Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

CERTIFICATION

Project Number:	24/100, Cluster 1
Institution:	Gisma University of Applied Sciences
Courses:	1. AI for Business: Driving Innovation 2. Conversational AI and Chatbot Systems 3. The Metaverse Revolution 4. Data Analytics 5. Python Programming and Practice 6. Blockchain and Cryptocurrency 7. IoT for Business Management

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (2) and § 10 (4) of the "Special Conditions for awarding the FIBAA Quality Seal for Continuing Education Courses", the continuing education courses are certified with three conditions.

- **Condition 1**: The institution defines and communicates coherent admission conditions that take into account the specific characteristics of the intended target groups.
- **Condition 2**: The institution provides course (module) descriptions that contain all the information defined in the ECTS Users' Guide.
- **Condition 3**: The institution provides a concept to ensure academic support for the students.

➤ Proof of meeting these conditions is requested until August 25, 2026

Period of Certification: January 1st, 2026 – December 31st, 2030

The FIBAA Quality Seal is awarded.

Assessment Report

Institution:
Gisma University of Applied Sciences

Continuing Education Courses:

- AI for Business: Driving Innovation
- Conversational AI and Chatbot Systems
- The Metaverse Revolution
- Data Analytics
- Python Programming and Practice
- Blockchain and Cryptocurrency
- IoT for Business Management

Brief description of the continuing education courses:

The courses are "professional certificates" that represent the University's first step into the field of continuing education. Overall, Gisma's initial offer of professional certificates includes 16 courses covering various topics in technology and business management.

The courses are designed for four-weeks and are assigned 2.5 ECTS credits. They are delivered asynchronously online with eight hours of synchronous teaching, optionally in classroom or online.

The target group are working professionals seeking flexible, career-relevant training that can be balanced with job commitments (e.g., part-time, hybrid, or online delivery). The courses will also be offered (for free) to Gisma's full-time Bachelor and Master students.

Opening date of the procedure:

March 20, 2025

Date of filing the self-assessment report:

July 18, 2025

Date of online assessment conference:

September 23, 2025

Type of certification:

Concept certification

Mode of study:

Part-time

Initial start of the course:

January 2026

Start of course cycle:

Every year January, April, July, October

Capacity load:

50 students per cohort, 2 parallel classes

No. of ECTS credits assigned to the course:

2.5 ECTS credits

Hours (workload) per ECTS credit:

25

Intended level according to European Qualification Framework (EQF)

EQF level 6:	AI for Business: Driving Innovation
	The Metaverse Revolution
	Data Analytics
	Python Programming and Practice
	IoT for Business Management
EQF level 7:	Conversational AI and Chatbot Systems
	Blockchain and Cryptocurrency

FIBAA Project Manager:

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Panel Members[1]:

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[1] In alphabetical order

Summary

The panels' assessment takes into account the self-assessment and the results of the online assessment conference as well as the statement of Gisma University of Applied Sciences to the assessment report dated November 7, 2025.

Regarding the procedure, it should be noted that the certification, which takes place before the course's initial start of the certificate courses is assessed like that of an already ongoing course.

The courses AI for Business: Driving Innovation; Conversational AI and Chatbot Systems; The Metaverse Revolution; Data Analytics; Python Programming and Practice; Blockchain and Cryptocurrency; and IoT for Business Management of Gisma University of Applied Sciences fulfil (with three exceptions) the FIBAA quality requirements for certified continuing education courses and can be certified by the Foundation for International Business Administration Accreditation (FIBAA) under three conditions.

The panel members identify need for action regarding the following aspects: Admission conditions; Structure of the course, application of the "European Credit Transfer and Accumulation System" (ECTS) and modularisation; Learners' support by teaching staff. Therefore, they recommend the certification on condition of meeting the following requirements:

- Condition 1 (see Chapter 2): The institution defines and communicates coherent admission conditions that take into account the specific characteristics of the intended target groups.
- Condition 2 (see Chapter 3.1): The institution provides course (module) descriptions that contain all the information defined in the ECTS Users' Guide.
- Condition 3 (see Chapter 4.1): The institution provides a concept to ensure academic support for the students.

Proof of meeting these conditions is to be documented by August 25, 2026

The further not fulfilled quality requirement: External evaluation by alumni, employers and/or other third parties (chapter 5) - is not an Asterisk Criterion, so that a further condition is not necessary and the measures the institution takes to solve the identified problem are to be considered in the context of the re-certification.

The panel members identify further development potential for the courses and recommend:

- conducting a close analysis of the target groups as well as evaluating students and graduates during the course of the professional certificates with respect to their affiliation to specific target groups (see Chapter 1.1),
- evaluating the intended learning outcomes against the factual learning outcomes in the course of the professional certificates (see Chapter 3.1),
- that the curriculum should refer to the frameworks set by the EU AI Act and GDPR (see Chapter 3.1),
- considering alternative assessment formats in the course of the development of the professional certificates (see Chapter 3.1),
- emphasising the methodological competence of teaching staff in communicating the courses to potential students (see Chapter 3.2),

- either adding content about change management and digital transition into the courses or setting up a separate course about how to apply the courses' contents into change management and digital transition in organisations (see Chapter 3.2),
- continuously reconsidering teaching and learning approaches, utilising additional support by relevant specialists in curriculum design and methodology or pedagogy and develop a pedagogic framework with specific focus on online teaching and learning (see Chapter 3.2),
- making sure that all literature from the reading lists is easily accessible for the students (see chapter 3.3).
- providing a concept to ensure administrative support for the students (see chapter 4.2).
- aligning fact sheets and the intended online communication to the module descriptions (see chapter 4.2),
- integrating the announcement and communication of events with external industry speakers into the learning management system (see chapter 4.3),
- exploiting the teaching and learning platform's potential to include mastery paths aligned with learning objectives (see chapter 4.4),
- developing a concept for third party evaluation specifically tailored to the target group of professionals (see chapter 5).

The measures the institution eventually takes in order to implement the recommendations of the panel members are to be considered in the context of the re-certification.

Positive aspects the panel would like to highlight although they do not lead to a formal "exceed" rating within the respective chapter:

- Issuing the certificates via EBSI ensures credibility (see chapter 3.1),
- the concept for the quality assurance cycle is robust, integrating annual monitoring, stakeholder feedback, and Corporate Advisory Board input (see chapter 5).

For the overall assessment please refer to the quality profile at the end of this report.

In this context, FIBAA did not check compliance with legal regulations. In particular, responsibility for compliance with the legal requirements of the Distance Learning Protection Act (FernUSG) lies exclusively with the University. FIBAA accepts no liability for violations of the FernUSG. In particular, FIBAA does not guarantee the legal admissibility, recognition, or official approval of courses, programmes, or other educational offerings of the University.

Information about the Institution

Gisma is a registered University of Applied Sciences in the state of Brandenburg and belongs to the educational group of Global University Systems (GUS).

Its organisational structure is supposed to ensure a clear division of responsibilities, promoting efficient administration and scientific excellence[2]. While the Presidium comprises the President, the Vice President and the Executive Directorate, the Senate consists of the Executive Board members, as well as full-time professors, non-academic staff, and student representatives. It serves as the highest decision-making body for important academic matters such as establishing new professorships, approving the appointment of key academic staff, and adopting policies and organisational changes. The Executive Board submits proposed decisions to the Senate for approval. Beside the planned structure of Vice Presidents for Research, Cooperation and Academic Affairs, the Quality Management Department operates independently and reports directly to the President.

The University is divided into two academic departments, the Department of Business and the Department of Computer and Data Science. Each department is headed by a departmental head who oversees the academic programmes, programme directors, faculty, and research within their department.

"Research centres" fall under the planned remit of the Vice-President for Research. It is intended that this position will be filled by the end of 2025. Until then, the President and Vice President will oversee the Research Centres.

Gisma's range of courses primarily comprises full-time study programmes with a focus on technology, engineering and business. The courses under review were designed in response to a growing demand and to target professionals in the executive education segment:

- AI for Business: Driving Innovation
- Conversational AI and Chatbot Systems
- The Metaverse Revolution
- Data Analytics
- Python Programming and Practice
- Blockchain and Cryptocurrency
- IoT for Business Management

This particular cluster of courses fits well within the Department of Computer and Data Science and serves as an alternative entry into higher education that can lead to continuing in academic programmes, The courses also fit well within the University's positioning at the intersection of business and technology (see also Chapter 1.2).

Central functions such as admissions, accounting, finance, marketing, market research, resource management and legal services are part of Gisma's professional services. However, they are support structures provided at GUS level to ensure efficiency and alignment of best practice across the group, as well as providing the best possible support to individual institutions.

[2] See self-report, page 4

Description and appraisal in Detail

1 STRATEGY AND OBJECTIVES

1.1 Logic and transparency of course objectives (Asterisk Criterion)

Each course has defined qualification objectives and learning outcomes[3].

AI for Business: Driving Innovation

The course explores the transformative impact of Artificial Intelligence (AI) on business, equipping students and professionals in business, management, and entrepreneurship with the skills to harness AI's potential. Combining theory and practical insights, students will learn to develop evidence-based AI strategies, understand current trends, and apply AI to enhance efficiency, improve processes, and drive innovation. At the end, students will be prepared to leverage AI strategically in dynamic business environments.

Learning outcomes: Upon successful completion of the course the graduate will be able to:

LO1: Develop a strong understanding of AI fundamentals and its value in business management.

LO2: Learn to evaluate and apply AI-driven decision-making frameworks to real-world challenges.

LO3: Gain the ability to interpret AI tools and techniques for improving customer experience.

LO4: Acquire skills to strategically leverage AI for creating business value and innovation.

Conversational AI and Chatbot Systems

The course provides postgraduate students with a comprehensive understanding of conversational AI principles, focusing on Natural Language Processing (NLP) and practical chatbot development. By examining industry applications and real-world cases, the course equips students with the skills to analyse, design, and implement advanced chatbot systems, preparing them for impactful careers in AI-driven customer engagement and automation.

Learning outcomes: Upon successful completion of the course the graduate will be able to:

LO1: Describe the main components and architecture of conversational AI systems.

LO2: Explain how chatbots use language understanding and generation to interact with users.

LO3: Recognise the role of LLMs and retrieval methods like RAG in enhancing chatbot performance.

LO4: Reflect on current trends and challenges in conversational AI.

[3] See also Appendix A3 Module Descriptors

The Metaverse Revolution

The course responds to the transformative impact of the metaverse across diverse sectors, including entertainment, education, retail, healthcare, and finance. As this digital ecosystem rapidly evolves, there is a growing need for professionals who can effectively navigate, innovate, and lead within it. This programme provides students with a blend of theoretical insights and practical skills, preparing them to actively contribute to and shape the future of the metaverse. By equipping learners with the knowledge and tools necessary for success, the course addresses the critical demand for expertise in this dynamic and emerging field.

Learning outcomes: Upon successful completion of the course the student will be able to:

LO1: Demonstrate a comprehensive understanding of the technologies and business frameworks within the metaverse.

LO2: Design functional virtual environments and assets.

LO3: Analyse the ethical, social, and economic challenges of the metaverse.

LO4: Propose innovative applications and solutions using the metaverse for various industries.

Data Analytics

The course provides students with advanced data analytics concepts and practical applications using Python, a vital industry tool. By combining theoretical knowledge with hands-on experience, the course prepares students to meet evolving job market demands and is supposed to boost their career prospects in a data-centric landscape.

Learning outcomes: Upon successful completion of the course the graduate will be able to:

LO1: Demonstrate Core Data Analytics Understanding.

LO2: Apply Core Statistical Methods for Analysis.

LO3: Utilise Python for Data Manipulation and Visualisation.

LO4: Conduct Exploratory Data Analysis for Business Decision-Making

Python Programming and Practice

The course is designed to equip learners with essential Python programming skills that are highly in demand across multiple industries, including software development, data science, and automation. Python's versatility, simplicity, and wide range of applications make it the language of choice for professionals and beginners alike. By focusing on practical, real-world applications, this course prepares students to effectively use Python to solve complex problems and automate tasks, enhancing their productivity and employability.

Learning outcomes: Upon successful completion of the course the graduate will be able to:

LO1: Write Python programmes that solve real-world problems using appropriate data structures and control flow mechanisms.

LO2: Implement object-oriented programming concepts such as classes.

LO3: Utilise Python libraries for data analysis, visualisation, and task automation.

LO4: Demonstrate programming skills and knowledge of Python by completing comprehensive capstone project.

Blockchain and Cryptocurrency

The course provides students with foundational knowledge of Blockchain technology, focusing on its evolution and applications like cryptocurrencies, decentralised finance, and smart contracts. These innovations have transformed traditional industries, particularly finance. As Blockchain continues to drive digital transformation, understanding its impact is crucial for professionals across various sectors. The programme is ideal for business executives, entrepreneurs, financial analysts, and anyone seeking to advance their careers and navigate emerging digital opportunities.

