Accreditation Report

International Programme Accreditation of

German University in Cairo (GUC)

"Management" (B.Sc.)
"Business Informatics" (B.Sc.)
"Management" (M.Sc.)
"Business Informatics" (M.Sc.)
"Master of Business Administration" (MBA)
"Doctor of Business Administration" (DBA)

I   Procedure

Date of contract: 02 May 2024

Date of the submission of self-assessment report: 15 May 2024

Date of site visit: 08-09 July 2024

Attendance by ACQUIN office: Janine Igl, Dr. Jasmine Rudolph, Giorina Maratsi

Accreditation decision: 12 September 2024

Peer review experts:

- **Professor Dr. Eric Schoop**, Professor and Chair of Business Information Systems, esp. Information Management at Dresden University of Technology, Germany

- **Professor Dr. Mike Geppert**, Professor of Strategic and International Management / Principal Investigator of DFG-funded research project on "Ownership structures of public-interest organisations" at Friedrich Schiller University Jena, Germany

- **Professor Dr. Bruno Horst**, Professor of General Business Administration and Marketing at Merseburg University of Applied Sciences, Germany

- **Dr. Martin Borg**, CEO of EduAlliance, Malta

- **Leander Gussman**, Academy of Fine Arts Vienna, Arts & Cultural Studies Ph.D.

The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the **German University in Cairo (GUC)** and extensive discussions with the **German University in Cairo (GUC)** management, deans and/or heads of the departments, heads of study programme(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) in the current official version. For PhD study programmes the Salzburg Recommendations are considered additionally. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are taken into account.

Content

II   Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study programme(s), study programme(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. They are completed with criteria for structured doctoral programmes (Salzburg Recommendations). In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG, the Salzburg Recommendations, and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programme(s).

1   The Higher Education System in Egypt

The higher education system in Egypt consists of "Governmental Universities" (state universities), "National Universities" (private, non-profit universities), "Technological Universities", "Private and Community Universities", International Branch Campus Foundations, "Technological Colleges" and "Private Institutes".

According to the German Academic Exchange Service (DAAD), Egyptian public and private universities and institutes are subject to decisions by the Ministry of Higher Education and Scientific Research (MHESR). The supervisory body for private universities, the Supreme Council of Universities (SCU), which is subordinate to the Ministry, supports the establishment and coordination of study programmes, as well as the enforcement of broad quality standards. Egypt's National Authority for Quality Assurance and Accreditation of Education (NAQAAE) as the national accreditation authority accredits universities, but also individual programmes.

In accordance with the Bologna process, the German University in Cairo (GUC) has adopted curricula structured around learning outcomes and student workload for the degree programmes listed below. Following the guidelines of the European Credit Transfer System (ECTS), one academic year at GUC is equivalent to 60 ECTS credits. Each ECTS credit corresponds to 30 hours of study across all programmes.

2   Short profile of HEI

The German University in Cairo (GUC) is an Egyptian Private University founded by the Presidential Decree 27/2002. GUC was established under the patronage of the State University of Ulm and the State University of Stuttgart and in cooperation with and support of: The Ministry of Science, Research and Arts of the State of Baden-Wuerttemberg, the German Federal Ministry of Education and Research, the Egyptian Ministry of Higher Education, the German Embassy in Cairo, the German Academic Exchange Service (DAAD), the Arab/German Chamber of Industry and Commerce (AHK), the State University of Mannheim, the State University of Tuebingen, the Centre for International Migration (CIM), Goethe Institute, Stifterverband fuer die Deutsche Wissenschaft, and Academy of Visual Arts, Leipzig. The university was inaugurated in October 2003.

The university consists of 8 the following faculties:
- Faculty of Pharmacy and Biotechnology
- Faculty of Engineering and Materials Science
- Faculty of Information Engineering and Technology
- Faculty of Management Technology
- Faculty of Media Engineering and Technology
- Faculty of Applied Sciences and Arts (Design Program)
- Faculty of Law and Legal Studies
- Faculty of Postgraduate Studies and Scientific Research

GUC awards the degrees Bachelor of Science (B.Sc.), Master of Science (M.Sc.), and Doctor of Philosophy (Ph.D.) in the various fields of the faculties.

The admission intake in 2022/2023 was 2179 students. The total of currently enrolled students in undergraduate programmes at GUC is 10747. The Faculty of Postgraduate Studies and Scientific Research started in July 2003 being the only Postgraduate & Research Faculty awarding M.Sc. and Ph.D. among private universities in Egypt. The total number of students

currently registered in M.Sc. programmes is 430 and in the MBA programme/programmes is 374. The total number of students currently registered in the PhD programme is 172.

The teaching language is English, while German is taught to enable the exchange of GUC students with German universities through study courses and internships, summer courses, internships and trips and to facilitate their training in German companies. GUC cooperates with more than 70 German Universities and institutions.

Vision

The German University in Cairo's vision is "to build a leading centre of excellence in teaching and research that will effectively contribute to the general welfare nationally and internationally and endeavour the scientific, technical, economic and cultural cooperation between Egypt and Germany." To achieve this vision in part, GUC sought accreditation from the very early stage of establishment to ensure quality standards. Accreditation for most of the study programmes was achieved and as part of the continuous improvement process the reaccreditation is being sought.

Short information on the Faculty of Management Technology

The Faculty of Management Technology is committed to offer an excellent environment for learning including a curriculum with a broad spectrum of management courses, proven and modern teaching methods, an excellent national and international faculty as well as international learning tools and methods, strong ties with the industry and business environment, an atmosphere of social and ethical responsibility, confident familiarity with appropriate information technology and its application within the commercial environment, strengthening personal skills in communication, teamwork and presentation skills and the ability to solve problems, to analyse and organise information.

3   General information on the study programmes

Bachelor of Science (B.Sc.) in Management

Location	New Cairo, Cairo Governorate, Egypt
Date of introduction	September 2003
Faculty/ department	Faculty of Management Technology
Standard period of study (semesters)	7
Number of ECTS credits	210
Number of study places	300
Number of students currently enrolled	949
Average number of graduates per year	350-400
Form of study	Full-time
Tuition fee	Egyptian students: 123.400EGP - 160.000EGP (approx. 2.400€ – 3.113€) per academic semester / Foreign students: 195.270EGP – 264.650EGP (3.800€ - 5.150€) per academic semester

Bachelor of Science (B.Sc.) in Business Informatics

Location	New Cairo, Cairo Governorate, Egypt
Date of introduction	September 2003
Faculty/ department	Faculty of Management Technology
Standard period of study (semesters)	7
Number of ECTS credits	210
Number of study places	300
Number of students currently enrolled	974
Average number of graduates per year	120
Form of study	Full-time
Tuition fee	Egyptian students: 123.400EGP - 160.000EGP (approx. 2.400€ – 3.113€) per academic semester /

	Foreign students: 195.270EGP – 264.650EGP (3.800€ - 5.150€) per academic semester

Master of Science (M.Sc.) in Management

Location	New Cairo, Cairo Governorate, Egypt
Date of introduction	2007
Faculty/ department	Faculty of Management Technology
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	50
Number of students currently enrolled	63
Average number of graduates per year	18
Form of study	Full-time
Tuition fee	98.700EGP (approx. 1.920€) per academic semester + 62.900EGP (approx.1.224€) thesis fee

Master of Science (M.Sc.) in Business Informatics

Location	New Cairo, Cairo Governorate, Egypt
Date of introduction	2007
Faculty/ department	Faculty of Management Technology
Standard period of study (semesters)	4
Number of ECTS credits	120
Number of study places	25
Number of students currently enrolled	28
Average number of graduates per year	5
Form of study	Full-time
Tuition fee	98.700 EGP (approx. 1.920€) per academic semester + 62.900EGP (approx.1.224€) thesis fee

Master of Business Administration (MBA)

Location	New Cairo, Cairo Governorate, Egypt
Date of introduction	Winter 2004
Faculty/ department	Faculty of Management Technology
Standard period of study (semesters)	6
Number of ECTS credits	96 ECTS credits (Non-Business Background Track) / 80 ECTS credits (Business Background Track)
Number of study places	90
Number of students currently enrolled	292
Average number of graduates per year	80
Form of study	Part-time
Tuition fee	137.100EGP (approx. 2.668€) total for Business Background Track / 167.100EGP (approx. 3252€) total for Non-Business Track

Doctor of Business Administration (DBA)

Location	New Cairo, Cairo Governorate, Egypt
Date of introduction	Winter 2021
Faculty/ department	Faculty of Management Technology
Standard period of study (semesters)	8
Number of ECTS credits	150
Number of study places	30
Number of students currently enrolled	48
Average number of graduates per year	25 (expected)
Form of study	Part-time
Tuition fee	250.000EGP – 270.000EGP (approx. 4865€-5254€) total for GUC Graduate / 250.000 - 300.000EGP (approx. 4865€ - 5838€) total for Non-GUC Graduate

4　Results of the previous accreditation

The study programmes "Management" (B.Sc.), "Business Informatics" (B.Sc.), "Management" (M.Sc.), "Business Informatics" (M.Sc.) and "Master of Business Administration" (MBA) were examined and accredited by ACQUIN e.V. for the first time in 2017 without any conditions and recommendations.

The experts emphasised the following positive points in their report:

- The objectives for the Bachelor's and Master's degree programmes as well as the MBA programme fully meet international standards. The relationships of GUC with German universities and Egyptian companies enable students to gain intercultural experiences and professional qualifications. Graduates are in high demand on the job market.

- GUC has established a comprehensive quality management system of continuous monitoring and evaluation on different levels that incorporates KPI's, evaluations and input from external stakeholders.

