

# Decision of the FIBAA Accreditation and Certification Committee



20<sup>th</sup> Meeting on November 26, 2025

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	25/026
<b>Higher Education Institution:</b>	Phoenicia University
<b>Location:</b>	Daoudiye, Lebanon
<b>Study programme:</b>	Bachelor of Business Administration Bachelor of Laws
<b>Type of accreditation:</b>	initial accreditation

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

### *Accreditation*

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 1 March 2025, the Bachelor of Laws and the Bachelor of Business Administration are accredited.

Period of Accreditation: November 26, 2025, to November 25, 2030.

The FIBAA Quality Seal is awarded.

*During its meeting, the FIBAA Accreditation and Certification Committee instructed the FIBAA Office to review whether the internship is mandatory and is accompanied and evaluated by the relevant teaching staff. The FIBAA Office confirmed that this is the case.*

*Therefore, the FIBAA Accreditation and Certification Committee concluded that the recommendation is to be upgraded to the following **condition for the Bachelor of Laws**:*

*The HEI aligns the number of credits with the duration of the internship; and in cases where no additional credits can be allocated, the HEI reconsiders and redistributes the existing credit allocation across the semester (see chapter 3.1.1).*

*Hence, in accordance with § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 1 March 2025, the Bachelor of Laws is accredited under one condition, and the Bachelor of Business Administration is accredited without any condition.*

**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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# Assessment Report

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**Higher Education Institution:**

Phoenicia University, Lebanon

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**Bachelor programme:**

Bachelor of Business Administration

Bachelor of Laws

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**Degree awarding institution:**

Ministry of Education and Higher Education, Lebanon

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**Qualification awarded on completion:**

Bachelor of Business Administration

Bachelor of Laws

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# Procedure

An agreement for the initial accreditation of the Bachelor of Business Administration and Bachelor of Laws was concluded between FIBAA and Phoenicia University on March 28, 2025. On July 2, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and additional documents to demonstrate that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>, which was approved by the HEI. The panel consisted of:

**Prof. Dr. Muhammad Ashfaq**

IU International University of Applied Sciences, Germany

Professor of Business Administration & Academic Director International

**Julian Dressler**

WHU – Otto Beisheim School of Management, Vallendar, Germany

Student: M.Sc. Entrepreneurship

**Christoph Fay**

Deutsche Lufthansa AG, Germany

Lawyer

**Assoc. Prof. Dr. Dovile Gailiute-Janusone**

Mykolas Romeris University, Vilnius, Lithuania

Associate Professor of Law

International Law, Human Rights Law

**Prof. Dr. Sélim Mekdessi**

Lebanese University, Beirut, Lebanon

Dean, Faculty of Economics and Business Administration

FIBAA project manager:

Marie Bielke

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<sup>1</sup> The panel is presented in alphabetical order.

## Accreditation Data at a Glance

<b>Mode of the site visit</b>	via the video conferencing tool <i>Zoom</i>  At the end of the visit, the panel provided brief feedback on its first impressions to representatives of the HEI.
<b>Date of the site visit</b>	September 16 to 18, 2025
<b>Groups interviewed</b>	University Top Management Study Programme Management Teaching Staff Administrative Staff Current Students and Graduates
<b>Date Report Delivered to HEI for Statement</b>	November 5, 2025
<b>Date of HEI Statement</b>	November 11, 2025



# General Information on the Study Programmes

## General information

### Type of study programme:

*Both Bachelor programmes*

### Name of the study programme (in original language and English translation):

*Bachelor of Business Administration*

*Bachelor of Laws*

### Degree title awarded (in original language and English translation)

*Bachelor of Business Administration*

*Bachelor of Laws*

### Projected study time (years / months / semester / trimester)

*Bachelor of Business Administration: 3,5 years*

*Bachelor of Laws: 4 years*

### Number of ECTS credits & national credits assigned to the study programmes

*Bachelor of Business Administration: 182 ECTS credits / 91 national credits*

*Bachelor of Laws: 288 ECTS credits / 144 national credits*

### Type of accreditation:

*For both: Initial accreditation*

### Mode of study:

*Full-time*

### Methodological approach:

*Study programmes with obligatory class attendance*

### Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):

