carried out in the CSIC.

There are more than 180,000 articles or books cataloged. More than 60% are open access. Research areas include biology and biomedicine, food science and technology, materials science and technology, social sciences and humanities, among others.

Dow Jones database of news, economic and financial information. Over 36,000 sources can be consulted, such as newspapers, news agencies, trade publications, web pages, business reports, etc. It includes business information, companies and financial markets. The information it covers spans more than 200 countries in more than 28 languages.

Factiva includes national and international newspapers (The New York Times, The Washington Post, The Times, etc.), magazines (Forbes, Newsweek, etc.), news agencies (AFP, Reuters, Dow Jones, etc.), television and radio (BBC, CNN, ABC, CBS, etc.), business reports, photojournalism (Reuters, Knight Ridder, etc.).

Greenfile provides information on environmental issues such as energy, renewable materials, sustainability, climate change, ecological construction, sustainable agriculture, renewable energy, recycling. It has a list of academic, governmental and general interest sources. It contains around 400,000 references, 5,000 with full text.

This is a database that includes scientific journals edited in Spain. The main themes are: human and social sciences, science and technology, and medical sciences (plus multidisciplinary journals). It compiles content from CSIC research. By accessing "Journals" and consulting "Subject coverage" you get an updated overview of the journals covered.

Scopus' multidisciplinary database since 1996 includes magazine articles, books, book chapters, as well as metrics that reflect the impact of research: Scimago Journal Rank (SJR), CiteScore and SNIP (Source-Normalized Impact per Paper). You can also consult citations by document, author, and affiliation.

SpringerLink contains more than 2,100 specialized journals in different fields such as Architecture, Sciences, Social Sciences, Law, Humanities, Medicine, Psychology and Engineering, from 1997 to the present.

Wiley Online Library contains more than 1,600 specialized journals in different fields such as medicine, dentistry, biotechnology, pharmacology, psychology, architecture, art, social sciences, engineering, etc.

This multidisciplinary database allows you to search, analyze and evaluate scientific production. It includes magazine articles, books, book chapters as well as metrics that reflect the impact on research (Journal Citation Report (JCR)).
You can also consult citations by document, author and affiliation.

WEB OF SCIENCE™

Training in information skills

One of the commitments of the CRAI Library is to support teaching staff through training sessions and workshops for student and professors. This type of training is part of our key processes. The aim is to train the user/client in the services that the library offers, the proper use of information and to provide the knowledge and information skills needed to identify, locate and use information resources as a basic tool for learning, teaching, research and on-going study. During this process, our library personnel take on the responsibility to train the final user/client in the knowledge required to use these services and information resources both in printed and digital format. The types of sessions and workshops are:

- *Sessions and courses on general and specialized information* for undergraduate students at the beginning of the academic studies and for postgraduate and doctoral candidates in subsequent courses. The aim is to introduce the user to our services, how to best use the resources available in the CRAI Library, and the use of resources more specifically related to their field or academic activity. The aim is to provide the user/client with the knowledge and skills needed to search and retrieve scientific information relevant to their field of study, making use of the digital and printed resources available.

    The training sessions provided in the last few years:

Course	2018	2019	2020
First-year	12 (24h)	3 (6h)	5 (5h)
Third-year	5 (10h)		
Fourth-year/Thesis		3 (6h)	
Master's	3 (6h)		1 (2h)
Doctorate		1 (2h)	

- *Workshops for professors organized by the CRAI Library*. We offer specific information on the services and resources of the CRAI Library of special interest to their field that helps them with their professional development, such as:
    - Bibliometric indicators: impact factor, h-index, …
    - Visibility of scientific production: author registration (ORCID, Publons, Scopus ID, Dialnet y GS Metrics)
    - Bibliography management: Mendeley
    - Intellectual Property: content development for the Virtual Campus

- *Support sessions for the teacher/researcher (specialized advice):* Selection of publications to send originals, quality indicators for publications, advanced information searches, bibliography management, visibility, self-archiving, etc.

I.2.5.   Administrative Structure & Governance

Description of the administrative structure for the program, the academic unit within which it is located, and the institution

The organizational chart at Universidad Europea de Madrid starts with the management team and the bodies responsible for the different academic and non-academic areas, ensuring that the coordination and relationship among them results in an educational offer that meets the needs of students, the requirements for accredited institutions, and the demands of society in an on-going and systematic way.

The governing bodies at Universidad Europea de Madrid are as follows:
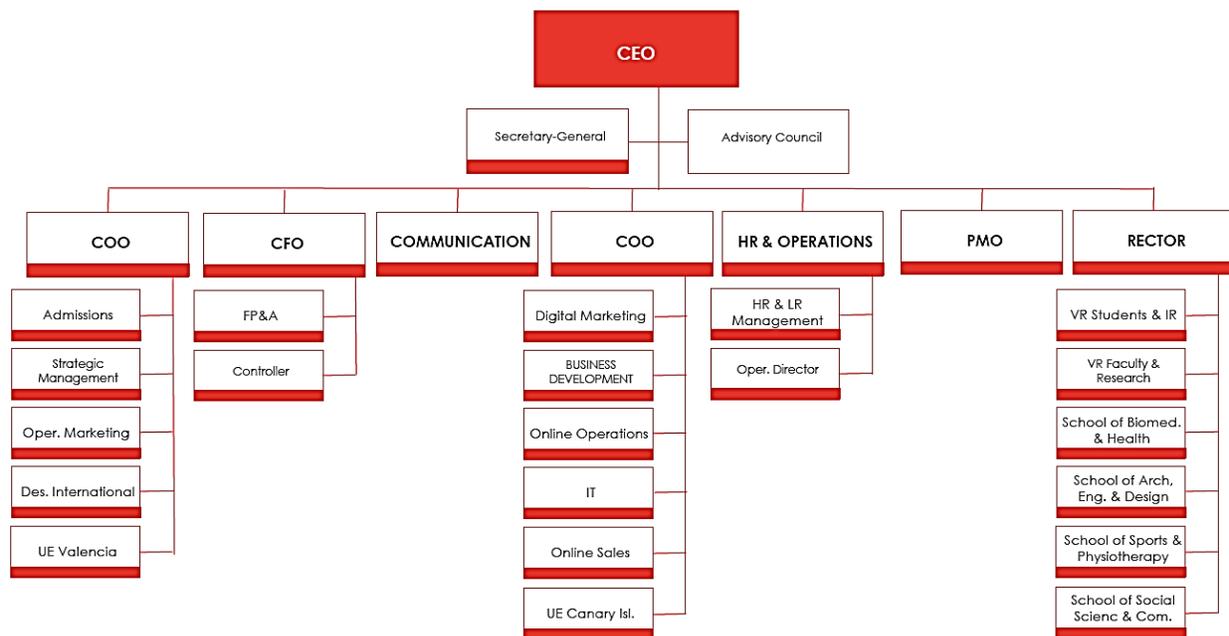
Executive Committee: This is the collegiate organization that directly reports to the President for the study, consideration and coordination of relevant issues that may affect the business management of the university (new structures, approval of the academic offer as proposed by the Academic Council, budget management, management of relations with job positions, etc.). This comprises the President, General Managers, Rector, Chief Human Resources Officer, Chief Financial Officer, Chief Transformation Officer.

University Advisory Council: The university also has a body of advisors, comprising the President of the University and a team of highly regarded experts in their respective fields. This council helps Universidad Europea de Madrid to further strengthen its existing ties to society and the professions, which our students will become members of upon completion of their studies.

Communication Advisory Council: This includes prestigious specialists in the different media – press, radio and television – that keep the university informed on the latest social problems and the demands of society, both national and international, and to disseminate UE's strategy, plans and successes.

Secretary-General: has the mission of guaranteeing the legal certainty of the university as a higher education and corporate entity that acts within a global environment, guaranteeing the legal certainty of new expansion projects in Spain, ensuring official registrations take place, overseeing continuous improvement in processes, and promoting institutional relations with educational authorities based on social commitment.