Learning outcomes: Upon successful completion of the course the graduate will be able to:

LO1: Gain an understanding of Blockchain technology.

LO2: Develop an understanding of smart contracts and their applications.

LO3: Assess the impact of decentralised governance models.

LO4: Investigate and analyse real-world use cases of Blockchain technology in governance.

IoT for Business Management

The course equips professionals with the knowledge to strategically use IoT for business enhancement while managing its integration challenges. Combining theoretical insights with practical skills, the course prepares learners to leverage IoT's transformative potential and excel in the evolving digital landscape.

Learning outcomes: Upon successful completion of the course the graduate will be able to:

LO1: Demonstrate Understanding of IoT Principles and Components.

LO2: Evaluate and Apply IoT Technologies to Business Problems.

LO3: Analyse Benefits and Challenges of IoT Implementations.

LO4: Develop Strategies for Integrating IoT into Business Operations.

The following courses are designed at EQF Level 6: AI for Business: Driving Innovation, Data Analytics, IoT for Business Management, The Metaverse Revolution, Python Programming and Practice. They use a critical understanding of theories and principles to impart advanced knowledge in a field of work or study. Students acquire advanced skills demonstrating mastery of the subject, as well as the ability to innovate. These skills are necessary for solving complex and unpredictable problems in a specialised field of work or study. By the end of the course, students are able to lead complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or learning contexts. They have a critical awareness of knowledge issues within a field and at the intersection of different fields and take responsibility for the professional

development of individuals and groups. In accordance with the German Qualifications Framework, they are also supposed to have acquired competencies for planning, processing and evaluating comprehensive technical tasks and problems, and for independently managing processes within the professional field.

The following courses are designed at EQF Level 7: Blockchain and Cryptocurrency, Conversational AI and Chatbot Systems. They offer highly specialised knowledge, some of which is linked to the latest findings in a field of work or study, forming the basis for innovative thinking and/or research. Students obtain specialised problem-solving skills in research and/or innovation, used to gain new knowledge, develop new processes, and integrate knowledge from different fields. They learn to lead and shape complex and unpredictable work or learning contexts that require new strategic approaches. Further they take responsibility for contributing to professional knowledge and practice, as well as reviewing the strategic performance of teams. In accordance with the German Qualifications Framework, they are also supposed to have acquired competencies required to deal with new, complex tasks and problems, and to independently manage processes in a strategy-oriented professional field.

To ensure adequacy, the objectives are reviewed regularly and are adapted accordingly if necessary (see chapter 4.2). The courses are also undergoing certification in the UK via CPD (Continuing Professional Development) and aim to become recognised and offered at the London campus as well.

Appraisal

The qualification objectives of the courses are convincingly defined and correspond with the intended level of the European Qualification Framework. The qualification objectives are presented in relation to the target group and the target group members' professional development.

The qualification objectives embrace appropriate training of knowledge and skills.

The qualification objectives are based on subject-specific and generic learning outcomes that align with the level of the qualification to be awarded upon completion.

In the panel's opinion, for some of the courses ("AI for Business: Driving Innovation" and "Blockchain and Cryptocurrency") learning objectives are not always formulated in a competence-oriented manner. The panel suggests revising learning objectives accordingly.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
1.	**Strategy and Objectives**					
1.1*	Logic and transparency of course objectives			X		

1.2 Positioning of the course

AI for Business: Driving Innovation

According to Gisma[4], this course is nationally and internationally positioned for students and professionals who are interested in business science/management and entrepreneurship, and who want to learn how AI can spur innovation and gain a competitive edge.

Strengths: Leverages real-world case studies and strategic frameworks for innovation; suitable for decision-makers, not just technical experts.
Weaknesses: Limited depth in technical implementation may deter tech-savvy audiences.
Opportunities: Demand for AI-literate business leaders is growing across all industries.
Threats: Competitive pressure from AI Specialist bootcamps.

Market positioning: Differentiated by a business-first approach, the course addresses the niche for decision-makers who must integrate AI into innovation strategies.

Conversational AI and Chatbot Systems

According to Gisma[5], this course is designed for individuals interested in learning about conversational agents (and chatbots) and how they efficiently work, such as:

- Marketing, Business, Computer Science and MBA students looking to enhance their skills and stay updated on the latest trends in conversational AI,
- Business professionals aiming to understand how chatbots can improve customer service, boost sales, and optimise marketing efforts,
- Customer Service Managers,
- CRM Experts,
- Entrepreneurs.

Strengths: Practical chatbot design using NLP tools; includes ethics and user experience.
Weaknesses: High maintenance due to fast-evolving platforms (e.g., ChatGPT, Rasa).
Opportunities: Explosion of AI-driven customer service, e-commerce, and HR automation.
Threats: Tech obsolescence and market saturation from short-term online certifications.

Market Positioning: This course stands out through its integration of conversational design, ethics, and prototyping, addressing skill gaps missed by purely technical or design-only programmes.

The Metaverse Revolution

According to Gisma[6], this course is designed for individuals interested in learning about the incorporation of the metaverse into their business strategies and enhancing their work efficiently:

- Students interested in exploring the potential of digital technologies and their impact on society, with a particular focus on business, marketing, entertainment, and education,
- Entrepreneurs, innovators, and decision-makers seeking to understand how the metaverse can revolutionise their industry and generate new business opportunities,

[4] See self-report, page 7
[5] See self-report, page 7
[6] See self-report, page 7f.

- Digital business and marketing professionals and eCommerce managers,
- Digital visual artists,
- Career changers,
- Entrepreneurs and small business owners.

Strengths: Interdisciplinary scope (tech, economics, law); anticipates future digital economies.
Weaknesses: Speculative market landscape creates uncertainty in outcomes.
Opportunities: Governments and enterprises are investing heavily in metaverse infrastructure.
Threats: Hype cycle risk; consumer backlash or regulatory constraints.

Market Positioning: Unlike speculative or purely technical metaverse courses, this one is positioned as a grounded, strategic overview with commercial, ethical, and regulatory insight.

Data Analytics

According to Gisma[7], this course is developed for professionals who aspire to manage an organisation and make important business decisions backed by data. In specific, the course will be most beneficial to the following individuals:

- Professionals seeking career advancement,
- Business analysts,
- Managers and executives,
- Entrepreneurs and small business owners,
- Anyone interested in and passionate about data analytics.

Strengths: Practical focus using business tools; real datasets; no prior coding experience required.
Weaknesses: Introductory level may not meet needs of advanced users.
Opportunities: Data literacy is now a requirement across sectors, not just in tech roles.
Threats: MOOC competition and free learning platforms.

Market Positioning: Positioned as a gateway to data-driven thinking for non-specialists, balancing technical foundations with business communication skills.

Python Programming and Practice

According to Gisma[8], this course is designed for individuals keen on mastering Python programming and implementing it in a professional landscape:

- Aspiring programmers and software developers,
- Those aiming to establish a strong coding foundation and develop the skills essential for building software applications,
- Data analysts and data scientists,
- Analysts determined to automate data processing tasks and enhance workflows efficiency,
- IT professionals,
- Recent graduates and students in computer science, engineering, or related fields seeking

[7] See self-report, page 8
[8] See self-report, page 9f.

practical programming experience,
- Students preparing for careers in technology and seeking to enhance their resumes with a prestigious certificate,
- Career changers,
- Entrepreneurs and small business owners.

Strengths: Modular and hands-on; builds confidence in non-coders.
Weaknesses: High dropout rates in self-paced coding courses.
Opportunities: Python is the leading language in AI, web dev, and data.
Threats: Intense competition in introductory programming space.

Market Positioning: Differentiated through project-based practice tied to real business challenges, fostering retention and confidence in adult learners.

Blockchain and Cryptocurrency

According to Gisma[9], this course is designed for professionals who want to explore the emerging field of blockchain and cryptocurrency:

- Business executives,
- Entrepreneurs,
- Financial analysts,
- Anyone interested in digital finance.

Strengths: Balanced technical, financial, and policy content; includes DeFi and NFTs.
Weaknesses: Requires ongoing updates due to volatile regulatory and market landscape.
Opportunities: Institutional interest in blockchain for identity, supply chain, and finance.
Threats: Crypto market fluctuations; regulatory clampdowns may deter learners.

Market Positioning: Uniquely holistic, bridging technical blockchain understanding with economic and regulatory perspectives, unlike code-only or finance-only competitors.

IoT for Business Management

According to Gisma[10], this course is designed for innovation driven professionals who aspire to learn, create, and manage IoT strategic projects:

- Students and professionals in business science/management and entrepreneurship,
- Anyone who wants to understand the basics of IoT and its applications in business management,
- Business leaders in innovative companies.

Strengths: Emphasises business value, ROI, and deployment strategy—not just IoT tech.
Weaknesses: Less relevant for deeply technical audiences like hardware engineers.
Opportunities: Widespread IoT adoption in agriculture, logistics, and smart cities.
Threats: Fragmented IoT standards and integration challenges may affect applicability.

[9] See self-report, page 9
[10] See self-report, page 9f.

Market Positioning: Positioned at the intersection of business strategy and IoT technology – ideal for managers and decision-makers responsible for digital transformation.

Once delivery for these courses commences, an initial marketing review will be carried out after six months, assessing metrics such as applications, enrolments, completion and dropout rates, while also taking into account student feedback gathered from the relevant questionnaires, which are part of the Gisma quality cycle. Based on the findings, the competitiveness of the courses will be evaluated and where needed, adjusted and/or enhanced.

Positioning of the course in the job market

Gisma has gathered the following arguments underlining the position of the courses in the job market[11]:

AI for Business: Driving Innovation

- International Level: This course targets business professionals and managers looking to apply AI tools in strategic contexts. Market research from LinkedIn's Future of Skills and McKinsey's State of AI Report (2024) shows a growing demand for non-technical professionals who understand AI deployment and governance in decision-making.
- National Level: Germany's push toward AI integration in Mittelstand and manufacturing (Industrie 4.0) is accelerating. According to Bitkom (2024), 63% of German firms see AI as critical for competitiveness, yet there is a shortage of professionals who can bridge AI technology and business strategy. AI Strategists are especially needed in many of the German regions, including Berlin and Brandenburg, where many industrial firms seek digital transformation experts. The German government's AI strategy ("KI-Strategie Deutschland"[12]) supports AI upskilling in both tech and management.
- Justification: AI knowledge is no longer confined to technical roles; there's a rising need for hybrid profiles who can drive innovation using AI. This course responds to the skill shortage identified in WEF's Future of Jobs Report (2023), which lists AI literacy among the top 10 skills for business leaders.

Job Roles Aligned:

- AI Strategy Consultant
- Innovation Manager
- Business Analyst (AI-focused)
- Product Owner (AI projects)

Conversational AI and Chatbot Systems

- International Level: Conversational AI is now central to customer experience roles. This course equips learners with both the technical and UX design skills needed in this expanding job sector.

[11] See self-report, page 9ff.
[12] Home - KI Strategie

- National Level: The demand for German-language chatbot systems in customer service, especially in banking, retail, and public services, has grown rapidly. Bitkom reports that 52% of German companies are already using or planning to use chatbots.
- Regional Level: Growth centres in e.g. Berlin, Frankfurt, and Munich – tech hubs with large financial and e-commerce ecosystems. Public sector digitisation (e.g., online provision of public services "Onlinezugangsgesetz") also creates demand for AI-based citizen services.
- Justification: Demand is strong across sectors – especially banking, healthcare, and e-commerce – where customer service automation is accelerating. Job listings reflect this trend, showing >40% annual growth in "chatbot developer" and "conversational designer" roles.

Job Roles Aligned:

- Chatbot Developer
- Conversational UX Designer
- AI Product Manager
- Customer Automation Analyst

The Metaverse Revolution

- International Level: This course is positioned for professionals preparing for emerging roles in XR (Extended Reality), digital twin ecosystems, and decentralised platforms. Market studies from PwC, Accenture, and Meta forecast millions of jobs in immersive technology development and metaverse governance over the next decade.
- National Level: Germany is positioning itself at the forefront of XR and digital twin development, particularly in automotive and manufacturing sectors. For example, the BMW Group, Volkswagen, and Siemens have piloted metaverse platforms for training, simulation, and virtual collaboration.
- Regional Level: Demand is rising for XR strategists, virtual product managers, and policy experts. Government-funded programmes like digiS (Berlin) and XR Hub Bavaria underline growing institutional investment.
- Justification: While still emerging, the metaverse job market is rapidly forming. For example, PwC's "Seeing is Believing" report projects VR/AR (Virtual/Augmented Reality) to contribute $1.5 trillion to the global economy by 2030. Graduates are positioned to gain an edge over peers in early-stage strategy and adoption.