- The resources and organisation of GUC and the Faculty of Management Technology, especially its highly qualified and dedicated academic and non-academic staff, contribute to a well-rounded learning experience. Students can access a wide range of support and services regarding their studies, research, and campus life.

The accreditation was issued by the 26th September 2017.

III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

> **Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**

1.1 Implementation

The German University of Cairo adopts a system of continuous monitoring, review and evaluation of all programmes offered to ensure the quality and standards of teaching and learning. Since its inauguration, GUC established an internal quality system that includes procedures to guarantee the quality of its programmes together with external reviews by involving external stakeholders.

The internal quality system of GUC is governed at several levels including the board level, university level and the faculty level: The "Quality Management and Accreditation Committee" (QMAC) on the board level has adopted Total Quality Management (TQM) concepts while spreading a culture in which everyone is involved and committed to continuous enhancement. This is achieved through the following good practices: using the student-centred approach instead of the teacher-centred approach, a programme outcomes approach where learning outcomes are being used for the curriculum design and the assessment of student learning and workload.

The "QMAC Board Level Committee" supervises three centres on the university level, the "Quality Assurance and Accreditation Centre" (QAAC), the "ECTS Coordination Centre" and the "Six Sigma Centre". The QAAC is responsible for the application, monitoring, documentation and enhancement of processes which are associated with the programmes and courses. The "ECTS Coordination Centre" focuses on the implementation of ECTS. It aims to ensure the institution's commitment to ECTS principles and mechanisms and to promote ECTS both within the institution and outside, e.g. within international cooperation programmes, while also dealing with academic and administrative aspects concerning ECTS. The "Six Sigma Centre" has been established to enhance administrative and educational processes at GUC and to foster a Six Sigma culture at the whole university. As the executive tool of the QMAC, the Vice Presidency for Quality acts to assure that academic standards and quality of education are maintained and continually improved at all levels.

The QAAC established eight "Quality Assurance and Accreditation Units" on the faculty level, each of them headed by a quality representative from the faculties' academic staff. The units'

mission is a link between the Quality Assurance centre and the faculties is to ensure achieving excellence in teaching and research by adopting the highest quality curricula and applying the highest quality teaching, research and administration.

The "Quality Assurance and Accreditation Unit's Committee" at the Faculty of Management Technology is responsible for the quality of teaching, learning and assessment in the faculty's educational programmes. This includes developing the continuous quality improvement processes for the faculty, spreading the culture of quality improvement among staff and students, ensuring the quality and currency of the faculty core curriculum, and developing a plan for the faculty to acquire external accreditation among other objectives.

Various supporting committees contribute to enhancing the quality assurance system besides also providing support and feedback to the students. The "Students' Curriculum Committee" comprises student representatives from each programme, meeting at least twice per semester. The objectives of the committee are to involve students in the internal quality assurance system at the university and to serve as a communication channel between all university levels. Further supporting services are the advising system for students who cannot follow the regular study track, the "Review Committee" responsible for the prompt handling of student complaints, and a mentoring system for students facing educational difficulties during their studies.

1.2 Assessment for all study programmes

The expert group commends the German University in Cairo (GUC) for having established a comprehensive multi-level quality assurance policy based on international standards and best practices in higher education. This policy, which integrates the concept of "Total Quality Management" (TQM), is publicly available and serves as a foundation of the university's strategic management, ensuring that quality is continuously monitored, reviewed and evaluated across the FMT and the entire university.

The expert group highlights the involvement of both internal and external stakeholders in the development and implementation as being one of the key strengths of GUC's quality policy. The policy was created through a collaborative process that included input from university leadership, academic faculty, administrative staff, students, as well as members of the broader academic community and industry experts from Egypt and Germany.

Regarding the role of internal stakeholders, the university has established clear structures, processes and responsibilities to ensure the engagement of faculty, staff, and students. The expert group particularly emphasises the following aspects which contribute to this positive impression:

1. The role of the "Quality Assurance and Accreditation Center" (QAAC) being responsible for overseeing the execution of the quality policy and monitoring its effectiveness. It includes representatives from various departments and faculties, ensuring that all perspectives are considered.

2. GUC provides professional job training and development opportunities for its academic and non-academic staff as well as supporting units, so they are equipped with the knowledge and skills necessary to uphold its quality standards set forth in the policy.

3. Students are actively involved in the quality assurance process through various channels, e.g. course evaluations, student surveys and their representation on the Curriculum Committee as a supporting body of the aforementioned QAAC. Their feedback is used to identify areas for improvement regarding the programmes' content and workload, teaching and assessment, and subsequently to ensure informed decision-making in programme development. A positive example to be named is the DBA programme, where the workload was adjusted in response to student concerns, which is appreciated by both students and faculty.

GUC's quality policy is not static, but rather serves as a framework for continuous improvement. This is impressively reflected in the development efforts that GUC has undertaken since 2003. The university's commitment to transparency and accountability in its quality assurance efforts was evident in the documents and during the site visit.

According to the documents provided by GUC, the ratio of male to female teaching staff is currently 1:3 across FMT. Suring the site visit, the female academic staff emphasised that they see themselves as role models for female students and want to inspire them to pursue a career in research and teaching.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programmes

> **Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

2.1 Implementation

As stated in the report, the study programmes are designed with overall programmes objectives that are in line with the institutional strategy and have explicit intended learning outcomes. The programmes are designed by involving the German founding dean, the German and Egyptian academic staff, Deanship and Experts, various stakeholders (academics and employers) and students. They are subject to a formal institutional approval process at all levels.

The Programmes Curriculum Committee at the Faculty of Management Technology (FMT) and the MBA/DBA Steering Committee ensure the proper implementation of the objectives and outcomes for each programme. The process for the design and re-design of programmes is carried out along the Plan-Do-Check-Act-Cyle, the responsibility lies with the Deanship in collaboration with the head of Quality Assurance. Besides taking part in the designing process, stakeholders (students, academics and employers) are being consulted to verify that the degree satisfies national and international social demands. Additionally, stakeholders might propose modifications, establishment and discontinuation of courses and curricula.

Bachelor of Science programmes

The Bachelor of Science study programmes "Management" (B.Sc.) and "Business Informatics" (B.Sc.) consist of seven semesters. During the first six semesters, students of each programme follow a set schedule ensuring that students acquire knowledge in all fields of management and business informatics, respectively. An industrial practical training or internship of at least six weeks is required. Student of the "Business Informatics" programme can fulfil this requirement entirely within their last semester if related to their bachelor project. A bachelor thesis must be written during the last semester as part of the Bachelor's degree, the duration for writing the thesis is three months. Students of "Business Informatics" (B.Sc.) must write the thesis in relation to their Bachelor's project.

Bachelor of Science (B.Sc.) in Management

a)   Programme vision and mission

The study programme "Management" (B.Sc.) is comprised of seven semesters (210 ECTS). There are ten majors which students choose from including Accounting, Finance, Marketing, Economics, Operations Management, Strategic Management, Human Resource Management, Innovation & Technology Management, International Business and Information Systems. The students also write a bachelor thesis.

The programme offers a generalist managerial degree that enables graduates to move effortlessly from one functional area to another and work smoothly with colleagues in all areas. Students develop a broad range of business skills and concepts needed to manage the functional areas of a company effectively. The programme fosters an understanding for the complexity and dynamism of decision-making in organisations and how value can be created by a sound decision-making process.

b)   Programme Learning Outcomes

To achieve the study programme objectives, the study programme seeks to achieve the following general learning outcomes for its graduates to be able to:

- identify key theoretical and practical approaches to management,

- recognise the broad-based range of business disciplines and concepts needed to effectively manage the various functional areas of a company,

- apply economic concepts in modern business,

- identify, evaluate and synthesise the substantive management theories, frameworks and models,

- use knowledge and skills in managing business internationally and analysing complex economic, political cultural and strategic issues involved,

- demonstrate awareness of contemporary issues in the professional issues and latest development in the various fields of management, both in theory and practice,

- demonstrate the capability to critically and reflectively engage ethical issues in business, particularly questions of social responsibility and professional practice,

- demonstrate practical and professional skills in specialised business functions,

- use appropriate management theories and frameworks to identify, formulate, analyse and solve business and management problems within national and international contexts.

- use knowledge, competencies and skills to be able to occupy administrative & managerial positions in public or private sector organisations, nationally and internationally,

- recognise the advancement of information and communication technology relevant to business operations and management,

- practice working effectively as an individual and in teams in multi-disciplinary and multi-cultural settings,

- demonstrate critical cultural and linguistic awareness together with the strategies for dealing creatively with challenges in intercultural communication.

c)   Career opportunities

Graduates of the study programme "Management" (B.Sc.) have obtained education in the field of management that qualifies them for a wide range of successful careers in dynamic business environments, e.g. in the fields of economics, marketing and sales, accounting and finance, operations and production, and human resources management.

Graduates are expected to be innovative entrepreneurs and can reach leading positions, especially in multi-national companies, but may also pursue postgraduate studies and research at the GUC or other universities.

Bachelor of Science (B.Sc.) in Business Informatics

a)   Vision and Mission

The study programme "Business Informatics" (B.Sc.) is comprised of seven semesters (210 ECTS). Students study general management, computer science and business informatics specific courses. Following the specific perspective of business informatics (application orientation and strong focus on design and problem-solving skills, typically gained in practical project context), the final Bachelor Thesis is implemented as a bachelor project, thus emphasising the project work focus of the discipline.