The areas under the responsibility of the Secretary-General are: legal counsel, academic advice, institutional representation, student management processes, expansion projects, registrations, and custody.
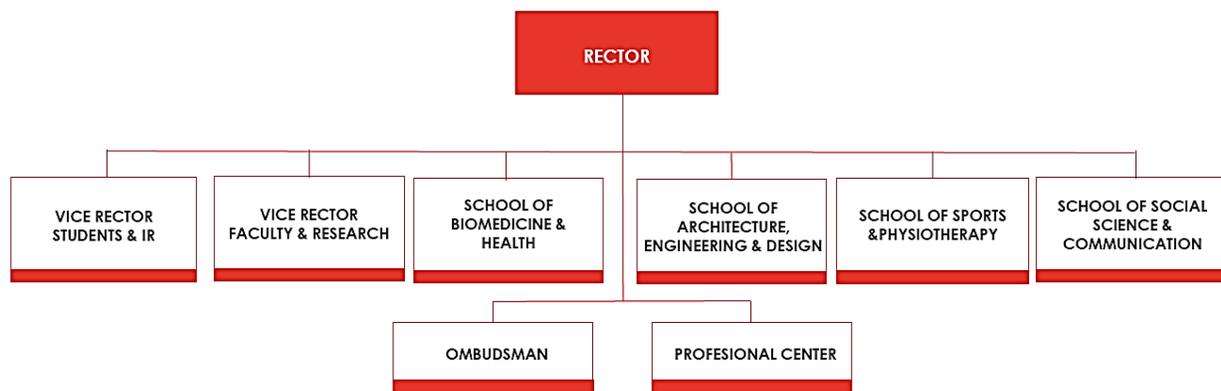
Academic Council: This is the collegiate organization that directly reports to the Rector for the study, consideration and coordination of issues relating to the Academic Management of the university (curricula relating to official and unofficial tuition offered at the university, appointment of university faculty, etc.). It comprises the Rector, Vice Rector of Institutional Relationships and University Life, Vice Rector of Faculty and Research, Deans, Director of the Professional Center and the Ombudsperson.

Rector: the university's academic leader in charge of planning, implementing and continuously developing an academic model for teaching and researching aligned with market and societal needs. He/she represents the university in educational and social contexts and contributes to ensuring the profitable growth of the Institution.

Ombudsperson: whose mission is to supervise the constant self-assessment of the schools and the university by guaranteeing the rights of students and dealing with cases which have not been resolved by the schools or staff departments.
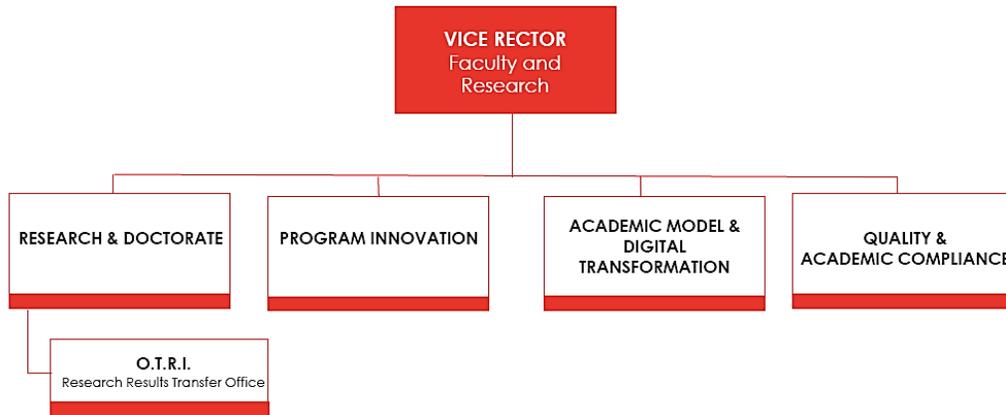
Vice Rector of Faculty and Research: has the mission of promoting excellence at the university, identifying and responding to the present and future needs of society, guaranteeing continuous improvement and innovation, achieving external quality recognition that contributes to the growth of our good name at an international level, leading the change towards advanced models of teaching and learning, and remaining at the forefront of technological advancement and research.

The areas under the responsibility of the Vice Rector's Office are: quality assessment and analysis, processes and procedures, certification and accreditation, technological innovation, academic innovation, innovation of the academic offer, and continuous improvement.

Director of the School of Doctoral Studies and Research: has the mission of achieving excellence in our educational model, promoting and facilitating faculty development in research, and actively contributing to social progress through the dissemination of research results and sharing of knowledge. The areas under the responsibility of this director are: faculty profiles, development, research, and resources for both training and research.

There are three other specific sections that promote program innovation, implementation of the academic model and digital transformation, and finally, quality and academic compliance.
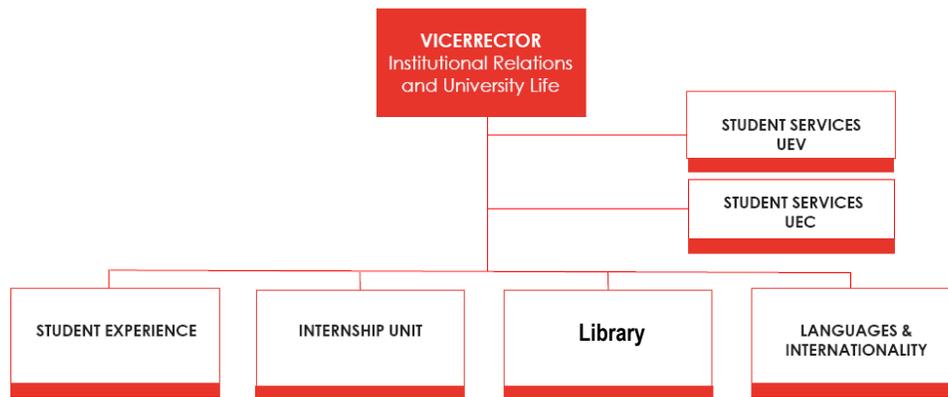
Vice-Rector of Institutional Relationships and University Life: has the mission of contributing to the creation of value and growth at the university, improving the student journey and leading new strategic alliances with businesses and institutions that will increase our prestige and reputation. The areas under his/her responsibility are institutional relations (internships, projects, strategy alliances); internationality (agreements with other universities, exchange programs, dual degrees, communication with students and student council); university life (languages, clubs, volunteering); diversity and sustainability (UAD [Diversity Unit], curricular sustainability, ODS [Sustainable Development Objectives], professional careers, graduates); specialized pedagogical orientation (late arrivals, low performance, professional orientation and the CRAI library).
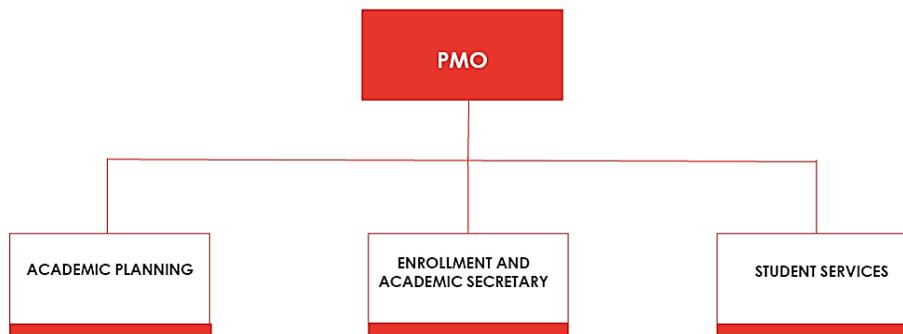
To further complete the university's educational profile, there are various non-academic departments that collaborate in cross-disciplinary areas, like academic planning, enrollment and academic secretary, managed by the PMO.