Job Roles Aligned:

- XR Product Strategist
- Metaverse Consultant
- Virtual Economy Analyst
- Immersive Experience Designer

Data Analytics

- International Level: Data analytics is one of the most in-demand skills across all sectors. The World Economic Forum (2023) lists data analysis as a top upskilling priority, with Burning Glass Technologies reporting over 300,000 U.S. job openings annually requiring analytics capabilities. Gisma's existing programmes on Data Science have grown in popularity to match those of Business Management, in terms of student enrolments.
- National Level: The Bundesagentur für Arbeit (2024) lists Data Analyst among Germany's top bottleneck professions ("Engpassberufe"). Many companies struggle to find qualified data talent who can work across departments. High demand in North Rhine-Westphalia, Hamburg, and Berlin for analysts in logistics, media, and public services. According to Stifterverband, SMEs especially lack staff even with basic data analysis capabilities.
- Justification: The course addresses broad industry needs – from retail and healthcare to logistics and government – through tools like Excel, SQL, and Python. Its practical focus enables learners to transition directly into high-demand analyst roles.

Job Roles Aligned:

- Data Analyst
- Business Intelligence Specialist
- Marketing Analyst
- Operations Analyst

Python Programming and Practice

- International Level: Python is the most widely used language in data science, AI, and web development. Stack Overflow's Developer Survey (2024) and GitHub usage stats confirm its dominance. The course targets those entering programming-intensive roles across disciplines. Python programming is also taught as a module within the existing Gisma programme portfolio.
- National Level: Python has become the most taught programming language in German universities and coding bootcamps. Yet the BA and Bitkom report a shortfall in professionals who can apply Python practically in data, web, and automation settings.
- Regional Level: Strong demand in German larger cities and regional centres, particularly in startups and software companies. Federal agencies increasingly adopt Python in open government data and digital public services.
- Justification: Python is often listed in the top 3 required skills across tech job listings. The course prepares learners to apply Python in practical business contexts, making it suitable for cross-functional entry-level positions.

Job Roles Aligned:

- Junior Python Developer
- QA/Test Automation Engineer
- Data Engineer (entry-level)
- Business Automation Specialist

Blockchain and Cryptocurrency

- International Level: This course prepares learners for roles in fintech, digital asset management, and decentralised governance. According to LinkedIn Jobs Insights (2023), blockchain-related roles have grown by 118% year-over-year in regions like Europe, the U.S., and Southeast Asia.
- National Level: Germany is a leader in crypto regulation and blockchain adoption, with Frankfurt and Berlin emerging as hubs for fintech and decentralised finance. The Bundesbank and BaFin are actively involved in shaping blockchain governance.
- Regional Level: Berlin is Europe's top blockchain startup hub (e.g., Gnosis, IOTA). The Digital Finance Forum (German Federal Ministry of Finance (BMF)) promotes job growth in tokenised finance and blockchain infrastructure.
- Justification: The course fills a key market gap: understanding blockchain's business, legal, and social dimensions without requiring deep programming. It supports demand from financial institutions, startups, and regulatory bodies seeking talent with interdisciplinary blockchain expertise.

Job Roles Aligned:

- Blockchain Analyst
- Crypto Compliance Officer
- Smart Contract Developer (non-coding focused)
- Web3 Project Manager

IoT for Business Management

- International Level: This course meets the growing demand for IoT-literate managers in industries undergoing automation and digital transformation. IDC (2024) projects global IoT spending to surpass $1.1 trillion by 2026, creating strong demand for hybrid technical-business roles.
- National Level: Germany's Industrie 4.0 agenda and the "Plattform Industrie 4.0" initiative place IoT at the center of economic modernisation, particularly for the automotive, logistics, and energy sectors.
- Regional/National Demand: High job growth in regions such as Baden-Württemberg due to smart factory initiatives. Government programmes (e.g., Digital Jetzt, GAIA-X) fund upskilling in IoT-driven innovation management.
- Justification: Firms adopting smart logistics, manufacturing, and utilities infrastructure are seeking professionals who can bridge the technical and business domains - precisely the qualification profile this course develops.

Job Roles Aligned:

- IoT Programme Manager
- Smart Operations Analyst
- Digital Transformation Lead
- Industry 4.0 Business Analyst

Positioning of the courses within the institution's overall strategy

According to the institution[13], the cluster of professional certificate courses demonstrates a strong alignment with Gisma University of Applied Sciences' mission, vision, and strategic objectives. These courses are positioned within the University's broader commitment to fostering technological fluency, innovation, and practice-oriented learning.

Each course is supposed to prepare students and professionals to navigate and lead in technology-driven business environments. This supports Gisma's mission to develop globally aware, ethically grounded, and resilient leaders equipped with critical and strategic thinking skills. The content of the courses blends theoretical foundations with practical applications, reinforcing Gisma's focus on bridging academic learning with real-world relevance and industry needs. Through case studies, hands-on projects, and applied learning methods, the programmes promote interaction with enterprise practice, aligning with Gisma's strategic emphasis on corporate engagement and employability.

Furthermore, the structure and delivery mode of these programmes - available both on campus and online - reflect Gisma's ambition to expand its global reach and accessibility. They contribute to lifelong learning and professional development, particularly in areas of growing demand across sectors. This is in line with Gisma's strategic priorities of innovation, globalisation, and growth, and reinforces its commitment to providing education that is both future-oriented and internationally competitive.

The qualification objectives and learning outcomes of the courses are supposed to be well matched with Gisma's strategic direction and educational philosophy, offering learners the competencies needed to drive positive changes in complex and evolving business environments.

Appraisal

The reasons given for the positioning of the courses on the educational and on the job market are based on a strategic analysis and plausibly linked to the described qualification objectives and the course graduates' profiles.

The courses are convincingly integrated into the institution's overall strategy relating to the other offers of the institution and Gisma's strategic positioning at the intersection of technology and business. The courses' qualification objectives are in line with the University's mission and strategic planning.

[13] See self-report, page 14

The panel points out that Gisma is entering a new field of business in continuing education. This, on the one hand, is well aligned with the institution's strategy (see chapter 1.2), but also raises challenges as to defining and attracting new target groups (see also condition chapter 2). The panel therefore recommends conducting a close analysis of the target groups as well as evaluating students and graduates during the course of the professional certificates with respect to their affiliation to specific target groups.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
1.	**Strategy and Objectives**					
1.2	Positioning of the course					
1.2.1	Positioning of the course on the educational market			X		
1.2.2	Positioning of the course on the job market			X		
1.2.3	Positioning of the course within the institution's overall strategy			X		

2 ADMISSION

Focus on the target group

The target group for these certificate courses consists of working professionals seeking flexible, career-relevant training that can be balanced with job commitments (e.g., part-time, hybrid, or online delivery). They can be described as

- Professionals who are already working and would like to expand their skills in digitalisation, IT and business processes. They want to develop skills in interdisciplinary thinking and be prepared to work on business and IT issues.
- Practitioners who are increasingly confronted with digital transformation processes, IT projects or the optimisation of business processes through digital solutions in their current position and who would like to acquire sound know-how in this area.
- Individuals interested in further education who are enthusiastic about topics such as programming, data management, analytics and AI, and who want to apply this knowledge in a practical way in their day-to-day work.

Typical target group profiles:

- Employees from IT, controlling, project management, process management, marketing, sales and logistics who wish to enhance their career prospects by developing additional business informatics skills.
- Specialists and managers who want to prepare themselves for interface roles or management positions in the context of digital transformation.
- Small and medium-sized enterprise employees who want to gain practical knowledge of new information system technologies and optimisation alongside their work.

The target group also includes active students or alumni who seek to enhance their skillset and gain the relevant knowledge while being able to translate into an ECTS value, with the potential to utilise it as recognition of prior learning toward academic qualification.

Overall, students of the course need to have an interest in digital technologies and their applications, the willingness to engage with IT-specific topics and the ability to organise themselves and manage short-term studies and career. In order to verify the appropriateness of their application, they are required to submit a letter of motivation, alongside possessing the basic requirements to study at the relevant EQF level.

Admission conditions

The admission conditions[14] for the courses included in this report are closely aligned with the typical Bachelor's degree entry conditions of Gisma University of Applied Sciences, with a few key revisions. Applicants are required to provide:

(1) Curriculum vitae in tabular form

(2) Copy of the identity card, for foreign applicants of the passport

[14] See Appendix A 6 Executive Education Courses_Rahmenzulassungs_Studien_Pruefungsordnung ("Framework Admission, Examination and Study Regulations for Executive Education programmes of Gisma University of Applied Sciences")

(3) Letter of motivation

(4) Original or certified photocopy of the school leaving certificate.

(5) Foreign language certificates must be accompanied by a German or English translation, the accuracy of which is certified by a sworn interpreter or translator.

(6) Other certificates or supporting documents in the original or as a certified photocopy

(7) If applicable, proof of previous studies, enclosing a certificate of deregistration and a clearance certificate if the applicant studied within the area of validity of the Basic Law of the Federal Republic of Germany.

(8) Proof of required language skills (a level of at least B2 according to the Common European Framework of Reference for Languages or a comparable level of another classification system or language certificate. Proof is not required if the student comes from a country in which the language of study is the usual language of communication and teaching or if the student already has a degree for which the above-mentioned conditions or comparable ones already had to be fulfilled. In individual cases, the examination board will decide.)

Recognition of prior learning (RPL) will be applied to courses at EQF Level 7, where a Bachelor's degree is normally required. In such cases, the Examination Board will assess each application in accordance with the Study Regulations."

Legal relationship

Upon completing the application to study, students agree to enter into a contractual relationship with the University, which is governed by the Terms and Conditions and Data Privacy Statement document. This document outlines the rights and responsibilities of the student, the University, services provided by the University, conditions for contract termination and provisions for Data Protection.

In the starting phase, the courses will be taught by the "module leaders" (see chapter 4.1), which are full-time professors at Gisma. More full-time as well as part-time lecturers may be involved at later stages once the number of students and cohorts increases.

Appraisal

The courses' target groups are defined based on previous knowledge and educational level. The choice of the specific target groups is based on the strategic objectives of the course. Admission conditions have been defined. Admission conditions and procedures are described, documented, and accessible for interested parties.

However, the panel points out that the description of target groups and the admission conditions allow a very broad spectrum of students: On the one hand, no prior knowledge except the Bachelor's degree entry conditions is formally required. On the other hand, all courses target professionals, and five of the courses also target "decision-makers" or "(business) executives" (see chapter 1.2, exceptions: Conversational AI and Chatbot Systems; Python Programming and Practice).

The courses are also open to active students at Gisma. The panel acknowledges that the courses' content and learning objectives sensibly supplement the curriculum of the degree programmes for degree students. The panel appreciates that the institution is open about this in its communication[15].

However, the panel points out that professionals and executives may doubt the practical applicability of the programmes' learning objectives in real-life professional challenges and the chances for meaningful peer-to-peer-exchange if the composition of the cohorts ranges from current bachelor students to C-level executives. Therefore, in the panel's opinion, admission conditions neither sufficiently take into account the specific characteristics of the target groups.

During the assessment conference, Gisma communicated the idea to also conduct interviews with applicants. An interview is not yet part of the admission conditions, however, Gisma provided respective interview guidelines which are already in use for other degree programmes. The panel strongly supports the idea of conducting interviews with prospective students. However, the panel does not consider the existing interview guidelines to be appropriate to foster a sensible composition of the cohorts in the professional certificates. In the panel's opinion, the interviews (and the letter of motivation) should be focussing on previous knowledge and experience of applicants, a clear idea about one's contribution to the students' exchange and clear expectations regarding the practical applicability of the learning objectives.

Therefore, the panel recommends the following condition:

- The institution defines and communicates coherent admission conditions that take into account the specific characteristics of the intended target groups.

In the panel's opinion, this could for instance be done by describing a level or duration of professional experience considered to be ideal to join the courses, by describing the idea of the "letter of motivation" in more detail and by conceiving appropriate interview guidelines with applicants (esp. Gisma degree students). Definition and coherent communication of admission conditions will also have to include the conduct of the interview if finally decided upon.

The contracts between the institution and the learners, as well as between the institution and the teaching staff (full-time as well as part-time lecturers) are set down and documented. Rights and obligations of both parties have been established and are known to all relevant parties. Transparency and legal certainty exist[16].

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
2.	**Admission**					
2.1*	Focus on the target group			X		
2.2*	Admission conditions				Condition	
2.3*	Legal relationship			X		

[15] See also Appendix "A 5 Programme Factsheets"
[16] It should be noted that no comprehensive legal review can be carried out as part of the certification process.

3 IMPLEMENTATION

3.1 Structure and Content

Structure of the course, application of the "European Credit Transfer and Accumulation System" (ECTS) and modularisation

Each course is created as a module with 2.5 ECTS credits. Module descriptions include details on the courses.

The courses are designed as short courses, to be studied within four weeks. The workload is 63 hours which are split into 55 hours of self-study time (including assessment preparation and final test) and eight hours (two sessions of four hours each) in class on campus or hybrid. The exam is one hour at the end of the course. This corresponds to a workload of 16 hours a week, which allows to finish the course within the projected study time. The course structure consists of several topics that promote the objectives and the learner's acquisition of the relevant knowledge and competences in line with the given learning outcome[17].