The programme offers a combination of the business and technology skills required by managers and team leaders in the modern world of computer-based business administration. The programme acknowledges the labour market needs for experts who can solve problems arising in the field of business informatics independently and based on scientific methods, such as the implementation of enterprise systems and the alignment of information technology with business strategy. Furthermore, these experts are expected to enhance existing methods and

approaches and to contribute to interdisciplinary problem-solving across a variety of professions.

b) **Learning Outcomes**

To reach the study programme objectives, the programme seeks the following learning outcomes for its graduates:

- identify information systems fundamental concepts, theories, and professional practices,

- apply the analytical capabilities and problem-solving skills to address current issues in Business Informatics,

- differentiate between how various types of information systems provide the information needed to gain business intelligence to support the decision making for the different levels and functions of the organisation,

- describe the fundamental concepts related to organisational processes,

- apply general principles of process analysis to specific situations,

- use very large amounts of data collected by modern organisations to review, redesign, and improve processes produced by the analysis process,

- research and apply industry reference models and best practices to improve process designs,

- discuss the potentials and limitations of what can be achieved with available technology, financial resources, and organisational capabilities,

- apply software projects and new processes,

- prepare processes and systems to address cultural and ethnic needs.

- apply enterprise systems.

c) **Career opportunities**

Graduates of the study programme "Business Informatics" (B.Sc.) have obtained education in the fields of management and information technology that qualifies them for a wide range of careers in the dynamic business environment. Graduate may pursue role such as application developer, business analyst, business process analyst, database analyst, database administrator, e-business manager, ERP consultant, information auditing specialist, IT architect, IT asset manager, IT consultant, IT operations manager, IT security and risk manager, network administrator, project manager, user interface designer, web content manager, or data scientist.

Graduates are expected to be innovative entrepreneurs and can reach leading positions, especially in multi-national companies, but can also pursue postgraduate studies and research at the GUC or other universities.

Master of Science programmes

The Master of Science study programmes last four semesters. Students are trained in scientific and research skills and must take advanced courses, either in selected majors [in case of "Management" (B.Sc.)] or in Business Informatics, Management and Computer Science [in case of "Business Informatics" (B.Sc.) thus emphasising the character of Business Informatics as an integrative discipline between management and computer science]. Graduates with a Bachelor of Science from GUC will receive a waiver for certain ECTS credits of the master programme. Graduates of other universities may receive a waiver for some ECTS credits of the master programme as far as already covered in their study program(s) following a decision by the Postgraduate Admission Committee.

Master of Science (M.Sc.) in Management

a)   Vision and mission

The study programme "Management" (M.Sc.) offers a generalist managerial degree that enables graduates to move effortlessly from one functional area to another and work smoothly with colleagues in all areas. Students develop a broad range of business skills and concepts needed to manage the functional areas of a company effectively. The programme fosters an understanding for the interdependencies of decisions made in organisations and how value can be created by these decisions.

b)   Learning Outcomes

After the completion of the programme, a graduate will be able to:

- identify, evaluate and synthesise the relevant scientific management theories, frameworks and models,

- interpret the disciplinary knowledge related to the state-of-the-art capabilities and use of technologies and best practices in organisations,

- demonstrate awareness of contemporary issues in the professional issues and latest development in the various fields of management, both in theory and practice,

- apply analytical capabilities and problem-solving skills to address current issues in the selected fields of Management based on a scientific approach,

- interpret a set of various research approaches and methods applicable for business research in general and for the selected field of Management in particular,

- demonstrate the capability to critically and reflectively engage ethical issues in business, particularly questions of social responsibility and professional practice,

- demonstrate ability to conduct advanced academic research and pursue further studies and to do research nationally and internationally.

c)   Career opportunities

Graduates of the study programme "Management" (M.Sc.) have obtained advanced education in the field of management that qualifies them for an academic career and/or for research-oriented and leadership positions in which the graduate can contribute their broad knowledge as well as their proven scientific and self-dependent research skills. Programme graduates might also pursue PhD studies and research at the GUC or other universities.

Master of Science (M.Sc.) in Business Informatics

a)   Vision and mission

The study programme "Business Informatics" (M.Sc.) offers a balanced combination of the business and technology skills required by managers and team leaders in the world of computer-based business administration. The programme acknowledges the labour market needs for business informatics experts who can solve independently and based on scientific methods, the problems arising in the field of business informatics, such as the implementation of enterprise systems and the alignment of information technology with the business strategy. Furthermore, these experts are expected to enhance existing methods and approaches and to contribute to interdisciplinary problem solving across a variety of professions.

b)   Learning Outcomes

After the completion of the programme, a graduate will be able to:

- identify, evaluate and synthesise the relevant scientific theories, frameworks and models related to Information Systems,

- interpret disciplinary knowledge related to the state-of-the-art capabilities and use of technologies and best practices in organisations,

- demonstrate awareness of contemporary issues in the professional issues and latest development in Business Informatics, both in theory and practice,

- apply the analytical capabilities and problem-solving skills to address current issues in Business Informatics based on a scientific approach,

- interpret a set of various research approaches and methods applicable for Information Systems research,

- demonstrate the capability to critically and reflectively engage ethical issues in business and technology use, particularly questions of social responsibility and professional practice,

- demonstrate ability to conduct advanced academic research.

c)   Career opportunities

Graduates of the study programme "Business Informatics" (M.Sc.) have obtained advanced education in the field that qualifies them for an academic career and/or for research-oriented and leadership positions in which the graduate can contribute their broad knowledge as well as their proven scientific and self-dependent research skills. Programme graduates might also pursue Ph.D. studies and research at the GUC or other universities.

Master of Business Administration (MBA)

The study programme "Master of Business Administration" (MBA) distinguishes between "business students" and "non-business students" tracks. Business students choose three Management majors to specialise in. Non-business students take a set of eight general management courses in the first two semesters to qualify for two majors they will choose. Each major includes three major courses, one elective and one seminar. Finally, students prepare a thesis (preceded by a research preparation course) to deeply explore a management issue integrating theory and practice.

a)   Programme Objectives

The overall programme objectives are to:

- develop students' understanding of organisational management within increasingly global and competitive environments,

- enable students to lead and advocate organisational progress and reform,

- develop students' strategic, entrepreneurial and innovative thinking,

- develop students' leadership and interpersonal working skills,

- encourage critical thinking, lifelong learning and personal development,

- contribute to Egypt's economic development.

b) **Learning Outcomes**

To reach the study programme objectives, the programme seeks the following learning outcomes for its graduates:

- explain the concepts and theories in the fields of specialisation,

- discuss scientific developments in the fields of specialisation,

- use the scientific research methodology to solve business problems,

- examine multi-dimensional and complex business problems,

- synthesise and draw inferences from several sources,

- discuss how technology may be used to enhance business performance,

- solve complex unstructured business problems with incomplete data,

- work individually and collectively,

- develop effective presentations, proposals and reports,

- evaluate and critique management techniques and methods.

c) **Career opportunities**

Graduates of the programme "Master of Business Administration" (MBA) obtain solid advanced executive management education that qualifies them for a wide range of successful careers in dynamic business environments such as in marketing, accounting, finance, operations, and human resources management.

Graduates are expected to be pursue middle and top-level managerial positions in various types of Egyptian and international organisations. Programme graduates may also pursue their careers as business consultants or may apply to doctoral programmes.

Doctor of Business Administration (DBA)

The "Doctor of Business Administration" (DBA) programme is designed for senior business professionals who wish to develop competencies in advanced applied research. The programme focuses on developing the students' knowledge of advanced, state-of-the-art business fields and knowledge of advanced research methodology and teaching skills.

a)   Programme Objectives:

- develop graduates who are capable of pursuing careers in academia, business consulting and/or executive management,

- develop graduates that can integrate scientific knowledge with management practice,

- develop students' strategic, leadership and innovation capabilities,

- develop students' ability to conduct applied management research,

- encourage critical thinking, lifelong learning and personal development.

b)   Learning Outcomes:

After completing the programme, the graduate should have acquired the following skills:

- Knowledge and understanding:

  o understand the most significant business problems facing Egyptian managers and their suggested solutions,

  o understand the challenges of integrating management research with practice,

  o understand the classical and most recent scientific developments in their respective areas of specialisation.

- Intellectual skills:

  o critique management research and practice,

  o apply scientific research methodologies to business decision making.

- Professional skills:

  o develop instructional material in their area of specialisation,

  o conduct advanced research in their area of specialisation,

  o develop business consultancy competencies.

- Transferable skills:

  o communicate complex ideas orally and in writing,

  o collaborate with others and work independently.

c)   Career Opportunities:

Graduates of the DBA obtain advanced education in applied business research that qualifies them for a wide range of successful careers. Specifically, graduates may pursue positions in higher education institutions, consulting and business organisations.

2.2 Assessment for all programmes

Programmes at FMT are subject to a rigorous review process using a defined Plan-Do-Check-Act cycle under the responsibility of QAAC and the Dean's Office.

The design and approval of all programmes were based on a joint effort between the German founding dean, the German and Egyptian academic staff, the students and industry partners.

The first step in the iterative process programme development was to identify the international and national needs. On the ground of the desired graduate attributes, the programme objectives and learning goals were clearly defined and aligned with the academic standards. Part of the implementation included the formulation of learning objectives and course descriptions following Bloom's Taxonomy to determine the most effective teaching, learning and assessment methods and documented in a separate module catalogue for each programme. The ECTS framework integrated in all programmes allows students to systematically track their progress while promoting a culture of continuous learning and self-reflection.