Student Service Director: He/she ensures the overall quality of the academic programs and its continuous improvement through the relationship with students' academic issues.
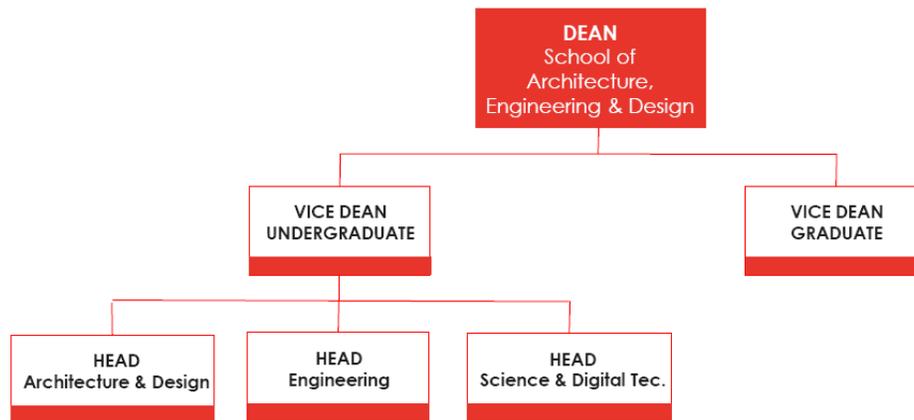
<u>School Board</u>

The School Board is comprised of the following:

<u>Dean</u>: Leads the School to position it as a reference of prestige and excellence, ensuring a profitable growth that contributes to achieving the strategic objectives of UEM.

<u>Vice-Dean of Undergraduate Programs</u>: Ensures the proper operation and continuous improvement of the Undergraduate Programs of the School regarding issues of academic logistics and coordination, and of processes that impact on professors. The Vice-Dean works with the program coordinator of the Bachelor´s degree in Architecture and ensures the overall quality of the degree program and its continuous improvement through the coordination of course content and professors, the service provided to the faculty and academic schedules. He/she also helps to search for new opportunities to expand and connect with professional fields of reference.

<u>Vice-Dean of Graduate Programs</u>: Ensures the proper operation and continuous improvement of the graduate programs regarding issues of academic logistics and coordination. The Vice-Dean works with the Director of the Master's degree in Architecture and ensures the overall quality of the degree program and its continuous improvement through the coordination of course content and professors. He/she also helps to search for new opportunities to expand and connect with professional fields of reference.

<u>Heads of Department</u>: They manage academic resources, overseeing continuous improvement in the quality of education offered at UEM. They promote and support the professional development of faculty.

Description of the program's administrative structure

The Program Board is an extension of the School Board and is comprised of the following: Vice Deans, Head of the Architecture department, Program coordinators, Director of the Master's degree, often including course coordinators and student services. Both undergraduate and graduate programs are assisted by an administrative body.

Program coordinators: They are in charge of the coordination of the architecture program and ensure the overall quality of both degrees and their continuous improvement. There is a specific architecture program coordinator for the Bachelor's degree (five-year program) in direct contact with the Director of the Master's degree (one-year program, coordinated by him/her) and with the support of other cross-disciplinary graduate program coordinators so as to enhance synergies with graduate programs in Architecture, Engineering and Design and to promote professional practice prospects and innovations.

Student services: They are in charge of student academic issues (enrollment process, transcripts, tuition, grades, relations with the registrar's office and admissions department) and all the services provided to the student. Additionally, through the international department, they promote the international mobility of both students and professors and, in short, improving the international profile of the School.

Course coordinator: Each course has a coordinator. He/she is primarily responsible for the course and the different groups/professors of that course, coordination of content, competences and evaluation criteria, consistency between the course guide and the official syllabus, communication and feedback to the program coordinator, selection of exercises and projects for final exhibits/publications, etc.

Description of the opportunities for involvement in governance, including curriculum development, by faculty, staff, and students in the accredited degree program

There are opportunities for involvement in program governance. The professors may speak with their heads of department and offer to participate in school management. The criteria are: the professors' profile, their skills and experience in management and their commitment.

There are several middle management roles which are opportunities for developing a management career (course coordinator, professional internship coordinator, etc.). There are also higher roles as program coordinator in undergraduate or graduate degrees (these roles entail a reduction in class hours). Any lecturer or professor can be a candidate for these roles. If they do not apply for these roles, they still perform a basic management task by tutoring students.

Before taking on these roles (head of department, program manager, etc.), professors will have worked in lower management roles.

Finally, the positions on the School Board are selected by the Dean, the Rector and the Director of Human Resources. They interview each candidate and analyze their résumé, competences, academic management experience and commitment. All the members of the faculty board are professors and have reduced teaching hours. All members of the faculty board must hold a PhD.

For further information on faculty, staff and student influence in governance and curriculum development, see I.1.2 Learning culture and 1.1.6 Assessment.

List of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program.

- Dual Bachelor's Degree in Fundamentals of Architecture plus Bachelor's Degree in Design
- Bachelor's Degree in Building Engineering
- Master's in International Construction Management – MBA
- Master's in Sustainable Architecture and Bioconstruction
- Master's in BIM management
- Master's in Product Design
- Master's in Digital Graphic Design
- Master's in Sustainable Urban Mobility (2022-23)

Part Two, Section 1 – Curricular Framework

II.1.1   Student Performance Criteria

Brief, narrative or graphic overview of the curricular goals and content for each accredited degree program offered or each track for meeting the requirements of the professional degree program.

The Bachelor's Degree in Fundamentals of Architecture and the Master's Degree in Architecture (2011 curricular program) qualify the graduate to practice the regulated profession of architect. A dual degree is also offered by adding 138 ECTS Design credits to the 300 ECTS of the Bachelor's Degree in Fundamentals of Architecture, but as for the curricular goals and contents of the latter, they remain the same.

> (*) Quoting Miguel Angel Rodriguez from NAAB in his 2012 report on page 4: "*Graduates with degrees issued under the different plans currently in effect will still perform to equal minimum competencies and a strong case can be made that a designation of substantial equivalency for the requested 'plan' should also extend to students of the other current academic plans.*"

The Bachelor's Degree in Fundamentals of Architecture (2011 curricular program) is a prerequisite to the Master's in Architecture, which provides 100% of the competences of the professional architect (as in other countries these competences are provided by a regulated internship and/or a state exam).

The program mission of both programs are the same:

- To enable graduates to work in any of the five fields of an architect's profession: construction, urban planning, real estate, drawing, and design.

- To respond to the demands of society and the job market by introducing principles and knowledge related to sustainability and the environment, accessibility and internationality, communicative skills (in Spanish and English), business management and the efficient use of new technologies throughout the entire degree program.

- To prepare the graduate in a versatile and standard profile in the different fields of architecture as demanded in national and international, social and economic contexts.

- To develop core competences (CC), basic competences (BC), state-mandated competences (SC) and degree specific competences (DSC). All those competences are guaranteed during the studies. There are five learning areas covered by the different competences: art and humanities, science and technology, projects and production, management and integration of the first four learning areas. The program's competences are associated in the matrix (see the course descriptions) with the different Student Performance Criteria (SPC) items defined by the NAAB, which must be acquired by the time of graduation. In conclusion, one of the goals of the program is to develop all the NAAB Student Performance Criteria.

- To integrate all the different fields and areas through well-coordinated, integrated workshops and the final degree project.

The program of Bachelor's Degree in Fundamentals of Architecture and the Master's Degree in Architecture (2011 curricular program) is 300+60: 360 ECTS (*) and is coursed over a period of five-plus-one academic years and 4476 class hours. After earning the Bachelor´s Degree in Fundamentals of Architecture (300 ECTS, 5 years) the student may access the Master's Degree in Architecture (60 ECTS, one academic year). Only after successfully completing the Master's Degree in Architecture program may the student acquire full professional certification as an architect.

> (*) 1 ECTS=25 hours of class and autonomous work. In all courses, these 25 hours/ECTS are divided as 12 class hours/ECTS and 13 autonomous hours/ECTS. (The exception is the Internship course: 0 class hours/ECTS and 25 internship hours/ECTS).

In addition, as already explained, the Architecture program offers a different path:

> Bachelor's Degree in Fundamentals of Architecture plus Bachelor's Degree in Design (6 years, 438 ECTS). This is a similar path to Architecture + Art, but the combination is with the Bachelor's Degree in Design (Graphic Design/Furniture Design). This is a dual degree which combines all the architecture courses (5 years, 300 ECTS) and the Bachelor's Degree in Design courses (4 years, 240 ECTS). By means of a recognition matrix between both curricular program courses, we have established that 102 ECTS credits are common to both degrees (design, drawing, history courses) and this synergy reduces the length from 540 ECTS to 438 ECTS (credits that can be spread across 6 years). The SPC are developed in the same way as in the single degree, but design-specific competences are added in the dual graduate profile. In any case, the Master's in Architecture is required for the professional license.