Certificate and Certificate Supplement

Upon successful completion of the course, each learner will be awarded a Certificate of Completion indicating the course title, the number of credits earned, and the type of study pathway undertaken (campus-based or online). This certificate is issued through the Digital Qualification Framework (DQF.eu) platform, which enables the generation of secure, verifiable digital credentials aligned with the latest European Commission standards. Each certificate is paired with a tamper-proof digital badge, secured using the European Blockchain Services Infrastructure (EBSI) and accessible via QR code or digital link.

In addition to the certificate, learners receive a comprehensive certificate supplement, providing transparent information about the qualification, including:

- the EQF level,
- the workload expressed in hours or ECTS credits,
- the learning outcomes achieved, and
- the relevant frameworks and standards used for classification (e.g., ESCO, GreenComp, DigComp, where applicable).

Both physical and digital versions of the credential are fully interoperable, verifiable, and ready for integration into Europass or other recognised credential portfolios. This approach supports lifelong recognition, enhances mobility, and contributes to building trusted learning ecosystems across Europe and beyond.

Logic and conceptual coherence of the curriculum

The Module Descriptors[18] include the content and learning outcomes of the course.

[17] See Appendix A 3 Module Descriptors

[18] *Appendix A3 Module Descriptors*

AI for Business: Driving Innovation

Contents: Introduction to AI for Business; Overview of AI Technologies and Techniques; Applications of AI; Developing an AI Strategy; AI Trends and Capabilities

Learners

- study real-world applications of AI across various business functions.
- explore challenges and risks related to privacy, security, and trust in AI.
- analyse future AI trends to identify promising opportunities and high-value projects.
- learn to develop AI-driven solutions that address both current and emerging business needs.

Conversational AI and Chatbot Systems

Contents: Introduction to Conversational AI; Evolution of Chatbots and Their Role in Modern Businesses; Large Language Models; Retrieval-Augmented Generation; Evaluation of Conversational AI; Trends and Challenges in Conversational AI

Learners

- understand the core principles of Conversational AI, including NLU and NLG[19].
- explore the role of large language models in modern chatbot systems.
- discuss the concept of Retrieval-Augmented Generation for improving response accuracy in AI-driven conversations.
- recognise common methods and challenges in designing effective and user-friendly chatbot interactions.

Metaverse Revolution

Contents: Definition, history, and evolution of the metaverse; Key players and platforms shaping the space; VR, AR, and MR (Mixed Realtity) tools and platforms; Principles of 3D modelling and world-building; Understanding the creator economy in the metaverse; Data privacy and security in the metaverse

Learners

- understand fundamental concepts and components of the metaverse, including VR, AR, MR, and XR.
- analyse economic models in the metaverse, focusing on digital commerce, DeFi, and virtual asset ownership.
- explore a virtual environment or product on a metaverse platform.
- explore principles of virtual asset management and monetisation strategies within the metaverse.

Data Analytics

Contents: Overview of Data Analytics and Its Importance in Industry; The Role of Data in Decision-Making Processes; Principles of Effective Data Visualisation; Data Manipulation and

[19] NLU (Natural Language Understanding) und NLG (Natural Language Generation)

Cleaning Using Pandas; Data Visualisation with Matplotlib and Seaborn; Introduction to Machine Learning Concepts in Data Analytics; Ethical Considerations and Best Practices in Data Analytics

Learners

- apply Core Statistical Methods.
- utilise Python for Data Analysis.
- conduct Exploratory Data Analysis.
- understand Machine Learning Fundamentals.

Python Programming and Practice

Contents: Python Syntax and Structure; Variables, Data Types, and Operators; Control Flow: If-Else Statements and Loops; Data Structures: Lists, Tuples, and Dictionaries; File Input/Output: Working with Text, CSV, and JSON Files; Classes and Objects; Data Analysis Using Pandas and NumPy

Learners

- utilise core Python features, such as statements, functions, and classes.
- perform data analysis using Pandas and NumPy and create data visualisations with Matplotlib.
- automate repetitive tasks using Python, making everyday processes more efficient.
- complete a capstone project that demonstrates the skills learned throughout the course, showcasing their ability to apply Python to real-world scenarios.

Blockchain and Cryptocurrency

Contents: Foundations of Blockchain and Cryptocurrencies; Blockchain Technology and Cryptography; Smart Contracts and Decentralised Applications (dApps); Decentralised Finance (DeFi); Blockchain Use Cases and Industry Transformation; Legal, Ethical, and Governance Considerations

Learners

- explore Bitcoin's Origins and Cryptographic Foundations.
- examine the Functionality and Impact of Smart Contracts.
- analyse the role of Decentralised Finance (DeFi) and Blockchain in Global Finance.
- investigate Decentralised Autonomous Organisations (DAOs) and Blockchain Governance.

IoT for Business Management

Contents: Introduction to IoT in Business; Evolution and growth of IoT; Fundamentals and Core Components of IoT Systems; IoT System Architecture; Business Benefits of IoT; Data Management in IoT; Security and Privacy Considerations; Key Technologies Enabling IoT

Learners

- explain the fundamental concepts and components of IoT.

- explore various IoT applications and their impact on different business sectors.
- develop skills for overcoming challenges associated with IoT projects.
- analyse future trends and innovations in IoT and their implications for business strategy.

To meet the requirements of a dynamic job market, the courses (as well as the degree programmes at Gisma) are supposed to be reviewed bi-annually or after each delivery block takes place, taking into account student feedback and impressions of the lecturer delivering the module. These impressions are collected by the module leader and form the basis for the annual monitoring report. These reviews are coordinated by the respective module leaders (see chapter 4.1). Student feedback is gathered via surveys which are conducted before the course finishes. The results are then analysed by quality management and academic management.

Regulations for participation and assessment

Gisma has established framework admission, examination and study regulations[20] under which the courses are included. The regulations include guidelines on academic misconduct and plagiarism, as well as a process that ensures the student has an opportunity to respond to any allegations before a final decision is taken during the Examination Board. AI detection is monitored by Turnitin, which is integrated into Canvas (see chapter 4.4), with each case being verified by the lecturer to avoid false positives.

Compensation for students with impairments due to a permanent or temporary disability or chronic illness is regulated in the study regulations. Students can agree with the University on the effort and duration of their studies on an individual basis if personal circumstances require it. The University provides advice and makes appropriate agreements of support.

Types of Assessment

Besides participation in all the classroom sessions as well as in the examination, the final assessments for the courses consist of a test that is conducted face to face on campus, or online for online learners. As with standard written examinations, as advised by the Gisma Study Regulations, all examinations are proctored either via proctoring staff or integrated proctoring tools. To be eligible to sit for the end-of-course examination, students must complete the required assignment. Although this assignment does not carry any marks, its completion is a mandatory prerequisite for appearing in the examination.

Appraisal

Each course consists of one module[21] and assigns credits on the basis of the necessary learners' workload. The course structure allows for finishing the course within the projected study time. The course descriptions provide detailed information of intended learning outcomes and most of the information defined in the ECTS Users' Guide.

[20] *Appendix: A 6 Executive Education Courses_Rahmenzulassungs_Studien_Pruefungsordnung*
[21] See ECTS Users' Guide, Chapter 3.4

However, in the panel's opinion, some of the information in the course description needs amendment: For the "final assessment method and attendance" no information is given about the time frame of the final test and the weighting of the grading of the two factors "attendance" and "test". The panel therefore recommends the following condition:

- The institution provides course (module) descriptions that contain all the information defined in the ECTS Users' Guide.

In the panel's opinion, the targeted learning outcomes seem to be demanding against the associated workload. During the assessment conference, the institution expressed their expectation that the target group of professionals would be able to reach learning outcomes in a more condensed curriculum. Given the panel's concerns about the definition of the target group and the admission conditions (see chapter 2), the panel nevertheless **recommends** evaluating the intended learning outcomes against the factual learning outcomes in the course of the professional certificates.

The course's structural elements are convincingly described and activated. The course structure serves to promote the objectives and the learner's acquisition of knowledge and competences in line with the given objectives.

A certificate supplement (or "credential") documents the course and the associated qualifications in a transparent and coherent manner (analogously to the Diploma Supplement for degree programmes). It contains information on the full name of the learner, the title of the credential, the country of the issuer, the awarding body, the date of issuing, the learning outcomes, the workload needed to achieve the learning outcomes (in ECTS credits), the EQF-level of the learning experience leading to the certificate, the type of assessment required to obtain the certificate and the mode of study. The panel highlights that issuing the certificates via EBSI ensures credibility.

The curriculum adequately reflects the qualification objectives of the course. The contents of the modules are well-balanced, valid, up to date, logically connected (insofar as the course consists of multiple-related modules).

The panel points out that the courses do not discuss the EU AI Act. However, once graduates apply these skills in companies, they will have to comply with the AI Act and GDPR principles. Therefore, the panel **recommends** that the curriculum should refer to the frameworks set by the EU AI Act and GDPR, so that learners are aware of the regulatory environment they will be working in.

There are legally binding regulations for participation and assessment. Contractual regulations clearly define the conditions how to conduct the course successfully and receive the certificate. The institution has established plagiarism rules and regulations regarding the conduct of assessments including the use of AI.

The University ensures the identity of the examinees by appropriate measures. Learners are given transparent information about these regulations.

The final assessments of each of the courses are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the intended qualification level (EQF, see chapter 1.1) and follow the course's characteristic structural features. Nevertheless, in the panel's opinion, different assessment formats than written tests may be better suited to assess the learning outcomes, e.g. project work. The panel therefore **recommends** considering alternative assessment formats in the course of the continuous development of the professional certificates.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
3.	**Implementation**					
3.1	Structure and content					
3.1.1*	Structure of the course, application of the „European Credit Transfer and Accumulation System (ECTS)“and modularisation			Condition		
3.1.2*	Certificate and Certificate Supplement			X		
3.1.3*	Logic and conceptual coherence of the curriculum			X		
3.1.4*	Regulations for participation and assessment			X		
3.1.5*	Types of assessment			X		

3.2 Training of Competences and Skills

Methodological competence

The learning outcomes of the courses include the acquisition of methodological competences[22]. Students are supposed to develop a strong understanding of fundamentals and theories and gain the ability to critically analyse and interpret these. They learn to evaluate and apply relevant frameworks to real-world challenges. Students are always informed to avoid usage of generative AI when conducting their assignments, unless specifically requested to do so by the instructor.

The acquisition of methodological competence is a core pedagogical objective across all courses and is explicitly embedded in the learning outcomes of each module, in alignment with EQF Level 6 and 7 descriptors. These competencies include:

- Analytical and critical thinking,
- Problem-solving based on scientific methods,
- Evaluation and application of tools and models,
- Competence in selecting and applying methods appropriate to context (e.g., data analysis, research design, programming paradigms).

This ensures that learners not only acquire subject-specific knowledge but also develop transversal cognitive and methodological skills that support independent judgment, reflective learning, and innovation.

Overall, learners are expected to manage complex technical or professional activities and take responsibility for decision-making in unpredictable work or study contexts, equivalent to expectations for EQF Level 6 and 7.

The curriculum integrates current scientific and technical knowledge through research-informed teaching (RiT) strategies. Key indicators include:

[22] *see Appendix A3 Module Descriptors*

- Use of up-to-date publications,
- Lecturer engagement in research and industry projects that are fed back into the course,
- Inclusion of case studies, including from recent white papers and EU-funded projects,
- AI tools (e.g., Elicit, Semantic Scholar, ChatGPT) used to support literature reviews and hypothesis testing.

Integration of theory and practice

As a general approach, and also for the courses, Gisma encourages the integration of research and practice with teaching and learning, as well as applied research and experimental development. An important aspect of this approach is involving students in research projects through collaborations. Integrating research into teaching enriches the transfer of scientific knowledge and enhances the quality of teaching and learning. Teaching and learning at Gisma are characterised by a strong practical focus, which is of high relevance to the courses, as their target group is practitioners.

Interdisciplinary skills/Transdisciplinary skills

According to Gisma[23], each of the courses allows learners to acquire interdisciplinary/transdisciplinary qualifications upon the completion of the course. These can be found in the Module Descriptors, and are also outlined as follows:

AI for Business: Driving Innovation

The course fosters interdisciplinary skills by integrating concepts from business, data science, and technology, enabling students to collaborate across domains and apply AI- driven solutions in varied organisational contexts.

Conversational AI and Chatbot Systems

The course develops interdisciplinary competencies by integrating concepts from computer science, linguistics, user experience design, and business strategy, enabling students to build effective AI-driven communication systems for diverse industry applications.

The Metaverse Revolution

The course fosters interdisciplinary skills by integrating elements from technology, design, social science, and business, empowering students to address the multifaceted challenges and opportunities of the metaverse across sectors.