Besides the Faculty Board, also external stakeholders (Board of Trustees and students in the students' Curriculum Committee) are involved in programmes' development and quality assurance. The institutional approval process of the programmes is under the responsibility of the respective programme's Curriculum Committee on faculty level under the Quality Assurance and Accreditation Unit (QAAC) on university level and the Quality Management and Accreditation Committee (QMAC) on Board level.

The formal approval process of the institutions and committees at all levels ensured compliance with the relevant standards and guidelines. The GUC implemented the programmes according to a structured, transparent implementation plan.

The GUC describes continuous feedback from students, employers, external evaluators and accreditation agencies as being crucial to monitor the success of each programme. This ensures its academic offerings are up-to-date, relevant, and aligned with student and industry demands in the face of changing needs and expectations. Following this rigorous assessment, further improvement is scheduled by means of action plans.

2.3 Assessment for cross-study specific programmes

Bachelor of Science (B.Sc.) Management, Master of Science (M.Sc.) Management

The B.Sc. Management and M.Sc. Management degree programmes are well developed and meet all requirements for a high-quality academic education according to the standards of similar degree programmes at universities in Germany and internationally.

Both programmes pursue a generalist approach to management. Students acquire a comprehensive understanding of theories and concepts, and a broad range of business management skills required to effectively manage different functional areas of an organisation. Based on their personal interests and career goals, students can choose from a vast range of specialisations, such as Accounting, Finance, Marketing, Information System.

The objectives and learning outcomes for both degree programmes are clearly defined and adequately reflect the requirements of the professional field, and the demands placed on the respective Bachelor's and Master's graduates.

The commitment to teaching scientific skills, advanced research methods and academic writing in across the programmes offered is impressive. The expert group highlights this as particularly positive, given that these courses are not just crucial for high-quality research at Bachelor and Master levels, but they also provide students with the necessary skills to successfully complete their theses and later take up research at postgraduate, PhD and postdoctoral level.

The expert group suggests exposing B.Sc. and M.Sc. students to the topics of Knowledge Management in a more interdisciplinary manner.

Upon the previous accreditation of the programmes, no conditions or recommendations were issued. Since that, the B.Sc. Management faced curriculum updates, in particular with course content and assessment methods being revised and new electives introduced.

Bachelor of Science (B.Sc.) Business Informatics, Master of Science (M.Sc.) Business Informatics

Due to the tight cooperation with German HEIs, the Business Informatics programmes follow contemporary concepts of the discipline, as described in basic recommendations of the German Informatics Society, Business Informatics Section and are well integrated into the overall strategy of the GUC.

Both study programmes demonstrate an integrative approach with a balance of management, computer science and business informatics pillars. While the Bachelor programme offers a broad range of compulsory topics with practical focus, the Master programme strengthens scientical aspects and allows for up to 15 ECTS in elective courses. The listed objectives and learning outcomes of the study programmes reflect adequately the requirements from the

professional field and are suited to allow the students to follow the career paths suggested in the GUC self-report. The Bachelor programme sets the focus on rather operational skills on middle-management level (e.g. IT management, implementation of enterprise systems, application development, database administration). The Master programme demonstrates a surprisingly high proportion of scientific topics besides analytical themes on leadership level in industry, also enabling the graduates to follow further an academic career (e.g. PhD studies). The purposes of higher education of the Council of Europe are well reflected.

Particularly positive to emphasise are the scientific focus and the option for elective courses in the Master programmes, and the practical project focus of the Bachelor Thesis (Bachelor Project). With both aspects the target groups' requirements are well met.

While the course modules' contents fit in the programmes' objectives, for better transparency the reviewers suggest renaming the titles of sequential modules rather than Database I and II. Furthermore, to become more flexible and easier to adapt to actual changes in topics, the expert group suggests reflecting if it is possible to design future module descriptions somehow more "generic."

The previous first accreditation of the programmes contained no conditions or recommendations, this high standard was met again. The cooperation with the German partner universities has been continuously extended since the first accreditation.

2.4   Assessment for study-specific programmes

Master of Business Administration (MBA)

The MBA Business Administration provides a well-rounded education that enables students to develop a deep understanding of organisational management. The programme objectives to develop students in their ability to lead and drive organisational progress and reform are clearly defined and presented well-structured in the syllabus.

As this is a part-time programme, the workload is a maximum of 480 hours per semester and is adequate for a part-time study.

The programme offers different tracks for business and non-business graduates und thus fits well in with the study programmes of the GUC: Non-business graduates receive the necessary foundations for management tasks through compulsory courses. Based on their professional background, these students can choose between two majors. Business students can extend their undergraduate specialisation and are therefore suitable for advanced management tasks. The set goals of the programme are achievable.

Scientific knowledge and methods are taught all the respective majors. Another important aspect of the programme is the promotion of critical thinking as well as lifelong learning and personal development. Students are encouraged to further develop their leadership and interpersonal skills.

The qualifications resulting from this programme are clearly specified ensuring that targeted career opportunities can be fulfilled. The design of the study programme is supported and further developed through meetings with stakeholders and surveys of employers. Alumni were also involved in the development of the track.

The previous initial accreditation of the programmes did not contain any conditions or recommendations. In 2022, the curriculum was further strengthened by technology-related modules and thus adapted to the current industry requirements for its graduates.

Doctor of Business Administration (DBA)

The DBA Business Administration programme was established by the GUC because, according to Egyptian legal regulations, a PhD may only be obtained in a subject in which one already holds a Bachelor's degree. The DBA programme offers particularly high-performing Master's graduates the opportunity to earn a doctorate. Currently most DBA students have a background in engineering.

The DBA programme is aimed at managers/executives who wish to devote their doctoral thesis to an application-oriented research topic. Since companies in Egypt have an urgent need for research findings, this programme is adapted to local and Egyptian needs and stresses GUC's close connection to the industry. The objectives of the programme are clearly defined and in line with the institutional mission as well as the overall research strategy, ensuring a coherent focus on the long-term goals of the university.

The DBA is structured to be completed a part-time course of study. The curriculum is composed nine core courses (45 ECTS) and three specialisation courses (15 ECTS). Initially, a workload of 600 hours, equivalent to 20 ECTS, was planned per semester. After the students felt this was not compatible with their professional career, the DBA was extended by one semester, with a workload of 450 hours per semester.

From the experts' perspective, the programme is very well adapted to the requirements of doctoral training. It provides students with the necessary resources and support to successfully complete their research projects. A key feature of the doctoral programme is its clear focus on in-depth research and the development of specific skills relevant to the scientific community. The extensive coverage of scientific topics in the courses is considerable. This concerns both

research methods and business research fields. The comparative examination for admission to the doctoral thesis tests the necessary competencies. Interdisciplinary topics are particularly relevant because students aim to combine their knowledge of engineering and management.

The learning objectives of the programme are sufficiently achieved through a variety of teaching and learning methods. Research methodology is appropriately incorporated into the curriculum, taking into account the applied research focus of the programme, which is characteristic of a DBA programmes. This underlines the goal of training graduates who can apply scientific research in practically to advance management and executive education. Courses on research methods are held by qualified professors.

DBA students are actively encouraged to act as early researchers by being involved in projects that allow them to work independently, to participate in academic conferences and publish their work in international, blind peer-reviewed journals, which contributes to the visibility of their research results. To promote their professional development, the DBA students have the opportunity to co-teach in the MBA programmes, which strengthens their teaching skills and gives them valuable insight into the academic world. International mobility is encouraged during the preparation of the doctoral thesis. These activities not only contribute to the visibility of their research, but also help building networks within the scientific community.

In each of the first two years, approximately 15 students were enrolled in the DBA programmes. Due to the required minimum number of participants in a course, some courses in the three majors are therefore unlikely to be offered. As it is rather implausible for students to switch to another degree programme from a professional perspective, there may be uncertainty as to whether they will successfully complete their studies. If it is not possible to increase the number of students per course in the short term, the DBA Steering Committee should consider reducing the number of majors.

The expert group suggests the following recommendation:

- The DBA programme's offered majors should be carefully planned in a long-term basis to ensure that enrolled students can pursue and complete their studies in the specialisation and research area they chose when admitted. One option could be to reduce the number of offered majors.

2.5   Conclusion

The criterion is **fulfilled**.

3   ESG Standard 1.3: Student-centred learning, teaching, and assessment

> **Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach**

3.1   Implementation

General information

The GUC implemented the student-centred learning and teaching in all programmes to stimulate students' motivation, self-reflection and engagement in the learning process.

- Lectures provide the broad overview of the key concepts and basics on which student's research and reading is based on. Students are expected to contribute actively to discussions in the plenum.

- Seminars: Students are required to research for topics and material in the range of their study subject, develop self-learning skills and give presentations, learn key business skills, such as report writing, self-study skills, critical self-evaluation and crucial communication skills, but also teamwork and cooperation skills.

- Practical / Laboratory work: GUC possesses state-of-the-art laboratory facilities that help students to develop their technical skills as well as to understand the techniques and theories introduced in lectures under the supervision of experienced tutors. Furthermore, field excursions to dedicated international companies support the practical education of students.

- Tutorials: In a tutorial, students work on specific problems and topics under supervision to expand on the lecture material in a smaller work group environment.

- Projects / Bachelor Thesis: Projects and the thesis give GUC students the opportunity to do original research on undergraduate, as well as on postgraduate levels, examine their theories and develop their own ideas. Outstanding research work could get published while students are still undergraduates. In B.Sc. thesis, the graduates analyse a complex field of his or her study subject by an extended written treatment. GUC students get one-to-one supervision for their Bachelor thesis projects.

- Guest speakers and Plenum Lectures / workshops: Guest speakers from multinational organisations and high-tech industries are invited to give lectures and presentations on relevant subject areas.