Matrix for each accredited degree program offered or each track for meeting the requirements of the professional degree program, that identifies each required course with the SPC it fulfills.

See next page.

▮ Student Performance Criteria in the course

NAAB Student Performance Criteria. Bachelor´s & Master´s Degree in Fundamentals of Architecture courses

Course	A1 Professional Communication Skills	A2 Design Thinking Skills	A3 Investigative Skills	A4 Architectural Design Skills	A5 Ordering Systems	A6 Use of Precedents	A7 History and Global culture	A8 Cultural Diversity & Social equity	B1 Pre-Design	B2 Site Design	B3 Codes & Regulations	B4 Technical documentation	B5 Structural Systems	B6 Environmental Systems	B7 Building Envelope Systems & assemblies	B8 Building Materials & Assemblies	B9 Building Service Systems	B10 Finantial considerations	C1 Research	C2 Integrated Evaluations and Decision-Making Design Process	C3 Integrative Design	D1 Stakeholder Roles in Architecture. Client Role in Architecture	D2 Project managment	D3 Business Practices	D4 Legal Responsabilities	D5 Professional conduct
Understanding or Ability >>>>>	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
101-APPLIED MATHEMATICS																										
102-COMMUNICATION SKILLS																										
103-INTRODUCTION TO CONTEMPORARY ARCHITECTURE AND ART																										
104-ARCHITECTURAL DRAWING																										
105-DRAWING WORKSHOP I																										
106-PROCESS PHYSICS																										
107-CONSTRUCTION I. SYSTEMS																										
108-URBAN DEVELOPMENT BASICS.																										
109-ARCHITECTURAL GEOMETRY																										
110-DRAWING WORKSHOP II																										
201-CONSTRUCTION II. MATERIALS																■										
202-STRUCTURAL MECHANICS																										
203-ART AND ARCHITECTURE OF THE 20TH AND 21ST CENTURIES			■																							
204-DRAWING WORKSHOP III		■			■	■																				
205-DESIGN WORKSHOP G1																										
206-CONDITIONING TECHNIQUES																	■									
207-STRUCTURAL ANALYSIS																										
208-URBAN AREAS AND SUSTAINABLE DESIGN							■			■																
209-DRAWING WORKSHOP IV																										
210-DESIGN WORKSHOP G2																										
301-BUILDING FACILITIES													■	■			■									
302-BUSSINESS MANAGEMENT																								■	■	
303-URBAN PLANNING																				■						
304- INTEGRATION WORKSHOP I																										
305-DESIGN WORKSHOP G3																										
306-CONSTRUCTION III. STRUCTURES																										
307-STRUCTURAL DIMENSIONING																										
308-HISTORY OF ART AND ARCHITECTURE I						■	■																			
309 INTEGRATION WORKSHOP II																										
310-DESIGN WORKSHOP G4																										
401-GENERAL ENGLISH																										
402-CONSTRUCTION IV. ENVELOPE SYSTEMS															■											
403-HISTORY OF ART AND ARCHITECTURE II			■				■																			
404-CITY PROJECT WORKSHOP																						■				
405-DESIGN WORKSHOP G5	■																									
406-TECHNICAL SYSTEMS	■																									
407-STRUCTURAL DESIGN AND FOUNDATIONS													■				■									
408-DEONTOLOGY AND VALUES							■															■			■	■
409-DESIGN WORKSHOP G6		■		■					■																	
501 +502 PROFESSIONAL INTERNSHIP																										
503-SUSTAINABILITY IN BUILDING ENVIROMENTS							■										■		■							
504-DESIGN WORKSHOP G7										■																
505-GRAPHIC EXPRESSION R&D			■	■																						
506-TECHNOLOGY PROJECT WORKSHOP													■				■				■					
507-LAND AND LANDSCAPE WORKSHOP																										
508-GRADUATION PROJECT (bachelor's degree)	■																		■							
Master´s Degree:																										
Technology projects workshop M! (Master´s degree)													■	■								■				
Design worshop M! (Master´s degree)		■			■	■	■													■						
Elective 1 (Master´s degree): see elective matrix																										
Elective 2 (Master´s degree): see elective matrix																										
Graduation project (Master´s degree)	■						■		■	■										■						

Part Two, Section 2 – Curricular Framework

II.2.1. National Authorization and Institutional Quality Assurance

Copy of the most recent letter, certificate, or charter from the ministry/agency regarding the institution's authorization.

Royal Decree 1393/2007, 29 October, which legislates the organization and planning of official university education, establishes the monitoring procedures for official bachelor's and master's degrees through an evaluation process that guarantees the quality of the Spanish university system. This monitoring procedure terminates with the renewal of accreditation which must be done every six years, in the case of bachelor's degrees, and every four years for master's degrees. The accreditation renewal must be made as of the University Council verification date or the last accreditation date.

In addition to the current legislation, in which the accreditation renewal process complies with the directives and lines of action agreed for this process within the framework of the Spanish Network of University Quality Assurance Agencies (REACU), and the criteria and directives that assure quality in accordance with the EEES (EHEA), as well as the Salzburg principles and recommendations for doctoral studies.

The process is based on a series of criteria that guarantees not only the quality of the educational program, but also the degree program being taught fulfills the objectives set out in the validated report. This is a process that assures the future viability of the degree evaluated and, especially continuous improvement.

For the EUM degrees, the quality assurance agency that carries out this process is the *Fundación para el Conocimiento madri+d*, recognized and integrated into the European bodies of quality assurance, the European Association for Quality Assurance in Higher Education (ENQA) and the European Quality Assurance Register for Higher Education (EQAR). The *Fundación* assures that the evaluation processes and criteria applied in international processes are equivalent to those found in its evaluation and accreditation guidelines.

The following pages are the Favorable Resolutions from the University Council to renew the accreditation of the Bachelor's Degree in Fundamentals of Architecture, dated 23 and 26 February 2018:

MINISTERIO
DE EDUCACIÓN, CULTURA
Y DEPORTE

SECRETARÍA GENERAL DE UNIVERSIDADES

En cumplimiento de lo dispuesto en el artículo 40 de la Ley 39/2015, de 1 de octubre, del Procedimiento Administrativo Común de las Administraciones Públicas, le notifico que, en ejercicio de las competencias atribuidas por el artículo 27 bis del Real Decreto 1393/2007, de 29 de octubre, sucesivamente modificado, por el que se establece la ordenación de las enseñanzas universitarias oficiales, el Consejo de Universidades, a través de su Comisión de Verificación y Acreditación, ha dictado la siguiente resolución:

"El artículo 24.2 del Real Decreto 1393/2007, de 29 de octubre, en la redacción dada al mismo por el Real Decreto 967/2014, de 21 de noviembre, dispone que las universidades deberán proceder a la renovación de la acreditación de sus títulos universitarios oficiales de Grado en el plazo máximo de seis, siete u ocho años, en función de que se trate de enseñanzas de 240, de 300 o de 360 créditos, a contar desde la fecha de su verificación inicial o de su última acreditación. A tales efectos, el artículo 27 bis del Real Decreto citado regula el procedimiento a seguir.

De conformidad con lo anterior, vista la solicitud de renovación de la acreditación del título universitario oficial de Graduado o Graduada en Fundamentos de la Arquitectura por la Universidad Europea de Madrid, presentada por la Universidad Europea de Madrid, considerando que se han cumplido los trámites previstos en la legislación mencionada, y analizado el informe, de carácter favorable, emitido por la Fundación para el Conocimiento Madrimasd, el Consejo de Universidades, a través de su Comisión de Verificación y Acreditación, en su sesión del día 23 de febrero de 2018,

HA RESUELTO:

Renovar la acreditación del título universitario oficial de Graduado o Graduada en Fundamentos de la Arquitectura por la Universidad Europea de Madrid.

Contra esta resolución, que no agota la vía administrativa, podrá interponerse reclamación ante la Presidencia del Consejo de Universidades, de acuerdo con lo dispuesto en el apartado 7 del artículo 27 bis del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales."