*Bachelor of Business Administration: English*

*Bachelor of Laws: English and Arabic*

### Double/Joint Degree programme:

*no*

## Implementation

## Dates and scope

Initial start of the programme:

*Both: academic year 2015*

Programme cycle starts in:

*both winter and summer semester*

Scope (planned number of parallel classes) and enrolment capacity

*Bachelor of Business Administration: one class with capacity of 55*

*Bachelor of Laws: one class with capacity of 35*

# Summary

The Bachelor of Business Administration and Bachelor of Laws offered by Phoenicia University fulfil, with a few exceptions, the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on November 26, 2025, and ending on November 25, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

## **Brief description of the study programme:**

The **Bachelor of Business Administration (BBA) programme** focuses on business principles, management, and entrepreneurship, in combining theoretical knowledge with practical application. It emphasises ethical leadership and strategic decision-making, to prepare students for the workforce and to contribute to economic development.

The **Bachelor of Laws (BA Law) programme** provides a comprehensive legal education geared towards careers in law, governance, and public service. It fosters critical thinking, legal reasoning, and civic responsibility, supporting PU's mission to develop ethical legal professionals committed to justice and the rule of law.

The programmes stand out for their strong positioning in Phoenicia University's overall strategic concept as well as their dominating foreign language contents, committed teaching staff, and good counselling opportunities for students and applicants regarding study places, career counselling and placement services. The site visit took place online and included in-depth discussions with programme management, teaching staff, students, alumni, and administrative representatives. The site visit was well-structured and provided comprehensive insights into the academic and organisational framework.

The expert panel noticed some weaknesses regarding the international mobility of students and teaching staff, cooperation agreements with HEI and other academic institutions as well as with professional fields.

The expert panel formed a positive overall impression of the programmes and Phoenicia University's commitment to quality and further development. The open dialogue and transparency demonstrated during the online visit were highly appreciated. Panel members noted the high level of engagement from all stakeholders. In particular, the panel was impressed by the commitment of the teaching staff (full time as well as part time) as well as the administrative staff. The learning environment appeared supportive and inclusive, and the institution's openness to feedback and international standards was evident throughout the discussions.

# Quality Profile

HEI: Phoenicia University

## Bachelor programmes:

Bachelor of Business Administration (BBA)

Bachelor of Laws (BA Law)

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
<b>1</b>	<b>Objectives</b>						
<b>1.1*</b>	Subject-specific qualifications and employability of students (Asterisk Criterion)			X			
<b>1.2</b>	Positioning of the study programme on the educational market			X			
<b>1.3</b>	Positioning of the study programme within the HEI's overall strategic concept		X				
<b>2</b>	<b>Admission</b>						
<b>2.1*</b>	Admission requirements (Asterisk Criterion)			X			
<b>2.2(*)</b>	Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)			X			
<b>2.3(*)</b>	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X	
<b>2.4</b>	Selection procedure (if relevant)			X			
<b>2.5</b>	Counselling for prospective students		X				
<b>3</b>	<b>Implementation of the study programme</b>						
<b>3.1</b>	<b>Structure and Content</b>						
<b>3.1.1*</b>	Structure of the study programme (Asterisk Criterion)			X			X

<sup>2</sup> quality requirements.

<sup>3</sup> quality requirements.

<sup>4</sup> quality requirements leading to condition or recommendation.