- Blended learning concepts using technology-mediated instruction or mixed-mode instruction combine online educational materials and opportunities for interaction online with physical place-based classroom methods.

- Internships as an integral part of the bachelor study programmes help gaining specific professional knowledge and getting insights into operational and social structures in companies. The "Students Career and Alumni Development" (SCAD) office helps students to find an appropriate internship. The internship process is supported by the "Industry Relations Committee" at the faculty. The academic staff and the Vice Dean for Students Affairs supervise the internship.

With regards to the specific programmes, GUC states the following methods of learning and teaching:

Bachelor of Science (B.Sc.) in Management

Teaching and learning are geared toward applied practice-oriented methods that match recent trends related to experiential learning. These include course projects, client-based assignments, and guest speakers from industry. Students also get trained in research paper writing and quantitative methods. Toward the senior year, students engage in seminars and work on their bachelor thesis in preparation for graduation.

Bachelor of Science (B.Sc.) in Business Informatics

Teaching methods apply the principles and practices of experiential learning where students work in teams on their course projects and assignments. Student work is often conducted in the labs using the latest available software in the field. In addition to traditional lectures and tutorials, students have seminars toward the end of the study programme in preparation for their bachelor thesis writing before graduation.

Master of Science (M.Sc.) in Management & Master of Science (M.Sc.) in Business Informatics

Teaching and learning at both M.Sc. programmes involve course seminars in advanced research methods, quantitative and qualitative analysis as well as recent contemporary trends in the respective field. Assessments include course projects, lab assignments, and paper writing. This is followed by writing a master thesis before graduation.

Master of Business Administration (MBA)

The teaching and learning methods include lectures, tutorials and seminars, which are supplemented by research projects and case studies. Students also receive guidance on writing research papers and presentations. This is followed by writing a master thesis before graduation.

Doctor of Business Administration (DBA)

The programme includes lecturing and seminars in advanced research techniques and statistical analysis. Course teaching methods include case study analysis, research presentations, paper writing as well as course projects and assignments. This is followed by writing a doctoral thesis as a requirement before graduation.

Student Assessment

The GUC considers the importance of assessment for the students' progression and their future careers. The academic staff is familiar with testing and assessment methods and receive support in developing their skills in the field of assessment.

The methods of assessment and the examination regulations must be announced to the students at the beginning of each semester and be published in the course specifications and on the content management system (CMS) of the GUC. Assessment has to be transparent, consistent, fairly applied to all students and carried out in accordance with the announced procedures. Exams are peer-reviewed prior to assessment by another academic staff member in the department.

Examination system

The examination system consists of course work including assignments, seminars, projects and presentations as well as quizzes, a mid-semester exam, final semester subject examinations and the internship. The diversification of the assessment methods aims to stimulate effective learning and to ensure suitable evaluation of the intended learning outcomes.

Student complaints

GUC states several procedures for dealing with student complaints, being the "Students' Curriculum Committee", the "Complaint Centre" of the GUC, an open-door policy with Deanship and the department heads, the "Reviewing Committee". The student may request for remarking for any exam or assessment method through an approved remarking policy.

3.2   Assessment for all programmes

All programmes show a high commitment to high-quality education and a student-centred learning approach through diverse and effective teaching methods and by using blended learning concepts through technology-mediated instruction or mixed-mode instruction. This variety not only provides hands-on research experiences that caters to different learning styles, but it also promotes critical thinking and collaborative skills with students taking an active role in their studies.

The module catalogue for each programme states the intended learning outcomes not only for every study programme, but also for every module in an exemplary manner, each of them being divided into "Knowledge and Understanding", "Professional and Practical skills", "Intellectual skills" and "General and Transferable skills". These outcomes not only emphasise the requirements for good academic performance, but also highlight aspects of personal development and employability. The intended learning outcomes are being used for the curriculum design and the assessment of student learning and workload and contribute to GUC's aim to provide transparent, consistent and fairly applied academic assessments for every student.

The experts positively acknowledged that the course modules of the programmes B.Sc. Management, B.Sc. Business Informatics, MBA Business Administration and DBA Business Administration contain methods of teaching and learning adapted to the topics conveyed. The exams follow the principle of formative assessment, consisting at least of three parts split over the semester (quizzes, mid-term exam, final exam), often extended by additional modes (e.g. project work, lab work, presentations). In the programmes M.Sc. Management and M.Sc. Business Informatics, the variety of assessment modes is even higher and well adapted to the upper levels of Bloom's taxonomy of learning objectives.

Due to the students' confirmation at the on-site visit, the examination process is transparent, workable and promotes reliable results. The exams are documented by the course instructors in a specification matrix and are peer-reviewed by colleagues. GUC continuously assesses its teaching methods through feedback from students and faculty alike. Several committees with the main tasks of probation, mentoring, assessment, counselling and graduation. During the on-site visit, the students showed great awareness for their possibilities to provide suggestions for improvement and to place complaints by appealing to the "Review Committee" or the "Curriculum Committee".

Student-centred teaching and learning are further supported by their participations and achievements in several competitions and projects. From the experts' perspective, this aspect has to be considered particularly positive, also the inclusion of startup/business models/entrepreneurship topics in several courses of the B.Sc. and M.Sc. Business

Informatics. It could be considered to institutionalise a startup incubator independent from the courses as a platform for interdisciplinary project activities by the students.

The availability of micro-credentials and elective courses allows students to customise their academic experience, enhancing their employability before graduation. Courses in data mining were particularly praised by students for their effectiveness in bridging the gap between theory and practice.

Furthermore, it is positively noted, that the finding of adequate internships, specifically relevant for B.Sc. Business Informatic students, whose final Bachelor Project substitutes a theoretical thesis and is often related to internship experience, is supported by the Students Career and Alumni Development (SCAD) Office, and the Industry Relations Office.

Regarding the assessment for Doctor of Business Administration (DBA), common supervision culture in the DBA programme is promoted by structured processes with clear responsibilities as defined in the "Programme Structure and Study Regulations". A steering committee that meets regularly and regular reporting by the thesis supervisor to the faculty on the student's progress also contribute to this. Thesis registration is preceded by approval from the Faculty of Postgraduate Studies to ensure that the qualification objectives and intended learning outcomes of the DBA can be achieved.

The Steering Committee also proposes the formation of thesis defence examination committees to the Dean of the Faculty of Postgraduate Studies. The writing of the proposal and the public defence in front of two supervisors promote the fair and objective evaluation of theses by a diverse group of professionals.

The prominent role of the DBA thesis supervisor is adequately taken into account. The primary supervisor is either a professor or associate professor, while the co-supervisor can also be a lecturer or a senior executive/industry expert. Of great importance is whether the supervisor is able to adapt to the specific research projects and provide regular guidance towards the production of the students' dissertation. From the experts' point of view, these prerequisites for appropriate supervision of dissertations at the GUC are broadly met. In addition, an extensive research structure including interdisciplinary research groups like "Ecological Sustainability" provides support in the scientific collaboration among faculty and doctoral students alike and plays a valuable role in shaping the research programme as a collective effort and negotiation process.

Closer consideration should be given to integrating the companies on whose problems doctoral theses are based.

3.3 Conclusion

The criterion is **fulfilled**.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

4.1 Implementation

Admission

According to the University's mission, GUC is committed to attract academically outstanding, creative and dynamic high school graduates to pursue academic excellence in both studying and research. The responsibility of staff of the Office of Undergraduate Admission is to target highly qualified Egyptian and International applicants for first-year enrolment.

The admission decision is dependent on the high school scores and GUC Evaluation Tests for Admission including an English Language Test and a Reasoning Tests, but also individual strengths of students as qualifying subjects for studying in the areas of their interest.

Admission requirements for the DBA Business Administration programme include a master's degree (MBA, M.A. or M.Sc.) in Business Administration from a recognised institution, with an overall grade of "Good" or better. Applicants should also have at least five years of professional experience at a management level. A satisfactory score in the GUC Graduate Aptitude Admission Test or the Graduate Management Admission Test (GMAT) is also required, as well as a convincing performance in the admission interview. Admission to the programme takes place twice a year with a maximum number of fifteen students per year.

Progression

The "Students Electronic Administration System" at GUC supports all the processes concerning registration, progression and assessment to provide students the maximum support. Students can regularly access and monitor their semester schedule and semester exam plan, semester work records, attendance records, mid-term and final exam results throughout the academic semester as well as results of previous semesters. Further support is being provided through the university's mentoring programme and through academic counselling for students.

Recognition

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of learning, are components for ensuring the students' progress in their studies, while promoting mobility at the GUC programmes.

Graduation

Upon graduation, GUC students receive a graduation certificate and a transcript of records. The certificate contains the degree granting institution and faculty, the awarded degree and the majors (if any), the cumulative grade and the bachelor thesis grade. The transcript of records lists the courses successfully completed by the student, the number of earned courses, the number of hours and grade for each course, the total number of hours and the cumulative grade.

The diploma supplement based on the principles of the European Credit Transfer System (ECTS) provides information on the type and level of qualification, on the contents and results, on the function of the qualification and information on the national higher education system.

4.2   Assessment

Bachelor of Science (B.Sc.) Management, Master of Science (M.Sc.) Management, Bachelor of Science (B.Sc.) Business Informatics, Master of Science (M.Sc.) Business Informatics, Master of Business Administration (MBA)

Admission procedures and requirements to all 1st and 2nd cycle degree programmes is governed by transparent procedures. Prerequisites to each programme are clearly defined in advance, well-managed and fully accessible to the public.