Madrid, a 26 de febrero de 2018
El Subdirector General de Coordinación
y Seguimiento Universitario

Leonardo Caruana de las Cagigas

Rectorado de la Universidad Europea de Madrid

MINISTERIO
DE EDUCACIÓN, CULTURA
Y DEPORTE

SECRETARÍA GENERAL DE UNIVERSIDADES

Resolución de 23 de febrero de 2018, del Consejo de Universidades, en relación con la renovación de la acreditación del título oficial de Graduado o Graduada en Fundamentos de la Arquitectura por la Universidad Europea de Madrid (2500126)

El artículo 24.2 del Real Decreto 1393/2007, de 29 de octubre, en la redacción dada al mismo por el Real Decreto 967/2014, de 21 de noviembre, dispone que las universidades deberán proceder a la renovación de la acreditación de sus títulos universitarios oficiales de Grado en el plazo máximo de seis, siete u ocho años, en función de que se trate de enseñanzas de 240, de 300 o de 360 créditos, a contar desde la fecha de su verificación inicial o de su última acreditación. A tales efectos, el artículo 27 bis del Real Decreto citado regula el procedimiento a seguir.

De conformidad con lo anterior, vista la solicitud de renovación de la acreditación del título universitario oficial de Graduado o Graduada en Fundamentos de la Arquitectura por la Universidad Europea de Madrid, presentada por la Universidad Europea de Madrid, considerando que se han cumplido los trámites previstos en la legislación mencionada, y analizado el informe, de carácter favorable, emitido por la Fundación para el Conocimiento Madrimasd, el Consejo de Universidades, a través de su Comisión de Verificación y Acreditación, en su sesión del día 23 de febrero de 2018,

HA RESUELTO:

Renovar la acreditación del título universitario oficial de Graduado o Graduada en Fundamentos de la Arquitectura por la Universidad Europea de Madrid.

Contra esta resolución, que no agota la vía administrativa, podrá interponerse reclamación ante la Presidencia del Consejo de Universidades, de acuerdo con lo dispuesto en el apartado 7 del artículo 27 bis del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales.

Madrid, a 23 de febrero de 2018
El Secretario del Consejo de Universidades

Jorge Sainz González

The following are the Favorable Resolutions from the University Council to renew the accreditation of the Master's degree in Architecture, dated 17 and 19 January 2017:

MINISTERIO
DE EDUCACIÓN, CULTURA
Y DEPORTE

SECRETARÍA GENERAL DE UNIVERSIDADES

NOTIFICACIÓN DE LA RESOLUCIÓN DEL CONSEJO DE UNIVERSIDADES DE RENOVACIÓN DE LA ACREDITACIÓN DEL TÍTULO OFICIAL DE MÁSTER UNIVERSITARIO EN ARQUITECTURA POR LA UNIVERSIDAD EUROPEA DE MADRID (4313071)

En cumplimiento de lo dispuesto en el artículo 58 de la Ley 30/1992, de 26 de noviembre, de Régimen Jurídico de las Administraciones Públicas y del Procedimiento Administrativo Común, le notifico que, en ejercicio de las competencias atribuidas por el artículo 27 bis del Real Decreto 1393/2007, de 29 de octubre, sucesivamente modificado, por el que se establece la ordenación de las enseñanzas universitarias oficiales, el Consejo de Universidades, a través de su Comisión de Verificación y Acreditación, ha dictado la siguiente resolución:

"El artículo 24.2 del Real Decreto 1393/2007, de 29 de octubre, en la redacción dada al mismo por el Real Decreto 967/2014, de 21 de noviembre, dispone que las universidades deberán proceder a la renovación de la acreditación de sus títulos universitarios oficiales de Máster en el plazo máximo de cuatro años, a contar desde la fecha de su verificación inicial o de su última acreditación. A tales efectos, el artículo 27 bis del Real Decreto citado regula el procedimiento a seguir.

De conformidad con lo anterior, vista la solicitud de renovación de la acreditación del título universitario oficial de Máster Universitario en Arquitectura por la Universidad Europea de Madrid, presentada por la Universidad Europea de Madrid, considerando que se han cumplido los trámites previstos en la legislación mencionada, y analizado el informe, de carácter favorable, emitido por la Fundación para el Conocimiento Madrimasd, el Consejo de Universidades, a través de su Comisión de Verificación y Acreditación, en su sesión del día 17 de enero de 2017,

HA RESUELTO:

Renovar la acreditación del título universitario oficial de **Máster Universitario en Arquitectura por la Universidad Europea de Madrid**.

Contra esta resolución, que no agota la vía administrativa, podrá interponerse reclamación ante la Presidencia del Consejo de Universidades, de acuerdo con lo dispuesto en el apartado 7 del artículo 27 bis del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales."

Contra esta resolución, que no agota la vía administrativa, podrá interponerse reclamación ante la Presidencia del Consejo de Universidades, de acuerdo con lo dispuesto en el apartado 7 del artículo 27 bis del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales.

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**MINISTERIO
DE EDUCACIÓN, CULTURA
Y DEPORTE**

SECRETARÍA GENERAL DE UNIVERSIDADES

Madrid, a 19 de enero de 2017

LA SUBDIRECTORA GENERAL DE COORDINACIÓN
Y SEGUIMIENTO UNIVERSITARIO

Cristina Moneo Ocaña

RECTOR/A DE LA UNIVERSIDAD EUROPEA DE MADRID

Página 2

CSV: 2430356894044424871481994

MINISTERIO
DE EDUCACIÓN, CULTURA
Y DEPORTE

SECRETARÍA GENERAL DE UNIVERSIDADES

RESOLUCIÓN DEL CONSEJO DE UNIVERSIDADES DE RENOVACIÓN DE LA ACREDITACIÓN DEL TÍTULO OFICIAL DE MÁSTER UNIVERSITARIO EN ARQUITECTURA POR LA UNIVERSIDAD EUROPEA DE MADRID (4313071)

El artículo 24.2 del Real Decreto 1393/2007, de 29 de octubre, en la redacción dada al mismo por el Real Decreto 967/2014, de 21 de noviembre, dispone que las universidades deberán proceder a la renovación de la acreditación de sus títulos universitarios oficiales de Máster en el plazo máximo de cuatro años, a contar desde la fecha de su verificación inicial o de su última acreditación. A tales efectos, el artículo 27 bis del Real Decreto citado regula el procedimiento a seguir.

De conformidad con lo anterior, vista la solicitud de renovación de la acreditación del título universitario oficial de Máster Universitario en Arquitectura por la Universidad Europea de Madrid, presentada por la Universidad Europea de Madrid, considerando que se han cumplido los trámites previstos en la legislación mencionada, y analizado el informe, de carácter favorable, emitido por la Fundación para el Conocimiento Madrimasd, el Consejo de Universidades, a través de su Comisión de Verificación y Acreditación, en su sesión del día 17 de enero de 2017,

HA RESUELTO:

Renovar la acreditación del título universitario oficial de **Máster Universitario en Arquitectura por la Universidad Europea de Madrid**.

Contra esta resolución, que no agota la vía administrativa, podrá interponerse reclamación ante la Presidencia del Consejo de Universidades, de acuerdo con lo dispuesto en el apartado 7 del artículo 27 bis del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales.

Madrid, a 17 de enero de 2017

EL SECRETARIO DEL CONSEJO DE UNIVERSIDADES

Jorge Sainz González

In addition to program accreditation and certifications, the Universidad Europea de Madrid strives to improve quality and excellence. This is demonstrated by the institutional acknowledgements we have received over the last few years. For example, the European Seal of Excellence EFQM 500+ is the maximum level of recognition that EFQM grants and is the only international certification that is awarded to organizations for excellence in management, innovation and sustainability. The EFQM Assessment is a global strategic attestation which offers a comprehensive view of an organization's management that helps to reinforce its strengths and take advantage of opportunities for improvement. In the 2020 assessment we exceeded 600 EFQM points, which places us among the 18 organizations with the highest score in all of Spain and the only university to obtain this level.

In 2018, the university renewed its four stars – out of five – from the prestigious international university accreditation quality rating "QS Stars". This external accreditation system rates the level of excellence achieved by universities in several areas. Specifically, the Universidad Europea de Madrid obtained the maximum score – five stars – in the following areas: Internationalization, Employability, Teaching, Online Learning and Inclusiveness.