<sup>5</sup> The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X			
3.1.3*	Conceptual coherence of the curriculum (Asterisk Criterion)			X			
3.1.4*	Study and exam regulations (Asterisk Criterion)			X			
3.1.5*	Examination and final thesis (Asterisk Criterion)			X			
3.2	Intended Competences and Skills						
3.2.1*	Methods and scientific practice (Asterisk Criterion)			X			
3.2.2*	Integration of theory and practice (Asterisk Criterion)			X			
3.2.3*	Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)			X			
3.2.4*	International contents (Asterisk Criterion)			X			
3.2.5*	Professional ethics and societal issues (Asterisk Criterion)		X				
3.3	Teaching and Learning Methodology						
3.3.1*	Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)			X			
3.3.2	Acquisition of future and soft skills			X			
3.3.3*	Course materials and recommended literature (Asterisk Criterion)			X			X
3.3.4	Extracurricular events			X			
3.4	International environment and mobility opportunities						
3.4.1	Foreign language contents		X				
3.4.2	International mobility of students and teaching staff				X		X
3.4.3	International composition of students and teaching staff			X			X
4	Academic Environment and Framework Conditions						
4.1	Teaching staff						
4.1.1*	Structure and quantity of teaching staff (Asterisk Criterion)			X			

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
4.1.2*	Academic and comprehensive qualification of teaching staff (Asterisk Criterion)			X			
4.1.3*	Pedagogical qualification of teaching staff (Asterisk Criterion)			X			
4.1.4	Professional experience of teaching staff			X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X			
4.1.6*	Student support by the teaching staff (Asterisk Criterion)		X				
4.2	Programme Management and Administrative Support						
4.2.1	Programme management			X			
4.2.2	Administrative support			X			
4.2.3	Public information			X			
4.2.4*	Inclusive and equitable education (Asterisk Criterion)			X			
4.2.5	Career counselling and placement service		X				
4.2.6	Alumni activities			X			
4.3	Cooperation and partnerships						
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)				X		X
4.3.2(*)	Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes)				X		X
4.4	Facilities and equipment						
4.4.1*	Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)		X				
4.4.2*	Access to literature (Asterisk Criterion)			X			X
4.5*	Financing of the study programme (Asterisk Criterion)			X			
5	Quality Assurance						
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X			
5.2	Instruments of Quality Assurance						
5.2.1	Evaluation by students			X			

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
5.2.2	Evaluation by teaching staff			X			
5.2.3	External evaluation by alumni, employers and third parties			X			

There are quality requirements that have not been fulfilled. They are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

- International mobility of students and teaching staff (see chapter 3.4.2),
- Cooperation with HEIs and other academic institutions and networks (see chapter 4.3.1).

The panel members also identified several areas where **both programmes** could be further developed. They **recommend** the University

- unifying the home-workload per credit for all courses of both programmes (see chapter 3.1.1),
- aligning the number of credits with the duration of the internship; and in cases where no additional credits can be allocated, reconsidering and redistributing the existing credit allocation across the semester (see chapter 3.1.1),
- placing greater emphasis on long-term student and lecturer mobility – on the one hand by prioritising partnerships with universities closer to Lebanon, such as those in the Gulf region, and on the other by engaging more actively with e.g. the KA171 programme (Mobility with Partner Countries) under Erasmus+, which supports exchanges between universities in Europe and beyond (see chapter 3.4.2),
- furthering its strategy to attract more international students besides dual-nationality students (3.4.3)
- expanding its efforts by facilitating additional workshops aimed at enhancing academic development, and by continuing the implementation of the research centre to foster a sustainable research culture (see chapter 4.1.2),
- expanding its efforts by offering additional workshops focused on pedagogical development (see chapter 4.1.3),
- ensuring that the reference materials available in the university library are regularly updated and reflect current academic standards (see chapter 4.2.4),
- actively seeking additional partnerships, particularly with universities in the Gulf region and Europe, where cooperation tends to be more accessible and cost-effective for students and researchers alike (see chapter 4.3.1),
- The HEI systematically documents its cooperation agreements with professional fields to ensure clarity, sustainability, and institutional accountability (see chapter 4.3.2).