Data Analytics

The course promotes interdisciplinary skills by integrating principles from statistics, computer science, and business analytics, equipping students to interpret and apply data insights across a range of professional domains.

Python Programming and Practice

[23] *See self-report, page* 20 pp.

The course cultivates interdisciplinary skills by merging programming with applications in data analysis, automation, and problem-solving across fields such as business, science, and engineering, enabling learners to apply Python in a wide range of real-world contexts.

Blockchain and Cryptocurrency

The course cultivates interdisciplinary skills by bridging business, finance, computer science, and legal perspectives, enabling students to analyse and apply Blockchain solutions across diverse industry contexts.

IoT for Business Management

The course develops interdisciplinary competencies by combining insights from engineering, information systems, and business strategy, enabling students to implement IoT solutions that align technological innovation with organisational objectives.

International and intercultural contents

All courses include international components, for example in the required reading lists. Further case studies of international relevance are used. The courses were designed with this aspect in mind as Gisma's vision and mission also take this aspect into account. Gisma University of Applied Sciences positions itself as a private, internationally oriented university that occupies a unique niche, supported by its existing network of global organisations from industry and academia. With its focus, Gisma plays an important role in supporting companies in their internationalisation and transformation processes by equipping both German and international students for careers in the global and regional (German) economic landscape.

Selection criteria for lecturers further include international professional experience and/or an international focus in one's own research. All courses are taught in English and include an international perspective, for example, in case studies and the lists of required reading. Employees and students at Gisma have an international background. In fact, over 90% of students enrolled at Gisma come from abroad. Therefore, Gisma focuses on providing its students with an international qualification.

On a course-by-course basis, the aspects of each course are as follows:

AI for Business: Driving Innovation

The course is delivered in English and uses case studies from multiple international markets, such as AI in U.S. e-commerce, German manufacturing, and Asian fintech. Intercultural dimensions are embedded through discussion of ethical and regulatory differences in AI governance, particularly around data privacy, transparency, and trust. Learners collaborate in multinational groups, gaining practical experience in cross-cultural communication and digital strategy adaptation across cultural contexts – core competencies in today's global business landscape.

Conversational AI and Chatbot Systems

This course emphasises the global relevance of conversational AI by exploring cultural nuances in communication design, multilingual NLP challenges, and ethical standards in different countries. It is delivered in English. Learners develop chatbot prototypes that consider localisation issues – such as tone, formality, and cultural expectations – while analysing international platform use (e.g.,

WhatsApp in Latin America, WeChat in China, and Facebook Messenger in North America). These aspects ensure that intercultural awareness is both learned and applied.

The Metaverse Revolution

The course integrates international perspectives by examining how different regions are approaching the metaverse—e.g., EU regulation, U.S. tech innovation, and Asian digital twin ecosystems. It also explores global ethics and governance frameworks related to digital identity, virtual economies, and XR usage. The course is taught in English, and learners are supposed to often engage in team-based projects that simulate metaverse strategy design for global companies, promoting the development of intercultural collaboration skills within a future-facing context.

Data Analytics

The course includes datasets and case studies from a range of international contexts – healthcare in the U.K., logistics in Germany, and financial markets in Asia. Students work with globally applicable tools (e.g., Excel, SQL, Python) and collaborate in diverse teams to draw insights that may vary based on cultural or regional interpretations. Ethical issues around data privacy and governance are discussed in international context, helping learners understand the different legal and cultural considerations they must navigate in multinational settings.

Python Programming and Practice

While the focus is technical, the course is taught in English. The examples and exercises include problems from various international domains (e.g., weather data from Europe, financial data from U.S. markets). Group exercises and pair programming promote intercultural cooperation, and learners reflect on how problem- solving approaches may differ across educational or cultural backgrounds. This supports the development of globally relevant collaboration and communication skills alongside technical competencies.

Blockchain and Cryptocurrency

Blockchain is inherently global, and this course reflects that by exploring international case studies such as crypto regulation in the EU, DeFi in the U.S., and blockchain identity solutions in Africa. Learners analyse how legal, cultural, and economic conditions affect blockchain adoption across regions. Taught in English with international participation, the course promotes intercultural dialogue around ethical issues (e.g., digital rights, financial inclusion), helping students develop the skills needed to work in global Web3 ecosystems.

IoT for Business Management

The course addresses the global deployment of IoT technologies, such as smart city projects in Europe, supply chain automation in China, and smart agriculture in Africa. International and intercultural aspects are woven into the curriculum through global case studies and regulatory comparisons (e.g., GDPR vs. U.S. data practices). Students are supposed to work in international teams to design IoT solutions with region-specific constraints and opportunities, thereby enhancing their readiness to lead digital transformation initiatives in multinational environments.

Employability/Acquisition of future and/or soft skills

The specific aim of the courses is to help learners acquire knowledge and skills in relation to the topics offered, which have all been confirmed by market research and academic input to be aligned

with the changing needs of the current and future job market (see chapter 1.2). The programmes aim to enhance existing skills of learners and increase their employability in general and potential for further career growth. The courses offered either aim to address gaps in terms of knowledge generally offered within a university or workplace setting, or provide skills that are in growing demand and are projected to have a more pivotal role in companies in the next five to ten years, for example:

- Understanding of blockchain technology, cryptocurrency, and decentralised finance.
- Ability to evaluate the potential of blockchain and cryptocurrency in various industries.
- Understand the concept of the metaverse and its potential applications in business, marketing, entertainment, and education.
- Analyse the opportunities and challenges presented by the metaverse for a wide range of industries and sectors.
- Identify the essential technologies and tools required to create immersive virtual experiences.
- The ability to evaluate and apply different IoT-powered decision-making models to real-world business problems.
- The ability to develop proposals and plans for integrating IoT-powered tools into specific business function.

Professional ethics and/or societal issues

Among other content, students are made aware of their social responsibilities. They are encouraged to reflect on the need to justify corporate decisions and management actions to various stakeholders.

Students will be equipped with an interdisciplinary foundation and digital competencies to enable them to identify problems and develop innovative solutions for societal problems. In the courses, a focus is put on the evolution of AI and its ethical aspects.

Appraisal

The acquisition of methodological competences on the intended level of the European Qualifications Framework is ensured. It is set down as a learning objective in the module descriptions.

The panel is convinced that the target groups will be interested in and appreciate the methodological background of the teaching staff (see also chapter 4.1). The panel therefore **recommends** emphasising the methodological competence of teaching staff in communicating the courses to potential students.

Theory and practice are systematically interrelated throughout the curriculum, thereby promoting the learners' ability to transfer theoretical knowledge to solve problems in practice. Knowledge delivery and practical contributions by teaching staff, guest lecturers and learners complement each other to develop competences.

Due to the limited objectives and duration of the courses, the panel assesses the criterion "Interdisciplinary skills/Transdisciplinary skills" as not applicable. However, in the panel's opinion, the content of all courses touch aspects of change management and digital transition in organisations.

The panel there **recommends** either extending content about change management and digital transition into the courses or setting up a separate course about how to apply the courses' contents into change management and digital transition in organisations.

Due to the limited objectives and duration of the courses, the panel assesses the criterion "International and intercultural contents" as not applicable. The panel nevertheless acknowledges that the content of the courses is not limited to regional borders and therefore eligible to attract an international student body.

Employability in the respective occupational field is promoted in accordance with the qualification objectives (see chapter 1.1) and the defined learning outcomes. In the panel's opinion, the courses will increase opportunities on the job market for the students.

Ethical implications and current societal issues are appropriately integrated in the course.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
3.	**Implementation**					
3.2	Training of Competences and Skills					
3.2.1	Methodological competence and academic work (academic work if applicable)			X		
3.2.2	Integration of theory and practice			X		
3.2.3	Interdisciplinary skills/Transdisciplinary skills (if applicable)					X
3.2.4	International and intercultural contents (if applicable)					X
3.2.5*	Employability/Acquisition of future and/or soft skills			X		
3.2.6	Professional ethics and/or societal issues			X		

3.3 Teaching and Learning Methodology

Gisma offers blended learning to enable demand-oriented, flexible, and international study. Students engage with face-to-face teaching in the physical and virtual classroom and learning also includes structured asynchronous learning activities (e.g., readings, case studies, assignments).

The following teaching and learning methods support the overall learning experience, among others:

- Process-oriented learning: Students immerse themselves in a topic, learning to explore different perspectives and viewpoints. They develop their own positions, enhance their critical thinking through case study discussions and explore different approaches to thinking.
- Project-based learning: Students acquire deeper knowledge by actively engaging with real-world challenges and problems.

- Inquiry-based learning: Students are guided by key questions to discover facts and relationships independently.
- Collaborative learning: Students learn together in groups of four to six and in cohorts of the entire class. This approach is used, for example, when students are searching for solutions or developing business models.

Teaching methods in use are lectures and discussions, case studies and simulations, group tasks and workshop activities, technology enabled learning as well as projects.

Each module comprises six pedagogical elements, which are made available to students on Canvas (see chapter 4.4). Each teaching sequence begins with a short text featuring a practical example that illustrates the relevance of the topic or session. This text links to the required reading on Perlego and an article on EBSCO, as well as providing references to further literature. Students can access the materials required for synchronous instruction (lecture directories). The recorded session is then published as a video for review. A media library contains supplementary video and/or audio material for each learning unit. Flashcards containing key terms and essential questions are available as narrated PowerPoint presentations. The hands-on lab includes various practical exercises, such as case studies, projects, group work and research assignments. Each learning unit concludes with knowledge tests in the form of quizzes, as well as a summary of 'What you should take away from this session' in the form of a short text or video podcast.

All teaching material is or will be designed to support both structured instruction and independent study. Course materials are created by subject matter experts and instructional designers in accordance with internal curriculum development guidelines, which emphasise:

- Constructive alignment with module learning outcomes
- Integration of active learning elements
- Use of contemporary academic and industry sources

All materials are reviewed quarterly for up-to-dateness and relevance, particularly in fast-evolving domains like AI, blockchain, and IoT. A comprehensive annual review is conducted as part of the Annual Monitoring Report process, where feedback from learners, faculty, and industry partners is evaluated to ensure the content remains aligned with the current state of knowledge and labour market demand. For courses delivered online or in blended format, learning is supported through a range of digital assets hosted on the learning management system (LMS), including:

- Welcome and orientation videos introducing course goals, structure, and digital navigation
- Self-check quizzes with automated feedback to reinforce core concepts
- Discussion forums and peer-collaboration tasks to encourage reflective and intercultural dialogue
- Digital glossaries, interactive concept maps, and infographics for visual learners

A reading list is part of the module descriptors. All required literature is available via links in Canvas.

Appraisal

The theoretical background of the lecturers and the institution's and lecturers' experience in its practical application ensures that the methodical-didactical design of the course is plausible and oriented towards the course-specific learning objectives, towards the target group, and the teaching and learning format. A mix of different teaching and learning methods is applied. Proof of science-based teaching within the course has been provided. Learners are encouraged to take an active role in the learning process (e.g. through group work, peer-to-peer learning).

The panel points out that this is the first time the institution offers courses with a majority of online teaching and learning – including the opportunity to conduct the courses fully online. The panel therefore **recommends** continuously reconsidering teaching and learning approaches, utilising additional support by relevant specialists in curriculum design and methodology or pedagogy and develop a pedagogic framework with specific focus on online teaching and learning (e.g. mastery learning, flipped classroom, peer-review).

At the time of the assessment, course and learning materials were not yet fully developed. The panel had the opportunity to see samples. The samples of course and learning materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and easily accessible for the learners. Course materials are user-friendly and appropriately encourage learners to engage in further independent studies. General standards for materials lead the teaching staff and support the lecture quality. Access to literature and digital media is available online and offline.

During the assessment conference students of the degree programmes indicated that access to recommended literature may be difficult. The panel **recommends** making sure that all literature from the reading lists is easily accessible for the students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
3.	**Implementation**					
3.3	Teaching and Learning Methodology					
3.3.1*	Logic and transparency of teaching and learning methodology			X		
3.3.2*	Course materials, required and recommended literature			X		

4 RESOURCES AND SERVICES

4.1 Teaching staff of the course

In terms of academic structure, each course will have a module leader and additional lecturer(s) teaching the courses. One of the lecturers can also be the module leader. Initially, only full-time professorial staff at Gisma would be lecturers and module leaders for each course, as they possess the necessary expertise and competencies. In case of rising demand for teaching resources, Gisma plans to deploy further teaching staff, which may include full-time professors, lecturers or part-time lecturers.

The academic qualifications of teaching staff reflect the Gisma University of Applied Sciences Appointment Regulations, which are in turn aligned with the Brandenburg Higher Education Law. Full-time professors will have a relevant professorship denomination, a PhD with a high achievement level and notable research publications. They need to proof at least three years of relevant professional or artistic experience, of which at least two years must have been spent outside the higher education sector. In addition, it is a requirement for professors to have significant achievements in their denomination area. The criteria are all insured by the appointment procedure and approved by the Brandenburg Ministry of Science, Research, and Culture.