Since 2018, the university has held the "*Madrid Excelente*" quality seal from the Regional Government of Madrid which certifies quality and business excellence to encourage competition in the business sector.

II.2.2. Professional Degrees and Curriculum

Title(s) of the degree(s) offered including any pre-requisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.

- Bachelor's Degree in Fundamentals of Architecture (pre-professional degree, 300 ECTS)
    - Dual degree: Bachelor's Degree in Fundamentals of Architecture and Bachelor's Degree in Design (pre-professional degree, 438 ECTS)

- Master's Degree in Architecture (60 ECTS, professional degree, pre-requisite is Bachelor's degree in Fundamentals of Architecture)

An outline of the curriculum for each accredited degree program offered or track for completing the NAAB-accredited degree showing the distribution of general studies, required professional courses (including prerequisites), required courses, professional electives, and other electives.

Bachelor's Degree in Fundamentals of Architecture (300 ECTS pre-professional degree).

The NAAB requirement says that substantially equivalent degree programs must include general studies, professional studies, and electives. While the Bachelor's degree includes general studies and professional studies, the Master's degree includes professional studies and electives, the former to complete the ultimate level of professional competencies, the latter to allow students to adapt the program's profile to their personal interests.

General studies courses in the Bachelor's degrees amount to 54 ECTS credits (18% of the program credits), while the professional studies courses represent 246 ECTS (82% of the program credits). In the following we summarize the general studies courses:

- Applied Mathematics (6 ECTS) and Physics (6 ECTS). These are SCIENCE courses. See part IV - Supplemental Information: course descriptions

- Business management (6 ECTS). This is an ECONOMIC SCIENCE course (examples of content: Business World, Legislation, Financial and Accounting Mathematics, Business Responsibility, etc.). See Supplemental part 4: course descriptions

- Communication skills (6 ECTS) and English (6 ECTS). These are SOCIAL SCIENCE—LANGUAGE courses. See Annex of Part 4: course descriptions

- Integrated drawing workshop I (6 ECTS) and Integrated drawing workshop II (6 ECTS). These are ARTS courses. These drawing workshops are more artistic than architectural. The drawing tools are manual or digital. Some of the topics they cover are: Analysis and theory of form, Perception and composition, Design process, Image management, Representation and form analysis, Visual, graphic and compositional language. Integrated drawing workshops III and IV are more architectural, and so these are professional studies courses.

- <u>Introduction to contemporary architecture and art</u> (6 ECTS), <u>Architecture and art in the 20th and 21st centuries</u> (6 ECTS), <u>History of art and architecture I</u> (6 ECTS) and <u>History of art and architecture II</u> (6 ECTS). All these courses (24 ECTS credits) have 50% of their credits and content exclusively devoted to HISTORY OF ART. Therefore, *12 ECTS* credits correspond to general studies (History of Art) and the remaining 12 ECTS credits are professional studies (History of Architecture).

General studies, professional studies, etc. are defined in the following matrix:

1st Academic year	Applied mathematics 6 ECTS **UCR**	Communication Skills 6 ECTS **UCR**	Introduction to contemporary architecture and art 6 ECTS **UCR**	Architectural Drawing 6 ECTS **UCR**	Integrated Drawing workshop I 6 ECTS **UCR**
	Process Physics 6 ECTS **UCR**	Construction I: systems 6 ECTS **DR**	Urban development basics 6 ECTS **DR**	Architectural Geometry 6 ECTS **DR**	Integrated Drawing workshop II 6 ECTS **DR**
2nd Academic year	Structural mechanics 6 ECTS **UCR**	Construction II: materials 6 ECTS **DR**	Architecture and Art in the 20th and 21st Centuries 6 ECTS **DR**	Integrated Drawing workshop III 6 ECTS **DR**	Design Studio G1 6 ECTS **DR**
	Conditioning techniques 6 ECTS **DR**	Structural analysis 6 ECTS **DR**	Urban areas and sustainable design 6 ECTS **DR**	Integrated Drawing workshop IV 6 ECTS **DR**	Design Studio G2 6 ECTS **DR**
3rd Academic year	Building Facilities 6 ECTS **DR**	Business Management 6 ECTS **UCR**	Urban Planning 6 ECTS **DR**	Integration workshop I 6 ECTS **DR**	Design Studio G3 6 ECTS **DR**
	Construction III: structures 6 ECTS **DR**	Structural dimensioning 6 ECTS **DR**	History of Art and Architecture I 6 ECTS **DR**	Integration workshop II 6 ECTS **DR**	Design Studio G4 6 ECTS **DR**
4th Academic year	Construction IV: envelope 6 ECTS **DR**	General English 6 ECTS **UCR**	History of Art and Architecture II 6 ECTS **DR**	Project workshop: City 6 ECTS **DR**	Design Studio G5 6 ECTS **DR**
	Technical systems 6 ECTS **DR**	Structural and design and foundations 6 ECTS **DR**	Deontology and values 6 ECTS **UCR**	Design Studio G6 12 ECTS **DR**	
5th Academic year	Internship I 6 ECTS **PI**	Internship II 6 ECTS **PI**	Sustainability in the building environment 6 ECTS **DR**	Design Studio G7 12 ECTS **DR**	
	Technology projects workshop 6 ECTS **DR**	R&D+i Graphic expression 6 ECTS **DR**	Land and landscape project 6 ECTS **DR**	Bachelor´s final degree project 12 ECTS **GP**	

BACHELOR'S DEGREE

Full General studies courses **42 ECTS**

Partial General studies courses (50% Art, 50% Architecture) 24 ECTS: **12 ECTS ART**

Full Professional studies courses **234 ECTS**

According to Spanish law, the curricular program is 60 ECTS university core requirement courses (similar concept to the USA general studies. These courses are common in all the engineering and architecture programs and considered basic. They can be architectural or non-architectural), 216 ECTS degree requirement courses, 12 ECTS professional internship courses and 12 ECTS final degree project course.

1st Academic year	Applied mathematics 6 ECTS UCR	Communication Skills 6 ECTS UCR	Introduction to contemporary architecture and art 6 ECTS UCR	Architectural Drawing 6 ECTS UCR	Integrated Drawing workshop I 6 ECTS UCR
	Process Physics 6 ECTS UCR	Construction I: systems 6 ECTS DR	Urban development basics 6 ECTS DR	Architectural Geometry 6 ECTS DR	Integrated Drawing workshop II 6 ECTS DR
2nd Academic year	Structural mechanics 6 ECTS UCR	Construction II: materials 6 ECTS DR	Architecture and Art in the 20th and 21st Centuries 6 ECTS DR	Integrated Drawing workshop III 6 ECTS DR	Design Studio G1 6 ECTS DR
	Conditioning techniques 6 ECTS DR	Structural analysis 6 ECTS DR	Urban areas and sustainable design 6 ECTS DR	Integrated Drawing workshop IV 6 ECTS DR	Design Studio G2 6 ECTS DR
3rd Academic year	Building Facilities 6 ECTS DR	Business Management 6 ECTS UCR	Urban Planning 6 ECTS DR	Integration workshop I 6 ECTS DR	Design Studio G3 6 ECTS DR
	Construction III: structures 6 ECTS DR	Structural dimensioning 6 ECTS DR	History of Art and Architecture I 6 ECTS DR	Integration workshop II 6 ECTS DR	Design Studio G4 6 ECTS DR
4th Academic year	Construction IV: envelope 6 ECTS DR	General English 6 ECTS UCR	History of Art and Architecture II 6 ECTS DR	Project workshop: City 6 ECTS DR	Design Studio G5 6 ECTS DR
	Technical systems 6 ECTS DR	Structural and design and foundations 6 ECTS DR	Deontology and values 6 ECTS UCR	Design Studio G6 12 ECTS DR	
5th Academic year	Internship I 6 ECTS PI	Internship II 6 ECTS PI	Sustainability in the building environment 6 ECTS DR	Design Studio G7 12 ECTS DR	
	Technology projects workshop 6 ECTS DR	R&D+i Graphic expression 6 ECTS DR	Land and landscape project 6 ECTS DR	Bachelor´s final degree project 12 ECTS GP	

Prerequisite is typically the previous course in the same discipline (see course descriptions).