GUC targets highly qualified individuals from Egypt as well as international applicants to pursue academic excellence. Applicants undergo a rigorous application process in which, in addition to their academic performance and intellectual capacity, they must also demonstrate personal and professional skills. For example, to be eligible to the MBA Business Administration programme a successfully completed undergraduate degree (overall grade "good"), two years of professional experience, proficiency in English and a satisfactory GMAT score are required.

The established three layers of quality assurance (board level, university level, faculties level) with the allocated committees provide sufficient processes to collect, monitor and act on information on student progression, supported by a Campus Management System (CMS).

The university demonstrates a remarkable awareness that its programmes meet the standards of the European Higher Education Area. The Lisbon Recognition Convention is respected by

implementing appropriate recognition procedures for higher education qualifications and periods of study abroad. However, the experts suggest that prior learning experiences should be described more clearly in the admissions policy.

Particularly impressive across all programmes are the GUC's established regulations and practices in relation to course recognition, which promote mobility and exchange between the university and its outlets in Germany in an excellent manner. Student mobility itself is actively encouraged and the university offers a great variety of exchange opportunities. The GUC strives to provide exchange opportunities to Germany for every student, supported by scholarship, and has taken sufficient measures to attract German visiting students and lecturers as well.

Regarding the MBA Business Administration, the experts are aware that it is a part-time programme that offers only limited opportunities to combine work and international mobility. Stays abroad initiated by companies for research purposes are already common. To strengthen the international experience, the expert group suggests a more intensive integration of short-term activities such as seminars abroad and online workshops specifically tailored to this group of students.

Admission, enrolment, recognition and academic achievements are monitored via the GUC's "Students Electronic Administration System", which students can use to monitor their grades and overall progress, but also to complete their administrative tasks such as exam registrations. The data in this system is analysed by staff to support students with appropriate measures.

Upon completion of their studies, students receive sufficiently informative graduation documents stating their qualification gained, the learning outcomes achieved and further information on the university degree that grant recognition by future employers and academic institutions alike.

Doctor of Business Administration (DBA)

The DBA Business Administration programme's recruitment strategies are comprehensive and closely linked to the qualification objectives: As GUC's aims to attract highly qualified professionals, a good master's degree in the field of management and at least five years of practical experience in a management position is required. Aptitude tests and interviews allow

for an individual assessment of the applicants' skills, ensuring that only the most suitable candidates are selected.

Doctoral students can distinguish themselves as early-stage researchers by undertaking an original and significant research project that aims to advance knowledge and practice in the field of management. They work independently on their dissertation and are supported by at least one faculty member, whereby interdisciplinary or multidisciplinary research or studies connecting science and industry are particularly encouraged.

4.3 Conclusion

The criterion is **fulfilled**.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

To contribute to the development of GUC as a centre of excellence in teaching and research, the lecturers, in addition to their teaching activities, are expected to pursue advanced study and research in their academic field in accordance with the research plans of their faculties and departments. By grouping of academic staff into clusters around specific areas of research topics with a balanced ratio of German to Egyptian staff, GUC wants to ensure the quality and the continuous improvement of research standards.

Academic staff recruitment

GUC refers to clear, transparent and fair processes for staff recruitment, development and conditions of employment that recognise the importance of teaching and research. Applicants are pre-screened, interviewed and selected by a Selection Committee comprising German deans and academic staff from the Universities of Ulm and Stuttgart and the German cooperating universities and members of GUC. The Applicant shall possess relevant experience, general skills and teaching skills. The Selection Committee comprising members from both GUC and German partner universities assesses the candidates according to the criteria teaching, research, external contribution, multicultural experience, and their reputation at national or international level.

Academic staff development

Academic staff at GUC take periodical training and development programmes to meet the planned future teaching and research needs of GUC as well as partaking in research trips and conferences.

Academic Staff Evaluation System

In line with its commitment to ensure the quality of the teaching and research processes, GUC has a developed system for evaluating academic staff performance.

Faculty of Management Technology Human Resources

Currently, the number of academic staff members in the Faculty of Management Technology is 145 staff members (54 PhD holders and 91 teaching assistants). The basic science courses and humanities courses including Scientific Methods courses and German Language are taught by professors from the basic science and humanities departments.

The Faculty of Management Technology is led by the Faculty Dean, two Vice Deans, and consists of five academic departments ("Accounting & Finance", "Economics", "Marketing", "Management & Organisation", "Business Informatics & Operations"). Each department is headed by a professor or an associate professor.

For a full professor, the teaching load is 8 hours per weeks and 12 hours per week for an associate professor or a lecturer. The current ratio of male to female staff is 1:3. The student-teacher ratio is 13:1.

Research profile

The Faculty of Management Technology has started to develop a research agenda based upon departmental research profiles and six cross-departmental research clusters.

Departmental research at the Faculty of Management Technology covers major accounting and financial control, business informatics economics, finance, human resources & organisational behaviour, innovation management, international business, marketing, management information systems, operations, and strategic management. All departments of the faculty of have defined their research profile and future research areas within their specific field, ongoing postgraduate research and topics or objectives for possible research cooperation.

The cross-departmental research clusters "Ecological Sustainability", "Business and Society", "Innovation", "Digital Transformation", "Corporate Governance" and "Public Sector Accounting and Budgeting" have started to operate and contribute to the faculty research output. Each cluster has its own research tracks. The members of each cluster can cooperate with other researchers either in Egypt or abroad (with priority for Germany). All the research clusters aim at encouraging individual and group collaboration for research in selected interdisciplinary

areas with the aim of making use of synergy effects for achieving excellence in research output. In its report, the university also refers to PhD/M.Sc. student exchange programmes with prominent universities and research institutes in the innovation/ entrepreneurship field ("Innovation" research cluster) and to its commitment in assisting postgraduate and Ph.D. research ("Public Sector Accounting and Budgeting" research cluster).

The "Research Committee" is composed of academic staff and responsible for setting up, implementing and monitoring the faculty's research plan including communicating internal and external research funding opportunities.

Recent funded research projects include "Inclusive business and SMEs' Internationalisation" (by DAAD-BMBF) and "Empowering the Bottom of the Pyramid (BOP) through Establishing the Social Innovation Cluster in Egypt" (EU-funded) among others.

Members of the Faculty of Management Technology have been actively engaged in research activities with an outcome of several publications. Beyond the usual outlets for academic research, the faculty maintains its own IDEAS Working Paper series.

5.2   Assessment for all programmes

Based on a defined strategy for the selection and appointment procedures, GUC has set high standards for hiring academic staff. The international recruitment process is carried out by a Selection Committee with participating academic staff of the German partner universities, especially Ulm and Stuttgart. The programme-specific qualification requirements in teaching, research, external contribution as well as multicultural experience and national/international reputation in the respective scientific community are taken into account. The teaching staff is appropriate to carry out the study programme.

During the on-site visit, the academic staff expressed a keen interest in providing professional student-centred teaching and creating a collaborative learning environment through advising, mentoring, and tutoring services.

Besides teaching, research-active members of staff have sufficient time to pursue research. The intense effort of the management to establish an open research culture within the department has already materialised in external funding, publications in highly recognised international journals, and support of postgraduate and young researchers. However, it was also reported that recruiting and retaining internal research-active postgraduates is a challenge, as external applicants are often preferred at the expense of internal applicants due to regulatory requirements.

A crucial part of academic staff development are research trips and conferences, mostly funded by GUC, German Academic Exchange Service (DAAD) among other institutions. The academic development, especially the PhD projects of the teaching staff, is encouraged to take place outside of GUC. For example, to strengthen their BI-research profile, Business Informatics staff can participate in the research cluster "Digital Transformation".

Positively recognised is the tight cooperation with German partners and the staff's open attitude towards further (international) cooperations. Regarding new teaching methods with strong focus on digital competencies and the transfer of 21st century/future skills to the students, the reviewers suggest taking into account the EU's Digital Competences for Educators (DigCompEdu) Framework (https://joint-research-centre.ec.europa.eu/digcompedu_en). Furthermore, to strengthen international (German) contacts of their students, they suggest the staff might cooperate with foreign partners in joint teaching projects, e. g. running Collaborative Online International Learning programmes (COIL).

5.3 Conclusion

The criterion is **fulfilled**.

6 ESG Standard 1.6: Learning resources and student support

> **Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.**

6.1 Implementation

As a private university, GUC charges tuition fees. At the same time, the number of students receiving scholarships continues to rise (2003/2004: 69; 2022/2023: 622). According to the university's documentation, GUC and the Faculty of Management Technology have secured appropriate adequate funding for learning and learning resources, teaching activities and student support. The GUC offers physical resources for the teaching and learning activities such as halls and rooms, computer and language labs, a library, study facilities and state-of-art IT infrastructure including both software and hardware.

Learning resources and IT infrastructure

The GUC Library offers a variety of collections that include textbooks, periodicals, references, online databases, and CDs on different disciplines and fields. The library is a member of the South-West Library Association in the State of Baden-Wurttemberg in Germany, the Egyptian

Libraries Association and the International Committee of Libraries in Egypt. The library is connected to the online library ULM, but also to the Egyptian Universities Online Network, both of which provide access to e-journals and major online data bases.

The "GUC Computer Centre" as a central service facility of the university provides a wireless and wired network. Students, academic and non-academic staff have access to various computing services (student network and library system, internet, e-mail accounts, software applications including includes Word processing software, database programmes, spreadsheets, graphics, statistics). One of the centre's core functions is staff training and development in dealing with new IT applications, programmes and hardware.

Through GUC's electronic systems, students can view the results of written and practical exams, activities and projects undertaken by the student, and access the results of internship training.