Appointed professors are required to have several years of practical experience.

In line with Gisma's identity as a University of Applied Sciences, teaching staff seamlessly integrate applied research, professional projects, and high-profile affiliations into their instruction. This approach ensures that current scientific findings and theoretical knowledge are incorporated into course content, resulting in teaching that is both evidence-based and research-informed. Programme design reflects this ethos, embedding the latest academic insights into the structure and delivery of each course. For example, in Gisma's full-time data science modules, students engage with state-of-the-art techniques in data cleaning and preprocessing - often based on recent publications by their own professors. Similarly, developments in areas such as natural language processing and deep learning are directly integrated into the curriculum, providing students with timely exposure to emerging technologies.

For part-time lecturers, in addition to a relevant qualification to teach the course, they will be expected to have industry knowledge and be practitioners, to be able to offer the latest insights while delivering the content.

For training of faculty members an Induction Framework has been designed to engage staff in a creative and rewarding learning community as early as possible for the benefit of students, staff, and other stakeholders. It outlines various induction components including department induction, organisational induction, teaching related induction, and assigns clear responsibilities for the provision of necessary information to enable new or adjunct employees to be quickly and effectively integrated into their new role. Access to the faculty handbook and a range of activities available through the Induction Framework aim to assist new faculty members to:

- Become accustomed to Gisma and their local workplace,
- Understand Gisma and its strategic direction,
- Know Gisma values and how these translate to behaviours in the workplace,
- Understand their role and responsibilities within the organisation,

- Establish networks with colleagues across Gisma and the GUS network,
- Successfully complete their probationary period.

Staff development at Gisma is a strategic process aimed at supporting the professional growth, engagement, and retention of all staff members. It encompasses a wide range of learning opportunities and activities designed to enhance individual and institutional performance in alignment with Gisma's mission and strategic goals. While staff development often involves participation in formal courses, it also includes online learning modules, project-based learning and guided experimentation, attendance at conferences and exhibitions, coaching and mentoring, and any other structured activity that promotes reflection, knowledge acquisition, skills enhancement, and professional confidence.

At Gisma, staff development activities are defined as any learning experience that:

- Enhances the ability of individuals, teams, and the institution to effectively deliver on Gisma's mission and strategic priorities,
- Equips staff to perform their current and future roles, while building capacity to adapt to change,
- Supports the assurance and continuous improvement of teaching, learning, research, and the services that underpin them.

Staff development is firmly linked to institutional objectives and is viewed as an essential component of job performance and career growth. Planning for staff development is informed by annual performance appraisals, programme monitoring reports, student and peer feedback, institutional priorities and change management needs. This ensures that development initiatives are purpose-driven, responsive to needs, and integrated into the broader quality assurance and enhancement framework.

Gisma also recognises the value of team development in fostering collaboration and institutional culture. Regular team-building workshops are held for both academic and administrative staff, with the aim of strengthening communication, alignment, and cross- functional cooperation. These workshops are typically conducted annually and are led by professional facilitators to ensure a high-quality, structured experience.

In addition to structured staff development programmes, targeted personnel development and qualification training are provided to individual staff members based on identified needs and professional goals. These initiatives are designed to support both personal and institutional growth and may include:

- Participation in specialist seminars and workshops across key operational and academic areas, such as:
    - Teaching and learning methodologies
    - Marketing and communications
    - Quality assurance and accreditation
    - Programme and curriculum management

- Individual coaching sessions tailored to professional development objectives
- Group workshops aimed at enhancing team effectiveness, leadership, or specific functional competencies

At Gisma, all faculty – including full-time, visiting, and practitioner lecturers — undergo a comprehensive onboarding process that introduces them to the University's quality assurance systems, teaching and learning strategies, and blended learning approach. Onboarding is delivered through both individual and group sessions, helping foster early engagement and collegial collaboration among faculty.

Following onboarding, faculty receive ongoing support from the Registry Department, which provides: Guidance on the application of academic policies, regulations, and procedures, administrative and operational assistance throughout the teaching cycle, and integration support to ensure faculty are fully connected to institutional structures and teams.

Regular faculty meetings, currently held at least once a month in a virtual format, are chaired by the President and serve as platforms for updates, academic coordination, and exchange. These sessions also include contributions from Quality Management and Blended Learning Coordination Teams.

Gisma's Online Didactics and Innovation Representative supports faculty with course and lesson design. This includes one-on-one consultation and shadowing opportunities, internal and external workshops focused on digital pedagogy and lesson planning, as well as participation in teaching development meetings to share innovative practices and refine teaching strategies.

Faculty teaching the Professional Certificates are actively encouraged and supported in experimenting with innovative pedagogical approaches, assessment methods, and student engagement strategies. Key practices include:

- Collaborative Support from Academic Units: Administrative and academic support teams' partner with faculty to relieve non-core academic tasks – such as developing learning outcomes maps or building simulations – enabling faculty to focus on content and delivery.
- Spaces for Innovation and Experimentation: Dedicated, low-risk environments have been created where faculty can pilot new teaching methods, digital tools, and learning activities. These act as test beds for scalable innovation.
- Incentivising Innovation: Faculty innovators receive targeted support from instructional designers, educational technologists, and assessment specialists. Successful initiatives are showcased during innovation expos and workshops, which are regular features in faculty development meetings.
- Building an Innovation Community: Cross-functional conversations involving faculty, staff, and students are actively promoted to foster a culture of innovation. Topics include curriculum design, online learning, digital assessment, and the future of pedagogy.

Gisma has implemented a comprehensive approach to fostering collegiality and integration across its entire faculty body - including full-time, visiting, and adjunct faculty. Faculty integration is closely aligned with the outcomes of Gisma's quality assurance cycle, drawing on key inputs such

as Annual Monitoring Reports and student feedback collected through Student-Staff Liaison Meetings.

To promote effective collaboration and alignment within the teaching team, Gisma has put the following mechanisms in place:

1. Interview and Appointment Process: The integration process begins at the recruitment stage, where interviews are structured not only to assess academic and professional qualifications but also to evaluate the candidate's alignment with the Institution's pedagogical ethos and collaborative culture.
2. Alignment Meetings: Newly appointed faculty – core or visiting – are invited to meet with the departmental head and relevant module leaders. These meetings ensure that the new faculty member understands the programme structure, pedagogical approaches, and quality expectations, enabling alignment of teaching content, delivery style, and assessment practices.
3. Faculty Handbook: All faculty are provided with a comprehensive faculty handbook that outlines the Institution's policies, teaching frameworks, assessment protocols, and academic integrity guidelines. This serves as an essential resource for ensuring consistent delivery across modules.
4. Regular Meetings: Weekly faculty and departmental meetings are held to discuss pedagogical developments, student feedback, curriculum coordination, and any emerging issues. These foster an ongoing culture of collaboration and continuous improvement.
5. Quarterly Townhall Events: To ensure inclusive communication and a shared institutional vision, quarterly townhall events are organised. These sessions bring together faculty, staff, and leadership for open dialogue on strategic updates, policy changes, and shared challenges.

All faculty involved in teaching in the courses are invited to participate in planning meetings held prior to each academic quarter. These sessions are designed to ensure alignment across modules in terms of learning outcomes, teaching methods, and assessment strategies. During these meetings, module guidelines and assessment/reassessment briefs are reviewed and finalised, incorporating feedback from the most recent Examination Board.

To support the interdisciplinary structure, module leaders work collaboratively to ensure effective cross-module integration and a coherent progression of learning throughout the learner journey.

The Executive Education Course Director (see chapter 4.2) plays an active role in monitoring module performance, student feedback, and assessment consistency. Faculty members are expected to engage with these reviews and contribute constructively to ongoing enhancement efforts. Between formal quarterly reviews, course progress is monitored continuously through weekly departmental meetings, ad-hoc discussions, and ultimately summarised in the Annual Programme Monitoring Report, forming a critical component of the University's quality assurance cycle.

Academic support will be granted similar to the established procedures of the degree programmes, with teaching staff available for feedback during in-class hours and via Canvas contact during self-study hours.

Appraisal

The qualification structure, tasks and number of teaching staff correspond with the requirements of the courses. The institution has non-discriminatory regulations/processes in place for the selection of new teaching staff. During the assessment conference, the institution pointed out that the number of full-time lecturers was increased from nine to 18 within the last twelve months. The panel acknowledges that the institution has confirmed its growth strategy with additional hires.

The academic and pedagogical qualifications of the teaching staff correspond to the requirements and objectives of the course. The teaching staff is able to cater to the needs of the target group.

The practical professional experience of the teaching staff corresponds with the requirements of the course. Teaching staff can cater to the needs of the target group.

On the basis of the collaboration procedures established for the current degree programmes, the institution plans to apply the processes for the courses under review. Thus, it will be systematically ensured that teaching staff cooperate internally for the purpose of tuning the components of the course towards the overall qualification objectives. Meetings of all those teaching in the course take place regularly at appropriate intervals.

During the assessment, students from degree programmes in the Department of Computer and Data Science explained that they regarded academic as well as administrative support (see chapter 4.2) after enrolment as insufficient. The panel acknowledges the institution's growth and the difficulties keeping up with the growth at all levels but also points out that the courses will be taught on top by the existing staff until demand for the courses is high enough to assign more teaching staff. Therefore, to ensure the success of the courses, the panel recommends the following condition:

> The institution provides a concept to ensure academic support for the students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
4.	**Resources and Services**					
4.1	Teaching Staff of the course					
4.1.1*	Structure and quantity of teaching staff			X		
4.1.2*	Academic qualification of teaching staff			X		
4.1.3*	Pedagogical qualification of teaching staff			X		
4.1.4	Professional experience of teaching staff			X		
4.1.5	Internal cooperation			X		
4.1.6*	Learners' support by teaching staff				Condition	

4.2 Course Management and overall organisation

At Gisma, an Executive Education Department is being formed to specialise in Professional Certificates. It is led by an appointed Departmental Head, who serves as the academic and operational lead for the courses.

The Departmental Head is responsible for the conception, planning, organisation, and quality assurance of the professional courses. In close collaboration with the Presidium and the Quality Management Department, the Departmental Head defines the academic and operational standards of the courses.

Key Responsibilities of the Departmental Head:

- Coordinating with module leaders to design and continuously develop the curriculum,
- Preparing documentation for programme accreditation and re-accreditation, together with the Quality Management Department,
- Overseeing the organisation of teaching and examinations, in coordination with the Examination Committee and the Registry Department,
- Coordinating the evaluation of courses in collaboration with the Quality Management Department,
- Providing guidance and academic advising to students.

The Departmental Head plays a central role in the selection and onboarding of lecturers, ensuring that teaching staff are aligned with the courses' learning objectives, curricular structure, and institutional standards. In addition, the Departmental Head actively monitors and analyses a broad range of data, including student evaluations, faculty and industry feedback, market trends, and application figures. This information is used for the annual programme review and to guide ongoing improvements in the programmes' content, delivery, and relevance.

The development and implementation of the programmes have been supported by the Vice President of Academic Affairs, the Quality Management Team, and other faculty members. Regular communication, shared responsibility, and mutual support are seen as central to the broader development of Gisma as a university[24].

The Departmental Head is supported by an administrative framework, with particular assistance from the Registry Office, which plays a key role in ensuring the smooth operation of the programme.

Gisma offers a broad range of services through departments like Programme Consultants, Admissions, Student Support, the Registry Office, Career Centre, Quality Management, Library, and IT Services. Operational functions such as finance, HR, marketing, and campus management are handled through shared services within the GUS group, ensuring efficient, solution-oriented support.

The Registry Office manages all formal academic administration, including:

[24] *See self-report, page* 30

- Enrolment and module registration,
- Examination scheduling and timetables,
- Student ID cards and official documents,
- Course material support and Canvas LMS guidance,
- Support for programme changes, interruptions, and complaints.

Students and faculty receive digital handbooks with vital information at the start of each programme. New lecturers are onboarded through meetings with Programme Directors and receive training on Canvas, exams, and administrative procedures.

Programme Consultants and the Admissions Office assist prospective and new students with:

- Programme options and application guidance,
- Visa and accommodation support,
- Admission testing, recognition of prior learning, and enrolment.

The Student Support Department helps students before and during their studies by offering:

- General support and campus orientation,
- Housing assistance and visa extensions,
- Advice on living and studying in Germany,
- Help with financial matters and work visa applications post-graduation.

The Career Centre connects students with the job market, offering job search guidance and fostering employer relationships to boost employability.

Quality Management, overseen by the President, ensures quality standards through:

- Development and monitoring of quality systems and accreditation,
- Programme development and evaluation,
- Oversight of University development projects and stakeholder involvement.