Credit structure	
University core requirement courses UCR	**60 ECTS**
Degree Requirement courses DR	**216 ECTS**
Professional internship PI	**12 ECTS**
Final degree project (TFG)	**12 ECTS**
TOTAL ECTS	**300 ECTS**

Key:

INTRODUCTORY MODULE

Drawing workshop courses: 42 ECTS

Sciences 18 ECTS

TECHNOLOGY MODULE

Construction 24 ECTS

Structures 18 ECTS

Building services 18 ECTS

Integrated Technical Design (Construction+Structures+Building services) : 12 ECTS

PROJECT MODULE: DESIGN, COMPOSITION AND URBANISM

Architectural Design workshop courses: 66 ECTS

Critic and history courses: 24 ECTS

Urbanism Design workshop courses: 30 ECTS

UEM CORE MODULE

24 ECTS

PROFESSIONAL INTERNSHIP

12 ECTS

FINAL DEGREE PROJECT

12 ECTS

Master's Degree in Architecture (60 ECTS professional degree). The curricular program is 20 ECTS degree requirement courses, 10 ECTS elective courses and 30 ECTS final degree project course.

6th Academic year	Required elective 1 6 ECTS	Required elective 2 4 ECTS	Technology projects workshop M1 8 ECTS	Design Studio M1 12 ECTS
	Master's final degree project 30 ECTS			

Credit structure	
Degree Requirement courses DR	**20 ECTS**
Required elective RE	**10 ECTS**
Final degree project (TFM)	**30 ECTS**
TOTAL ECTS	**60 ECTS**

Examples of the minors or concentrations students may elect to pursue for each accredited degree offered or track for completing the NAAB-accredited degree,.

As expressed above, it is in the Master's degree where students choose electives that adapt the program to their special interests and future professional practice (Digital Urbanism 4 ECTS, Industrialized Construction 6 ECTS, Bioclimatic and Biomimetic Architecture 6 ECTS, etc.)

List of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.

The academic year has two semesters or terms:

- S1: First semester / Fall (September-January): 30 ECTS, 5 courses (360 class hours)

- S2: Second semester /Spring (February-June):30 ECTS, 5 courses (360 class hours)

Both semesters have the same requirement (30 ECTS in S1, 30 ECTS in S2). Although 60 ECTS credits for the year are recommended, the school allows a maximum of 72 ECTS to be taken in one academic year.

List identifying the courses and their credit hours required for professional content and the courses and their credit hours required for general education for each accredited degree program offered or track for completion of the NAAB-accredited degree.

Bachelor's Degree in Fundamentals of Architecture

- General Studies. At least 18% of the credits in the professional architecture degree are not architecture-related (arts, humanities, and sciences), either general studies or electives. In our program there are 60 ECTS credits (20% of the 300 ECTS credits of the program). To increase the credits of general studies to 30%, the program requires 96 ECTS credits of general studies at a tertiary school for admission (see Response from Program [2014]: II.2.2 Professional Degrees and Curriculum).

- Professional Studies. All the required courses satisfy the NAAB Student Performance Criteria (SPC). Our program has 240 ECTS credits of professional studies.

There are five modules: Introductory module (sciences and drawing): 60 ECTS; Technical module (construction, services, structures and mixed): 72 ECTS; Project module (projects, composition, urbanism): 120 ECTS; UEM Core module (languages, management): 24 ECTS. In addition, there are the Professional internship courses: 12 ECTS and the Final degree project: 12 ECTS.

Summary (see also charts above):

- INTRODUCTORY MODULE: 60 ECTS
  - Drawing workshop courses: 42 ECTS
  - Sciences: 18 ECTS

- TECHNOLOGY MODULE: 72 ECTS
  - Construction: 24 ECTS
  - Structures: 18 ECTS
  - Building services: 18 ECTS
  - Technological integrated Design (Construction + Structures + Building services): 12 ECTS

- PROJECT MODULE: DESIGN, COMPOSITION AND URBANISM: 120 ECTS
  - Architectural Design workshop courses: 66 ECTS
  - Critic and history courses: 24 ECTS
  - Urbanism Design workshop courses: 30 ECTS

- UEM CORE MODULE: 24 ECTS

- PROFESSIONAL INTERNSHIP: 12 ECTS

- FINAL DEGREE PROJECT: 12 ECTS

Master's degree in Architecture

By law, the Master's Degree in Architecture must develop a Final Degree Project of 30 ECTS that integrates the different skills and competences acquired in the degree program. The rest of the program (30 ECTS) is distributed as follows: Project module: 12 ECTS; Technology module: 8 ECTS; 2 Electives: 10 ECTS.

- PROJECT MODULE: 12 ECTS
- TECHNOLOGY MODULE: 8 ECTS
- ELECTIVES: 10 ETCS
- GRADUATION / FINAL DEGREE PROJECT: 30 ECTS

A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.

- Bartlett School of London, UCL, annual Design workshop, stay in Grymsdyke farm for robotic clay printing and final critique in London, 2 weeks.

- Summer seminar "New parameter in contemporary architecture. The European perspective". 2016 and 2017. Including workshops and site visits, with students and professors from UEM and University of Buenos Aires, Argentina. 1 week.

- Workshop "Urban regeneration of historic city of Lima, Peru". 2019 and 2020. Including lectures, crits and site visits, with students and professor from UEM and University of Applied Sciences of Peru. 2 weeks.

- Workshop "Visiting School Madrid UEM", 2016. With students and professor from UEM and AA School of Architecture, London and in collaboration with COAM, Roca Gallery and Philips´ "Light and Architecture" chair. 2 weeks.

- Annual academic journeys to European countries (London, Paris, Copenhagen, Berlin, etc.), from 2015 on (interrupted by COVID-19 pandemia). Visits to the most important architecture sites, buildings, Schools and offices.

- Workshop SKKU in Seul", 2019. Design workshop with Korean University of Sungkyunkwan. 2 weeks.

- Lecture series "Second Life", 2016 and 2017. Lectures by national and international professors and experts to explain recent interventions in obsolete and abandoned cities and quarters.

- Workshop "Digital design and fabrication", 2018. With students and professor from UEM and Latin University of Costa Rica. 2 weeks.

- Workshop "Architecture and Design in Burkina Faso", to develop a Project for a High School and medical health care center, with students and professors from UEM and Torrens University Australia (TUA), in collaboration with the Swedish NGO Yannenga.

Part Two, Section 3 – Evaluation of Preparatory Education

Does not apply.

Part Two, Section 4 – Public Information

II.4.1   Statement on International Certification Degrees

In order for future students, parents and the public to understand the internationally certified degrees, included in all of the promotional media is the following text from appendix 6:

> *"The Universidad Europea de Madrid has received the NAAB International Certification designation from the National Architectural Accrediting Board for the Bachelor's Degree in Fundamentals of Architecture + Master's Degree in Architecture. ICert was granted in 2015 for a term of six years.*
>
> *The term "International Certification" identifies a program as comparable in educational outcomes in all significant aspects to a program accredited by the NAAB in the United States and indicates that it provides an educational experience meeting acceptable standards, even though such program may differ in format or method of delivery. The following documents are available and can be downloaded from the Web:*
>
> - *Communication from NAAB to the university about granting of Substantial Equivalency, current International Certification (March 3, 2015)*
> - *NAAB Visiting Team Report*
> - *NAAB International Certification*
> - *2019 Conditions for NAAB International Certification*
> - *Procedures for NAAB International Certification"*

The full texts can be found at the following links:

https://universidadeuropea.com/en/degree-fundamentals-architecture-madrid/
https://universidadeuropea.com/en/master-degree-architecture-madrid/

II.4.2   Access to NAAB Conditions and Procedures for NAAB International Certification

For better understanding of all the knowledge and skills that comprise a professional education in architecture, students, parents and others can access the conditions and procedures for NAAB International Certification posted on the web:

https://www.naab.org/wp-content/uploads/2019-Conditions-for-NAAB-International-Certification.pdf
https://www.naab.org/wp-content/uploads/2019-Procedures-for-NAAB-International-Certification.pdf

II.4.3   Access to Career Development Information

The university web publishes information on professional development of graduates in the certified programs.