The faculty operates four PC laboratories. The PCs are fully integrated into the IT infrastructure and contains installed software e.g. for enterprise resource management (ERP SAP S/4HANA / SAP BW), business intelligence (Rapid Miner, Python Anaconda, Tableau), project management (MS Project) and statistical analysis (SPSS, E-Views, Stata).

Promoting Students Mobility

GUC encourages students' exchange and gives the students the chance to complete their bachelor and/or master theses at the German partner universities, including Ulm University and Mannheim University, amongst others. In recent years, students participated in research exchanges and workshops at various German universities. GUC also hosts international reviewers for master theses defences.

Students' Academic Support

The GUC states well trained qualified administrative staff capable of delivering support services.

The aim of the "Students Career and Alumni Development Office" (SCAD) is to help GUC students to determine career goals and to find appropriate employment in the fields of their specialisations whereby they can progress in their development as individuals and as constructive members of society. The SCAD office activities focus on building a strong cooperation and partnership with the industry through potential internships, field-work training and development, and employment opportunities.

Further academic support institutions include the "English and Scientific Method Department" and the "German Language Department". The "Advising Committee" as a student support

committee serves to re-arrange regular semester schedules. The "Mentoring Committee" as a student support committee aims to ensure that the learning process for students facing academic problems, but also serves as a development and support mentoring programme to enhance knowledge, skills and abilities. Student counselling provides services and information for prospective student on admission and choice of study, orientation and course offering. Other support services with the aim to enhance the educational process and academic performance include the Probation Committee, Reviewing Committee, the Students Curriculum Committee, the Graduation Committee.

Students Non-Academic Support

The Non-Academic Support includes accommodation and transportation services, a clinic, a cafeteria and a refectory, various extracurricular activities, and a scholarship and financial support programme for outstanding students.

Besides being assessed on the same academic background for admission, students with special needs and long-term medical conditions are provided individualised examination arrangements. The campus has ramp access to buildings. Wide door elevators and sanitary facilities are available on campus.

Supporting International Students

International students can refer directly to the "GUC international Student section" at the admission office. It offers all the services and support to international students together with the Vice Dean for Students Affairs. The GUC has qualified administrative staff capable of delivering support services.

6.2 Assessment for all programmes

The infrastructure at GUC Cairo is appropriate and sufficient to achieve the qualification goals of the programmes. The university is well-equipped with IT centres, laboratories, cafeterias, sport centres, language centre and a library on campus among other facilities. In addition, GUC provides a variety of academic and non-academic support services for students.

However, since its access to digital library resources off-campus is rather limited, the experts recommend improving the accessibility of digital library resources and encourage the use of VPN. Students – and especially those enrolled in postgraduate studies – would greatly benefit from a broad VPN access to research databases.

GUC has created a supportive environment for students with various resources in supporting their learning process. Students reported positive experiences with internships and practical learning opportunities, which are well-supported by the SCAD office.

GUC has a content management system that was developed in-house. During the on-site visit, the experts were able to convince themselves of its effectiveness and quality. Nevertheless, they pointed out the risk of being dependent on in-house systems. The manual versioning of the software should therefore be kept to a minimum.

Students receive further comprehensive information by newsletter or e-mail. They expressed satisfaction with this communication, which also meets their needs. Beyond this, the expert group would like to encourage greater use of the website to provide comprehensive information about student mobility, internships and other aspects of student life, as well as contacts, routes and times of service points.

To ensure that the interests of students are represented and that they have access to a wide range of support options, various committees have been set up at the university, e.g. the Advising Committee, the Reviewing Committee and the Mentoring Committee. The experts encourage the university to strengthen its mentorship programmes further, making them more widely available to students facing challenges and as part of broader career support efforts.

There are additional services and facilities for students with special needs, including individual examination arrangements.

GUC reports high numbers of students receiving scholarships on all levels. Transparent and clear information on funding and the conditions for scholarships and financial support is wildly published. The Research Committee provides information on the availability and deadlines for internal and external research funding.

The university pursues a systematic approach to retain and further train their staff, not only focusing on the academic training of its teaching staff, but also offering comprehensive training and development opportunities for administrative staff. A variety of general or individual formats are available for senior staff, but also for new employees. There is also a compulsory evaluation scheme of all staff members in place.

The GUC has well-trained qualified administrative staff capable of delivering support services for student mobility. Since its inauguration, GUC has promoted programmes and initiatives that support student exchange. The German department helps to provide students with basic German language skills and open their minds to foreign cultures in general. While there is no designated International Office, the Department for International Students in the Admissions Office aims to provide the best possible support for international students studying in Cairo.

The expert group suggests the recommendation:

- GUC should improve the accessibility of digital library resources.

6.3 Conclusion

The criterion is **fulfilled**.

7   ESG Standard 1.7: Information management

> **Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.**

7.1   Implementation

At GUC, Key Performance Indicators (KPI) have been defined and regularly measured to monitor the quality of educational programmes. KPI's include e.g. the average student-faculty ratio, the retention rate, the graduation rates and average graduation scores, the drop-out rate, and the application and admission rates.

Methods for collecting information for effective management of the programmes

The "Students Electronic Administration System" can be used to obtain all relevant information for the effective management of their programmes, e.g. to measure the KPIs, to extract data and to perform statistical analysis, for example on the success rate for each course over years.

Further measurements for effective management include an integrated Data Base, periodic surveys (Fresh Graduate Survey, Graduate / Alumni Survey, Employer Survey, course evaluation survey) and reports (e.g. the External Evaluator Report). The "Student Career & Alumni Development Office - Alumni relations team" keeps the channel of connection and reach with all GUC graduates and monitors regular meetings of faculty staff members with external stakeholders that give insights to the employability and quality of the study programmes.

7.2   Assessment for all programmes

The university's strategies and initiatives are based on empirical evidence combined with regular audits and reviews. The German University in Cairo (GUC) places great emphasis on the systematic and broad-based collection, aggregation, analysis and use of data that identify both strengths and weaknesses in the effectiveness of academic programmes as well as academic support, campus facilities and extracurricular activities. Based on extensive ongoing KPI monitoring and the results of its (bi-)annual reviews, GUC develops action plans that identify specific areas for improvement and outline the steps necessary to address them. Its data-driven information management enables GUC to allocate resources in a comprehensive,

accurate and timely manner and ensures that programmes receive the support they need to succeed.

GUC demonstrates a strong commitment to a transparent and an inclusive evaluation culture: The university values student feedback to assess their experience and satisfaction with academic programmes through anonymous course evaluations that address teaching effectiveness, course content, and their overall satisfaction.

GUC actively encourages the involvement of all relevant stakeholders in the quality assurance process: periodic surveys and follow-up action plans are aimed at students, graduates, alumni and employers alike. Their input is an important part of the feedback loop for the continuous improvement.

Another positive aspect is the role of the SCAD office. Through the organisation of job fairs and career development days, it provides an excellent platform for exchange between students, alumni, employers and academic staff and gives insights into the employability of graduates. Regular updates of graduate and employment data provide a valuable link between the university and its former students. This information is vital in tailoring degree programmes to the needs of the job market.

Overall, the University's comprehensive approach to data collection and storage, analysis and visualisation is commendable as it ensures the completeness and usability of data and enables informed decision making, strategic planning and maintenance of accreditation standards.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

According to the self-assessment report, the German University in Cairo and the Faculty of Management Technology (FMT) periodically publish information both on the university and the faculty website about their activities and programmes and the selection criteria for the programmes, requirements and credentials, admission steps and procedures, scholarships, financial aid, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the

learning opportunities available to the students, graduate employment information as well as the continuous education programmes to interested parties.

The "Communication and External Relations Department" (CERD) is responsible for the fulfilment of all promotion, advertising and external relation needs of GUC. Promotional activities (press activities, school visits, fairs, events with international corporations) are conducted through an interaction with various national, international and German organisations and institutions and are supervised and overseen through/by CERD. The "GUC Media Production Centre" (MPC) aims at merging academia, media and research activities for all GUC members. The centre includes a training centre, an art studio, an internet-based TV channel. The MPC announces the GUC activities through social media.

8.2   Assessment for all programmes

The university provides transparent, up-to-date, and accessible details about its activities. Their public information includes programme offerings, selection criteria, intended learning outcomes, qualifications, and assessment procedures. The university's efforts to keep information accessible and updated, particularly regarding programme structures, fees, scholarships, and international opportunities, are commendable. These topics are addressed through its website and Campus Management System (CMS) or, in specific cases, via E-mail. The CMS's role in delivering notifications ensures that students are consistently informed about important academic matters, which is a strong point in GUC's communication strategy.

The expert group suggests improving the website and, in particular, increasing the visibility of the information provided on 1) library research database access and 2) student-specific course scheduling flexibility. Both topics could be more prominently featured to better serve current and prospective students. Students would also benefit from more comprehensive access to research and explicit mobility opportunities on the website.

To optimise the public availability of quality management activities, the experts suggest that GUC regularly publishes detailed reports on survey outcomes from enrolled students, employers, and alumni. These reports should include detailed metrics like satisfaction ratings, employment outcomes, and feedback on academic programmes. Providing trend analyses and detailed action plans that outline the university's responses to survey feedback would further support transparency and continuous improvement.

In the context of re-accreditation, the experts highlight that GUC has been responsive to previous recommendations, particularly in enhancing its quality assurance processes and expanding its academic offerings. Since the last accreditation procedure, GUC has improved its quality management system by incorporating stakeholder feedback and expanding its

programmes. To maintain this positive momentum, the experts encourage to continuously publish quality management reports and action plans, ensuring that all stakeholders can easily access and understand the institution's ongoing improvements and commitments.