The Registry and the Student Support Departments serve as the first point of contact for students regarding programme-related queries or interpersonal issues, including conflicts within teams. Professional Certificate learners primarily interact with the Registry and Student Support teams via email, phone, Canvas, and the Student Portal. Depending on the nature of the issue, students may be supported by the Registry Officer, the Head of Student Support, or the Vice President of Academic Affairs, ensuring a responsive and empathetic resolution process.

A ticketing system ensures responses within 48 hours for queries and two business days for official documents. This has increased the effective response time of staff and has helped categorise queries into manageable workflows. The Gisma team has constantly sought feedback from students on this aspect in the format of Student Staff Liaison Meetings, given its growth in recent years, and it was acknowledged by student representatives that the wider student body finds the response times to be good, and staff readily available on all campuses or online for consultation.

All departments that students get in contact with operate with an open-door policy and are accessible via in-person visits, phone or video calls, and email. While there are no formal office

hours, staff are available throughout regular business hours to provide support and guidance. Recognising that some students may feel more comfortable approaching peers, class leadership is also expected to be available for informal support when needed. Using Microsoft Teams, both staff and students are connected to the same network, and are able to interact via instant messaging, and online calls, should there be no opportunity to have face-to-face consultation. Gisma University of Applied Sciences has followed this practice, drawing on the lessons learned from the Covid-19 pandemic and the ongoing provision for international students who are waiting on their visa to be granted to be able to start their studies online. In that regard, all teaching and administrative staff are trained and prepared to offer consultations in any format.

On campus, students have daily access to coffee and food via vending machines, ensuring refreshments are always available.

In addition to the personnel development described above[25] (which is not only available for teaching staff) and to support long-term career progression and academic engagement, Gisma offers scholarship opportunities for eligible employees to participate in degree programmes offered by the University, provided they meet the relevant admission requirements. This not only strengthens internal expertise but also deepens institutional knowledge and commitment.

Recognising the needs of its diverse workforce, Gisma also provides German language courses for international employees to support their integration, communication, and engagement within the University and broader community.

The documentation of the course is facilitated by the marketing department. The marketing department provides information in the following formats:

- Programme Page: A dedicated webpage as the primary source of programme information,
- Interactive Events: Webinars, online information sessions, and live Q&A events,
- Local Visibility: Management of Gisma's Google Business Profile,
- Visual and Downloadable Content: Updated brochures, factsheets, videos, and testimonials.

While there are no dedicated pages set up yet for the Professional Certificates described here, factsheets have been prepared[26]. How the courses would be advertised online will follow the format of the factsheets and can also be observed on the www.gisma.com website where Gisma's full-time programmes are advertised.

Since its inception, Gisma has championed internationality and cooperation, establishing itself today as Germany's most international university, with 98.2% of its student body representing over 90 countries. With courses delivered entirely in English by an internationally experienced faculty and staff, Gisma fosters a diverse, inclusive, and globally engaged academic environment. Internationalisation is systematically embedded not only through student and staff diversity but also through curriculum design, pedagogy, and learning activities. Global case studies, cross-

[25] *See 4.1 (staff development planning and programmes, regular team-building workshops, targeted personnel development and qualification training)*
[26] *See appendix A 5 Programme Factsheets*

cultural teamwork, and active student engagement ensure that graduates develop the competencies needed to lead effectively in international contexts.

Gisma University of Applied Sciences' teaching and learning concept is based on the 'Principles of Teaching and Learning' and the Internationalisation Strategy, which define the University's quality objectives and standards. Gisma promotes a learning organisation that focuses on lifelong learning. Knowledge transfer focuses on linking science and international professional practice. Teaching and learning focus on relevance, using thematic approaches, tailored methods, and the integration of diversity.

Students are encouraged to declare any disabilities or special needs during the application process. The University then evaluates what reasonable adjustments can be made in terms of facilities, resources, or support. Examination accommodation is clearly outlined in the Study and Examination Regulations and further detailed in the programme handbooks, ensuring transparency and accessibility for all students.

The Career Centre at Gisma University of Applied Sciences offers students and alumni comprehensive support. Close partnerships enable access to guest lectures, company visits, exclusive networking events and joint consulting projects. A particular highlight is the Gisma Career Day, which gives students the opportunity to connect directly with employers regarding internships, jobs and permanent positions.

The Career Centre also offers career counselling and coaching, including individual coaching, workshops and training on topics such as applications, self-marketing, networking, negotiation, presentations and decision-making. Further, students receive assistance in finding internships and job opportunities in Germany and worldwide. The Career Centre collaborates with the Handshake platform[27], which provides access to a wide range of employers.

Appraisal

The person in charge of the overall quality of the course (content, methodology and development) has clearly defined responsibilities. The qualifications and experience of the course management correspond with the requirements of the course.

Teaching staff and learners are supported by a sufficient number of administration staff that is clearly qualified to provide the described services. All processes described are implemented appropriately and the courses can run smoothly. Decision-making processes, authority, and responsibilities are clearly defined. Teachers are included in the decision-making processes where their areas of expertise/activity are involved.

Main contact persons for the learners have been appointed. Learners are informed on all relevant matters in advance and in a comprehensive way. The information is distributed in an understandable and user-friendly manner.

However, during the assessment conference, students from degree programmes in the Department of Computer and Data Science explained that they regarded academic (see condition chapter 4.1) as well as administrative support after enrolment as insufficient. The panel acknowledges the institution's growth and the difficulties keeping up with the growth on all levels but also points out

[27] https://joinhandshake.de/ , *last access on October 13, 2025*

that the new courses will have to be run by the existing administrative staff. Therefore, to ensure the success of the courses, the panel strongly recommends ensuring administrative support for the students.

In periods requiring personal attendance, a contact person is available to help with enquiries and acute problems and questions. In the periods requiring personal attendance, it is ensured that learners have the possibility to provide themselves with foods/drinks.

The course title, issuer of the Certificate Supplement (see chapter 3.1.2), awarding body, qualification objectives, content, workload, type of assessment, and teaching and learning format have been suitably documented, published, and are easily accessible for the learner before enrolment. However, the panel would like to point out that the fact sheets used for marketing and communication are to some extent not consistent to the module descriptions. The "How you will learn?" and the "What will you learn?" sections in the fact sheets differ from the learning and teaching methods and the course and learning objectives as described in the module descriptions. The panel therefore strongly **recommends** aligning fact sheets and the intended online communication of the module descriptions (see also chapter 3.1).

The institution ensures inclusion and equality to cater to special needs of learners[28].

There is support for learners in special circumstances, such as impairments or disabilities, with children, foreign learners, economically or/and socially disadvantaged learners and/or learners from non-academic backgrounds.

Measures to create and maintain a professional network to facilitate the graduates' career development have been provided. The institution offers support in career counselling.

During the assessment, students expressed that they consider the number of students at events with external industry speakers (e.g. Sprint Skills Week, see chapter 4.3) to be disappointing and regrettable considering the University's efforts. Therefore, to attract more students to these events, the panel **recommends** integrating the announcement and communication of events with external industry speakers via appropriate channels (e.g., into the learning management system, see chapter 4.4).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
4.	**Resources and Services**					
4.2	Course Management and overall organisation					
4.2.1*	Course management (content and methodology)			X		
4.2.2*	Process organisation and administrative support for learners and teaching staff			X		
4.2.3*	Information and transparency			X		
4.2.4	Inclusive and equitable education			X		
4.2.5	Networking and Career Counselling			X		

[28] e.g.: with learning/mobility/economic/social issues etc, and also those who are exceptionally able.

4.3 Cooperations

The initial concept of course design was advised by a fellow institution within GUS Germany, the Berlin School of Business and Innovation. Gisma University of Applied Sciences would act as the main facilitator of the courses. The cooperation agreement[29] of Gisma and the Berlin School of Business and Innovation also includes the right for both partners to distribute the courses.

There are discussions and plans to have internal cooperations with other courses in Gisma's portfolio, and in a less formal and binding format, collaborations with regional or international HEI's (e.g. Berkeley and MIT) for content, case studies and joint research, connecting to these courses.

Gisma maintains an ongoing exchange with industry partners and actively involves them in guest lectures as part of the quarterly Skills Sprint Weeks. A Skills Sprint Week is a week-long event during which the module coordinators invite guest speakers from various industries to the campus and organise visits and workshops at companies or political institutions in the metropolitan region. Each guest lecture, company visit, or workshop is part of an individual module but is open to all Gisma students.

At Gisma, collaboration with regional, national, and international businesses and organisations is an integral part of the institutional strategy and educational model. These partnerships take a variety of forms, including:

- Recruitment of industry professionals as lecturers to bring practical insights into the classroom,
- Participation in advisory committees and academic boards,
- Employment pathways for graduates through direct recruitment by partner companies.

Since its founding, Gisma has proactively cultivated strong ties with the business community – engaging with companies, industry associations, and professional networks to ensure that employer expectations and emerging workforce trends are reflected in the design and delivery of its degree programmes. Currently, this network is being actively expanded, with a particular focus on: Deepening relationships with institutions and business leaders in the Berlin/Brandenburg region; building new supra-regional and international partnerships; and pursuing membership in leading regional, national, and global business associations. Gisma already collaborates with a number of prominent companies and organisations, including: Deloitte, PwC, EY, Delivery Hero, Wayfair, Crealytics, PlanA, Grover, SumUp, HomeToGo, Zalando, and Uniqlo, among others.

The University has also established partnerships with several prominent professional organisations operating in the region, including the SAP University Alliance and the German Corporation for International Cooperation (GIZ), Berlin Partner, and the Economic Development Agency Brandenburg (WFBB). These collaborations provide valuable opportunities for both

[29] See Appendix BSBI-GISMA IP transfer and license agreement

students and academic staff to participate in a range of joint events and initiatives, while also enhancing the quality and impact of Gisma's Skills Sprint Week collaborative activities.

For the courses under review, Gisma's Corporate Advisory Board (CAB) as a consulting body will review the courses on a bi-annual basis (see also chapter 5).

Appraisal

The scope and nature of cooperation with the Berlin School of Business and Innovation are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception of the course.

The cooperation contract does allow Berlin School of Business and Innovation (BSBI) to market the courses in their name and issue respective certificates. The panel would like to point out that communication in case of FIBAA certification must not evoke the impression that this certification has been awarded to BSBI. As the certification covers Gisma infrastructure, personnel, course management, and quality assurance, in all communication it has to be made clear that the certification was granted to Gisma.

Gisma's approach to cooperations with enterprises and other organisations is not focused mainly on the benefit of specific programmes or courses, but eligible for the whole range of programmes (Corporate Advisory Board, Skills Sprint Week). The scope and nature of cooperation with enterprises or other professional organisations are plausibly presented. The cooperations are actively pursued and have a clear impact on the conception and implementation of the course.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
4.	**Resources and Services**					
4.2	Cooperations with academic institutions or enterprises (asterisk criterion for cooperation courses)					
4.3.1(*)	Cooperations with academic institutions			X		
4.3.2(*)	Cooperation with enterprises or other professional organisations			X		

4.4 Facilities

Gisma currently has a total area of 2,500 m² available at the Potsdam campus including 13 classrooms and 1,176 m² at the Berlin campus, including 11 classrooms. A second campus in Berlin is set to open from September 2025. The main focus of the location would be Undergraduate and Professional Certificate learners, initially.

Classrooms are designed for traditional lectures and seminars and optimised for hybrid delivery with seamless integration between physical and virtual learning spaces. Continuous software updates and system developments are undertaken to improve the learning experience. Where

changes affect students directly – such as during programme launches, assessment periods, or graduation – the IT and support teams work proactively to ensure extra support is available, maintaining a high standard of service during critical periods of demand. Free Wi-Fi is available to students throughout the premises.

Gisma uses the internationally well-established learning management system Canvas to support its blended learning approach. Canvas supports different teaching and learning methods as well as learning spaces, e.g., self-discovery, individual learning, and group learning. The student-centered solution is designed for collaborative and peer-to-peer learning and supports social learning interaction.

Students can participate in live synchronous lectures, either in person or virtually. Asynchronous learning phases also allow students to schedule their studies flexibly. These are supported by IT tools such as MS Teams (or Zoom) and the Canvas learning platform, which support different teaching and learning methods, learning spaces (e.g. self-directed, individual and group learning), collaborative learning and peer-to-peer interaction. The platform enables instructors and students to interact in various learning environments, post feedback and suggestions, and conduct and record live teaching sessions. Discussions can take place in breakout rooms or outside of class during group work, in either video or text format via chats or forums. Teaching and learning materials can be uploaded or linked. A dashboard keeps instructors and students informed about news, deadlines, mandatory and supplementary learning resources, and the grading system. Students can also use Canvas to view their transcripts and timetables, and to communicate with their study group or instructors.

The administrative processes at Gisma are supported by electronic services and functions. Canvas is also used to publish information relevant to the degree programme or the entire University. For example, a module schedule contains the module objectives and associated learning outcomes, which are assigned to the weekly or block-based learning activities and teaching methods, including references to relevant literature.