Information on **Career Opportunities** can be found at the following links:
https://universidadeuropea.com/en/degree-fundamentals-architecture-madrid/
https://universidadeuropea.com/en/master-degree-architecture-madrid/

The university also provides expert advice for students and graduates with regard to employability and entrepreneurship through the area on Professional Careers and Employability at:
https://universidadeuropea.com/en/study-ue/guidance-services/

II.4.4.   Public Access to Program Self-Evaluations and Visiting Team Reports

To promote transparency in the certification process, the following documents are published on the university web:

The final NAAB resolution letter:
https://universidadeuropea.com/documents/1716/383_UEM_SE_ltr.pdf

Program Self-Evaluation Report / APR
https://universidadeuropea.com/resources/media/documents/Program_Self-Evaluation_2014.pdf

The final report:
https://universidadeuropea.com/documents/1717/384_UEM_VTR_SEv3_final.pdf

II.4.5.   Admissions and Advising

Application forms and instructions

https://universidadeuropea.force.com/s/solicitud-de-admision?language=es
https://universidadeuropea.com/en/admission-finance/admissions-process/

Requirements and admissions process

The requirements for admission and profile of prospective students can be found in the section on degree programs at the following links:
https://universidadeuropea.com/en/degree-fundamentals-architecture-madrid/
https://universidadeuropea.com/en/master-degree-architecture-madrid/

Student social equity initiatives

https://universidadeuropea.com/en/about-ue/corporate-social-responsibility/
https://universidadeuropea.com/en/study-ue/diversity/

II.4.6   Student Financial Information

Requirements and forms to apply for financial aid, scholarships and study grants

https://universidadeuropea.com/en/admission-finance/scholarship-financial-aid/

Part Three – Responses to the Findings from the Last Visit

III.1   Responses to Conditions Not Met/Not yet met - VTR [2014]

Number & Title of Condition(s) Not Met: SPC A.7. USE OF PRECEDENTS:

Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

Response from Program [2021]:

The SPC "Use of precedents" (previously A.7, now A.6) has been increased in different parts of the curriculum, achieving its final competence development in the master's course subject 602 "Project M1 Workshop". In this subject, students are trained in the state-of-the-art basics regarding the specific topic that each one chooses for his/her final degree project through research and location of significant precedents, his/her motivation as well as a selective and justified application of the most suitable design for his/her personal project. This research and application of precedents is carried out from a triple perspective – project, urban and technological – to achieve the enrichment and appropriate fundamentals for a synergic development of the proposal for each student's specific and personal final degree project.

Other significant courses that nourish this ability in different but complementary ways are 308 History of Art and Architecture I and 204 Drawing Workshop III. The first offers examples of relevant precedents and criteria for analysis so to make informed choices, and the second suggests a quite similar viewpoint but focuses on actual applications.

III.2   Responses to Items to Address

Title of Cause for Concern: A. CURRICULUM TRANSITION

Comment from previous VTR [2014]: A. CURRICULUM TRANSITION

Curriculum Transition. The 2011 curriculum—Bachelor's Degree in Fundamentals of Architecture + Master's Degree in Architecture—is in its fourth year since visit three, and so the one-year M Arch curriculum has yet to be fully implemented (with the exception of a single advanced transfer student). Therefore, there was no evidence of outcomes available for review in visit three (November 2014), although the team assumes that the critical outcomes (from the Master's Final Degree Project) will be equivalent to those of the 2008 Bachelor's Degree in Architecture curriculum Final Degree Project.

Response from Program [2021]:

The Bachelor's Degree in Fundamentals of Architecture and the Master's Degree in Architecture are fully implemented, with the fifth Master's program already completed (2016-17, 2017-18, 2018-19, 2019-20 y 2020-21). The academic results show a similar development of skills as a whole to those verified in the previous visit in 2014 and have been awarded numerous times as expressed above (I.1.1 and other).

Title of Cause for Concern: B. TERM OF INITIAL SUBSTANTIAL EQUIVALENCY AND ANNUAL REPORTS

Comment from previous VTR [2014]: B. TERM OF INITIAL SUBSTANTIAL EQUIVALENCY AND ANNUAL REPORTS

> *With adoption of the 2013 Conditions, the NAAB no longer requires Annual Reports from substantially equivalent programs. The 2008 Bachelor's Degree in Architecture program is being phased out and will be fully eliminated by the program's next visit in 2020 (NAAB also eliminated a mandatory visit in the third year following initial substantial equivalency). While the team finds the 2008 B Arch program to be substantially equivalent to accredited programs in the U.S., the team wonders whether the M Arch program can be deemed so at this time.*

Response from Program [2021]:

The consistency of the Bachelor's Degree in Fundamentals of Architecture and the Master's Degree in Architecture in these last few years has shown an equivalent competency with the academic training of the 2008 study plan for the B Arch and has currently improved, including those referring to the "integration of knowledge" (e.g. SPC C.2 and C.3) through several specific integration workshops in the Bachelor's, or the Use of precedents (A.6) that serve as a basis for research for the Master's Final Degree Project.

Links to supplemental information

Links to the documents stored on OneDrive are already inserted in the Program Self-Evaluation Report but below some main information is listed again to help locate it straightforwardly:

- Résumés of faculty teaching in the ICert program
- Faculty credentials matrices
- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program
- The previous VTR

Abbreviations / Acronyms

Abbreviation	Original meaning	Approximate English translation (if needed)
AEC	Architecture, Engineering & Construction	
ANECA	Agencia Nacional de Aseguramiento de Calidad y Acreditación	Spanish National Agency for Quality Assurance & Accreditation
APR	Architecture Program Report	
BC	Basic Competences	
BIM	Building Information Modeling	
BREEAM	Building Research Establishment Environmental Assessment Method	
CC	Core Competences	
CCT	Comisiones de Calidad de Título	Degree Program Quality Committee
CEAT	Comité de Evaluación de Aprendizajes del Título	Learning Assessment Committee
CGC	Comité de Garantía de Calidad	Quality Assurance Committee
CNC	Computer Numerical Control/Computer Numerically Controlled	
CRAI	Centro de Recursos para el Aprendizaje y la Investigación	CRAI Library
CTO	Chief Transformation Officer	
DSC	Degree Specific Competences	
EHEA	European Higher Education Area	
FP&A	Financial Planning & Analysis	
IPD	Integrated Project Delivery	
IR	Institutional Relationships	
LEED	Leadership in Environment and Energy Design	
O.T.R.I.	Oficina de Transferencia de Resultados de Investigación	Office for Research Results Transfer
ODS	Objetivos de Desarrollo Sostenible	Sustainable Development Objectives
PAR	Program Annual Report	
PAR-PAN	Patrimonio Arquitectónico y Paisaje Antrópico	Architectural Heritage and Anthropic Landscape
PAS	Personal de Administración y Servicios	Administrative and Service Staff
PGC	Procedimiento de Garantía de Calidad	Quality Assurance Procedure
PI	Principal Investigador	Principle Researcher
PIEA	Plan Institucional de Evaluación de Aprendizajes	Institutional Learning Assessment Plan
PMO	Project Management Office	
SC	State-mandated Competences	
SGIC	Sistemas Internos de Aseguramiento de Calidad	Internal Quality Assurance System
SIGECA	SISTEMA DE GESTIÓN DE LA CALIDAD	Quality Management System
SISCAL	Sistema de Calidad	Quality System

SPC	Student Performance Criteria	
TFG	Trabajo Fin de Grado	Final (Bachelor's) Degree Project
TFM	Trabajo Fin de Master's	Final (Master's) Degree Project
UAD	Unidad de Atención a la Diversidad	Diversity Unit
UCC	Unidad de Calidad y Compliance	Quality and Compliance Unit
VR	Vicerrector / Vicerrectorado	Vice-Rector / Vice-Rectorate
VRP	Vicerrectorado de Profesores e Investigación	Vice-Rectorate for Faculty and Research
VTR	Visiting Team Report	
VUCA	Volatile, Uncertain, Complex and Ambiguous	