8.3 Conclusion

The criterion is **fulfilled**.

9 ESG Standard 1.9: On-going monitoring and periodic review of programmes

> **Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.**

9.1 Implementation

According to the documents provided, GUC monitors and regularly reviews its programmes and courses to ensure the objectives set for them and to respond to the needs of students and society. All parties should be involved in the process of ongoing monitoring and periodic review.

The GUC documents state a continuous quality improvement cycle in the teaching and learning areas following the Plan-Do-Check-Act method, considering both courses and programmes:

The "Quality Assurance and Accreditation centre" (QAAC) and its units play a major role in enhancing the process of revising, external reviewing and updating curricula and in training the academic staff to prepare a course file. Each course file includes the course specification, the given lectures/ tutorials, the assessment methods, samples of the student's projects, course statistics and course evaluation survey and a course report. The course report contains the improvement/ enhancement plan for each course based on stakeholders' feedback, students' feedback, external evaluators' feedback. The QAAC also prepares a report about the courses' evaluation survey for each academic year to be delivered to the university president, deans and programme directors.

For programme evaluation, the Quality Team uses tools such as surveys, reports and face-to-face meetings. At the end of each academic year, an action plan for improvement should be prepared by the programme / course coordinator and discussed on all levels (Department-Faculty and up to university Level). Continuous follow-up is regularly performed by each programme director for the implementation of this improvement plan.

The improvements for the programmes of Faculty of Management Technology, as stated in the provided documents, include:

- the methods of teaching and learning, including case study method and other experiential learning tools,

- the courses content to be up to date given the international interest in digitalisation, artificial intelligence, climate change, and other sustainability concerns,

- the methods of assessments such as including external evaluators and judges from industry,

- adjustment for the ECTS by continuous meetings with the students to monitor the different projects within the semester as well as the coordination of the timing for quizzes and projects per semester,

- offering up-to-date learning resources and software such as AMOS 28 and SmartPLS 4.0,

- updated books and journals including databases like EBSCO host and others,

- new courses activities such as simulations.

9.2 Assessment for all programmes

The documents and on-site visit demonstrated a system of monitoring and regular review of academic programmes is implemented at GUC to ensure that they remain up to date with research and trends and respond to student needs and societal challenges. Based on the Plan-Do-Check-Act cycle, GUC follows a systematic multi-level approach to programme review with multiple stakeholders involved.

The university regularly conducts and collect quantitative data such as grades, retention and graduation rates to evaluate the students' workload, progression and completion. Through qualitative sources such as individual feedback and personal interviews, GUC gains further valuable insights into students' expectations, needs and satisfaction in relation to the programme. Other sources include feedback from faculty members on the effectiveness of teaching methods, course content and programme objectives, as well as input from industry partners and employers on the quality and employability of graduates with respect to the demands of the job market.

Based on feedback and external input of the study programmes, action plans with detailed goals, timelines, responsibilities and steps developed, then shared and reflected upon with student representatives via the supporting bodies like the Curriculum Committee. The revised programme specifications are published and announced each academic year to further ensure accountability.

The experts positively emphasise the transparent communication between the different status groups: All planned or already implemented quality measures are communicated clearly and promptly to everyone involved - students, lecturers, administrative staff – which adds to the sense of commitment of all parties. Their active involvement is encouraged. The Communication and External Relations Department (CERD) frequently communicates its quality assurance efforts through various channels (e.g. newsletters and social media) to build trust in the university's commitment to its continuous improvement and serves as an important link between students, alumni, employers and the university itself.

9.3 Conclusion

The criterion is **fulfilled**.

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

GUC undergoes external quality assurance on a cyclical basis to verify the effectiveness of its' internal quality assurance system. The cyclical external quality assurance system includes the accreditation agency (ACQUIN), the founding deans, the cooperating German partners, and selected qualified external evaluators from national and international universities.

The external quality assurance may take different forms and focus on different organisational levels (such as faculty, programmes and courses). The founding deans and the cooperating German partners focus on the evaluation of the faculty and programmes while the selected qualified external evaluators from national and international Universities focus on the evaluation of the programmes and courses. The accreditation agency reviews the educational programmes. The external evaluation process leads to reporting to different levels such as the department, the Faculty and GUC president every semester or academic year. The external evaluator opinion must be taken into consideration in the action plans for improvement.

The cyclical programme review of existing programmes is the key quality assurance process aimed at assessing the quality of existing academic programmes, identifying ongoing improvements to programmes, and ensuring continuing relevance of the programme to stakeholders.

The self-evaluation report and external assessment provide internal and external perspectives on the institutional goals, programme's objectives, programme-level learning outcomes, and graduate outcomes.

10.2 Assessment for all programmes

The GUC has established a cyclical external quality assurance system based on the principles of transparency and openness, covering different organisational levels and status groups of the institution.

GUC takes an active role in complying with Egyptian and international accreditation standards alike. The university periodically applies for accreditation from Egyptian authorities to demonstrate compliance with the National Academic Reference Standards (NARS) for all its programmes and procedures, while at the same time undertaking measures for international accreditation in accordance with European Standards and Guidelines and the Salzburg Principles (for the DBA programme).

The university established partnerships with several German universities while forging strong ties with a broad range of Egyptian and international industry partners, recognising the importance of external stakeholders in its quality assurance efforts. The university regularly invites external parties such as potential employers and alumni to evaluate its programmes, teaching methods and administrative structures, but also promotes an exchange on best practices and innovations. The results of these external evaluations are systematically analysed and translated into concrete actions. In this context, external quality assurance treated as a collective effort by internal and external stakeholders.

GUC proactively adheres to regular cyclical accreditation procedures and periodically applies for programme accreditation every 5-7 years. During this re-accreditation, particular attention was paid to the continuous improvement of the programmes.

10.3 Conclusion

The criterion is **fulfilled**.

IV   Recommendation to the Accreditation Commission of ACQUIN

1   Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version and the German Council of Science and Humanities (WR)

The study programmes **"Management" (B.Sc.), "Management" (M.Sc.), "Business Informatics" (B.Sc.), " Business Informatics" (M.Sc.), "Master of Business Administration" (MBA), and "Doctor of Business Administration" (DBA)** were assessed on the basis of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), the Salzburg Recommendations (applicable for doctorale programmes), and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

The expert group concludes that the **Salzburg Recommendations** 1 (Research as the basis and the difference), 2 (Critical mass and critical diversity), 3 (Recruitment, admission and status), 4 (Supervision), 5 (Outcomes), 6 (Career development), 7 (Credits), 8 (Quality and accountability), 9 (Internationalisation), 10 (Funding) 11 (Autonomy), 12 (Legal framework) and 13 (Intersectoral collaboration) are fulfilled.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

For PhD programmes additionally apply

- Salzburg Recommendation 8: Quality and accountability
- Salzburg Recommendation 12: Legal framework
- Salzburg Recommendation 13: Intersectoral collaboration

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programmes: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree programme is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

For PhD programmes additionally apply

- Salzburg Recommendation 11: Autonomy

- Salzburg Recommendation 1: Research as the basis and the difference

- Salzburg Recommendation 2: Critical mass and critical diversity

- Salzburg Recommendation 5: Outcomes

- Salzburg Recommendation 7: Credits

- Salzburg Recommendation 9: Internationalisation

- Salzburg Recommendation 6: Career development

The criterion is **fulfilled**.

Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 4: Supervision

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

For PhD programmes additionally apply

- Salzburg Recommendation 3: Recruitment, recognition, and certification

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

For PhD programmes additionally apply

- Salzburg Recommendation 10: Funding

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyse and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programmes: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately taken into account.

2   Accreditation Recommendation

The peer-review experts recommend **unconditional accreditation** of the study programmes: **"Management" (B.Sc.), "Management" (M.Sc.), " Business Informatics" (B.Sc.), " Business Informatics" (M.Sc.), "Master of Business Administration" (MBA), and "Doctor of Business Administration" (DBA)**".

The peer-review experts recommend the following **recommendations**:

General recommendation:

- The GUC should improve the accessibility of digital library resources.

Recommendation for study programme "Doctor of Business Administration" (DBA)":

- The DBA programme's offered majors should be carefully planned in a long-term basis to ensure that enrolled students can pursue and complete their studies in the specialisation and research area they chose when admitted. One option could be to reduce the number of offered majors.

V   Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on its meeting on the 12 September 2024:

General recommendations for all study programmes:

- The GUC should improve the accessibility of digital library resources.

Management (B.Sc.):

The study programme "Management" (B.Sc.) is accredited without any conditions.

The accreditation is valid until 30 September 2028.

Management (M.Sc.):

The study programme "Management" (M.Sc.) is accredited without any conditions.

The accreditation is valid until 30 September 2028.

Business Informatics (B.Sc.):

The study programme "Business Informatics" (B.Sc.) is accredited without any conditions.
The accreditation is valid until 30 September 2028.

Business Informatics (M.Sc.):

The study programme "Business Informatics" (B.Sc.) is accredited without any conditions.

The accreditation is valid until 30 September 2028.

Master of Business Administration (MBA):

The study programme "Master of Business Administration" (MBA) is accredited without any conditions.

The accreditation is valid until 30 September 2028.

Doctor of Business Administration (DBA):

The study programme "Doctor of Business Administration" (DBA) is accredited without any conditions.

The accreditation is valid until 30 September 2030.

The following recommendations are given for the further development of the study programme:

- The DBA programme's offered majors should be carefully planned in a long-term basis to ensure that enrolled students can pursue and complete their studies in the specialisation and research area they chose when admitted. One option could be to reduce the number of offered majors.