Faculty are carefully selected based on their ability to deliver instruction in a blended-learning format and are further supported through regular training sessions on blended learning principles and their application in teaching. In addition, a dedicated project coordinator provides continuous support to faculty members in the organisation and use of Canvas throughout the entire teaching and assessment cycle.

The University operates an in-house data analysis and management system that collects and stores student data at every stage of the study process. The system is fully integrated with both the learning management system and the student portal, ensuring that all relevant academic and administrative information is available in a centralised and secure environment. It is supported by an in-house development team, which allows for continuous optimisation and adaptation to institutional needs. The system is highly customisable and can be tailored for each university within the group.

Beyond storing and displaying data on a large scale, the system synchronises student results from Canvas and automatically generates essential documents such as records of achievement, transcripts, and certificates. These are subsequently verified by the Registry Team and signed by the President and the Head of the Examination Board prior to graduation. The platform also provides

the Examination Board with key analytical data, including pass/fail rates, average grades, and attendance records, thereby enabling evidence-based decision-making in examination procedures.

Furthermore, the system supports compliance with external requirements by producing statistical reports for submission to the statistics office and other relevant authorities. The ability to process large amounts of data efficiently, combined with real-time synchronisation and reporting functionality, ensures that the system provides a reliable foundation for learning analytics, quality assurance, and institutional governance.

All data is managed in strict compliance with data protection regulations, including the General Data Protection Regulation (GDPR). Access rights are role-based, ensuring that sensitive student information is only available to authorised users. Data is stored securely on protected servers, and the in-house development team monitors and updates the system continuously to maintain the highest standards of security and privacy. The most recent review of GDPR data compliance took place in February 2025.

All learning and teaching materials for the Professional Certificates are accessible 24/7 via the Canvas learning management system. Students also have unlimited online access to academic literature and resources through platforms such as EBSCO, allowing them to study at their own pace and according to their individual schedules. Administrative and professional support services are provided equally to all students, ensuring a consistent and inclusive learning environment.

Gisma employs resident IT staff who are available to support both students and faculty throughout the courses. The academic support team includes two staff members who specifically assist faculty and students in the day-to-day management of the Canvas LMS. In addition, Gisma benefits from group-wide shared services in IT, further strengthening its technical infrastructure and responsiveness.

Appraisal

The quantity, quality and equipment of the facilities are sufficient to accommodate learners' and teachers' requirements. They include up-to-date media and IT facilities. Barrier-free access is ensured. Aspects of cybersecurity are taken into account for the provision of infrastructure.

The teaching platform is clearly structured and designed to be user-friendly. It is stable and scalable and there are no disruptive impulses during use. It offers sufficient possibilities for embedding text, audio, images, graphics, animation, multimedia files and social media.

The institution enables and supports the implementation of digital teaching. Teachers have sufficient technical advisory and support services available.

The institution has a data analysis system and sufficient technology to process large amounts of data. The panel points out that Canvas also allows to integrate mastery paths (customised learning experiences based on student performance) aligned with learning objectives. In order to support the further development of the teaching and learning methodology (see recommendation chapter 3.3), the panel therefore **recommends** exploiting the teaching and learning platform's potential to include mastery paths aligned with learning objectives.

Learners can reach the technical support of the institution via a range of channels. Questions regarding technical issues and the teaching platform are answered and solved in a timely manner. The institution ensures appropriate training for the learners to handle technologies and tools.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
4.	**Resources and Services**					
4.4	Facilities					
4.4.1*	Infrastructure of onsite teaching environment (if applicable)			X		
4.4.2*	Teaching and learning platform			X		
4.4.3	Technical unit (for online courses)			X		
4.4.4	Data analysis system			X		
4.4.5*	Technical support for learners			X		

5 QUALITY ASSURANCE

The Quality Management Department oversees the activities of the University's academic and operational teams, ensuring that the University operates in accordance with internal, stakeholder and government policies and regulations. It is also responsible for reviewing reports such as quarterly student feedback reports, annual programme monitoring reports.

The University's quality management is governed by the Quality Regulations, which are designed to ensure the continuous improvement of all services provided by the University. These regulations are based on the Plan-Do-Check-Act (PDCA) cycle and set out specific measures and tools for achieving quality objectives. The framework covers teaching and learning, continuing education, and research.

The teaching and the performance of the service areas are regularly evaluated as part of course and service surveys, as well as graduate surveys. Other key mechanisms for continuous monitoring and further development of study programmes and the new courses under review include institutionalised coordination meetings between teaching staff, an open-door policy and communication with elected student representatives, and an annual report on programme quality.

Gisma's quality regulations define that the development of new and existing programmes involves current and former students, relevant administrative functional areas (e. g. marketing and career services), and potential employers [30].

As with the programme review cycles, insights of Gisma professors who are practitioners in the field, the business expertise of the Corporate Advisory Board on a bi-annual basis, as well as feedback questionnaires from learners after each delivery instance, will be taken into account and used for continuous re-evaluation and alignment of the course topics to the evolving job market.

Course evaluations take place immediately after the end of the course, before the examination. It is carried out electronically using the software SurveyMonkey. The questionnaires contain standardised questions and are used in the same way for the courses as for all degree programmes at Gisma. The Commission for Degree Programme Quality reviews the questions once a year to ensure they are up to date, adapting them if necessary.

The questionnaire covers the following topics:

- aspects of teaching,
- learning opportunities,
- assessment and feedback,
- academic support,
- organisation and management,
- learning resources and community, and
- overall student satisfaction.

Students are also asked about the practical relevance of the course, whether the workload is appropriate, what they like about the course, and how it could be improved. The workload survey is used to assess the feasibility of each course. This data is made available to module leaders.

[30] *Appendix A 9 Quality Regulations of Gisma University of Applied Sciences; § 3 (5)*

They are required to check the workload of the individual courses and, if necessary, make adjustments with lecturers.

The results of the evaluation are discussed and evaluated and if necessary, measures are proposed. Summarised results for each course are made available to the respective lecturer. If the evaluation results regarding the quality of teaching are not satisfactory, the module leader will hold a discussion with the lecturer. This meeting will cover specific goals and measures to improve the quality of teaching. Over time, the evaluation documents the extent to which the agreed measures have led to development and improvements.

The aggregated results of the evaluation are made available to students, who are regularly informed about the results of the course evaluations and any agreed measures in public university meetings, also known as town hall meetings. Students are also informed about the evaluation results and the measures taken via the Canvas teaching and learning platform.

In order to identify emerging quality issues at an early stage and to initiate optimisation measures, weekly coordination meetings are held: the Faculty Meeting (professors, quality management, blended learning project coordination, and the university executive board) and the Weekly Update Meeting (all departments from academia and administration).

Another measure for internal quality assurance is maintaining close contact with students. The University's open-door policy encourages students to approach the relevant staff directly and informally in case of problems - if necessary, also with the support of a moderator. This allows for timely personal intervention if required.

External evaluation of the courses is supposed to be incorporating feedback from alumni, employers, and third-party stakeholders at regular intervals. Graduate surveys are conducted in two phases: first, six months after course completion to assess short-term impact on employment and skill relevance, and then at three-year intervals to evaluate long-term career progression and alignment with qualification objectives. These surveys specifically measure how the course has supported professional development, innovation capacity, and real-world application of the acquired skills.

In addition to alumni feedback, employers play an active role in evaluating the relevance and effectiveness of the course content. This is done through structured input during Skills Sprint Weeks (quarterly), where learners work on applied challenges set by industry partners, and through formal Corporate Advisory Board (CAB) reviews held bi-annually. These evaluations focus on skill applicability, innovation readiness, and evolving industry needs. The insights gathered are systematically integrated into the Annual Monitoring Report (AMR) and feed directly into the quality development cycle.

Evaluation outcomes are not only reviewed but also translated into concrete, time-bound measures. These actions are then tracked through an internal implementation framework to ensure that they are:

a) effectively implemented,

b) assessed for their quality and fidelity to the original objectives, and

c) adapted, when necessary, based on new findings or changes in the external environment.

The results of evaluations are shared transparently with respondents who consented to follow-up, as well as with relevant faculty and administrative teams, creating a feedback loop that ensures continuous improvement.

Appraisal

As the courses have not started yet, the panel during the assessment conference verified existing structures and processes for the degree programmes and discussed their application to the courses under review. Nevertheless, the panel highlights that the concept for the quality assurance cycle is robust, integrating annual monitoring, stakeholder feedback, and Corporate Advisory Board input.

There is a quality-assurance and development procedure, which is eligible to systematically and continuously monitor and develop the quality of the courses with respect to its contents, processes, and outcomes following a PDCA cycle. Sufficient staff resources are available, and the responsibilities are clearly defined. Teaching staff and learners' contribution to quality-assurance and development procedures is described. When reviewing the workload, the institution is also prepared to consider evaluation findings, including feedback from learners.

Evaluation by learners is supposed to be carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes are supposed to be communicated to learners and to provide input for the quality development process.

Quality control by teaching staff is supposed to be carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes are supposed to be communicated to the teaching staff, course management and students as well as are supposed to provide input for the quality development process.

As far as an external evaluation is concerned, the alumni survey would benefit from additional questions, e.g. regarding the student's motivation for taking the course and the impact on job-related aspects after accomplishing it. The panel also points out that existing procedures for degree students (e.g. survey templates, data raising and communication) will not be fully applicable for the professional certificates. The panel therefore **recommends** developing a concept for third party evaluation specifically tailored to the target group of professionals.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
5.	**Quality Assurance**					
5.1*	Quality assurance and development of course content, processes and outcomes			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by learners and course graduates			X		
5.2.2	Quality assurance by teaching staff			X		
5.2.3	External evaluation by alumni, employers and/or other third parties				X	

Quality Profile

Institution: Gisma University of Applied Sciences

Continuing Education Courses:

- AI for Business: Driving Innovation
- Conversational AI and Chatbot Systems
- The Metaverse Revolution
- Data Analytics
- Python Programming and Practice
- Blockchain and Cryptocurrency
- IoT for Business Management

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
1.	**Strategy and Objectives**					
1.1*	Logic and transparency of course objectives			X		
1.2	Positioning of the course					
1.2.1	Positioning of the course on the educational market			X		
1.2.2	Positioning of the course on the job market			X		
1.2.3	Positioning of the course within the institution's overall strategy			X		
2.						
2.1*	Focus on the target group			X		
2.2*	Admission conditions				Condition	
2.3*	Legal relationship			X		
3.	**Implementation**					
3.1	Structure and content					
3.1.1*	Structure of the course, application of the "European Credit Transfer and Accumulation System" (ECTS) and modularisation				Condition	
3.1.2*	Certificate and Certificate Supplement			X		
3.1.3*	Logic and conceptual coherence of the curriculum			X		
3.1.4*	Regulations for participation and assessment			X		
3.1.5*	Types of assessment			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
3.2	Training of Competences and Skills					
3.2.1	Methodological competence and academic work (academic work if applicable)			X		
3.2.2	Integration of theory and practice			X		
3.2.3	Interdisciplinary skills/Transdisciplinary skills (if applicable)					X
3.2.4	International and intercultural contents (if applicable)					X
3.2.5*	Employability/Acquisition of future and/or soft skills			X		
3.2.6	Professional ethics and/or societal issues			X		
3.3	Teaching and learning methodology					
3.3.1*	Logic and plausibility of teaching and learning methodology			X		
3.3.2*	Course materials, required and recommended literature			X		
4.	**Resources and Services**					
4.1	Teaching staff of the course					
4.1.1*	Structure and quantity of teaching staff			X		
4.1.2*	Academic qualification of teaching staff			X		
4.1.3*	Pedagogical qualification of teaching staff			X		
4.1.4*	Professional experience of teaching staff			X		
4.1.5	Internal cooperation			X		
4.1.6*	Learners' support by teaching staff				Condition	
4.2	Course management and overall organisation					
4.2.1*	Course management (content and methodology)			X		
4.2.2*	Process organisation and administrative support for learners and teaching staff			X		
4.2.3*	Information and transparency			X		
4.2.4*	Inclusive and equitable education			X		
4.2.5	Networking and Career Counselling (if applicable)			X		
4.3	Cooperations					
4.3.1(*)	Cooperation with academic institutions			X		
4.3.2)	Cooperation with enterprises or other professional organisations			X		
4.4	Facilities					
4.4.1*	Infrastructure of onsite teaching environment (if applicable)			X		
4.4.2	Teaching and learning platform			X		
4.4.3	Technical unit (for online courses)			X		
4.4.4	Data analysis system			X		
4.4.5*	Technical support for learners			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
5.	**Quality Assurance**					
5.1*	Quality assurance and development of course content, processes and outcomes			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by learners and course graduates			X		
5.2.2	Quality assurance by teaching staff			X		
5.2.3	External evaluation by alumni, employers and/or other third parties				X	