For the **Bachelor of Laws**, they additionally **recommend the University**:

- carefully reviewing the structure of courses in the first semester of the BA Law programme to make sure that foundational knowledge such as “Introduction to Law”, “History of Laws”, and “Judicial Institutions” get taught before more specialised

knowledge such as “Property Law”, and to think about revising Course Codes accordingly (see chapter 3.1.1),

- allocating credits for internships in the BA Law programme (see chapter 3.1.1),

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are seven criteria in which both programmes exceed the quality requirements:

- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Counselling for prospective students (see chapter 2.5),
- Professional ethics and societal issues (see chapter 3.2.5),
- Foreign language contents (see chapter 3.4.1),
- Student support by teaching staff (see chapter 4.1.6),
- Career counselling and placement service (see chapter 4.2.5),
- Quantity, quality, media and IT equipment of HEI's facilities (see chapter 4.4.1).



# Information

## Information on the Institution

Phoenicia University (PU) is a private, non-sectarian, non-profit Higher Education Institution (HEI) established in 2012 by the Lebanese Welfare Association for the Handicapped (LWAH). Operating under the American educational system, PU has developed into a higher education institution with a student-centred approach to teaching and learning.

Located in the Zahrani District of Lebanon's Southern Governorate, PU occupies a 110,000-square-metre campus. It serves a diverse student population and is committed to providing accessible, high-quality education that equips students for a dynamic global environment.

PU launched its first academic year in 2015, offering Bachelor's degrees in Engineering, Business, Arts and Sciences, Law and Political Science, Architecture and Design, and Public Health, alongside a Master of Business Administration and various continuing education programmes. Supported by faculty and deans with international experience, PU fosters a multicultural academic setting and continues to expand its infrastructure, research, and academic offerings.

The University is divided into six colleges: the College of Architecture and Design, the College of Arts and Sciences, the College of Business, the College of Engineering, the College of Law and Political Science, and the College of Public Health.

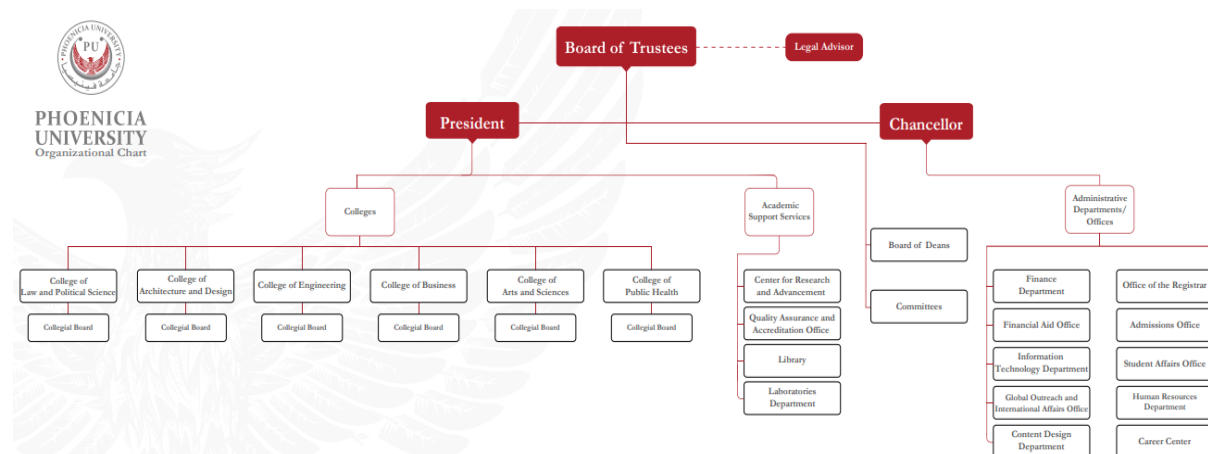


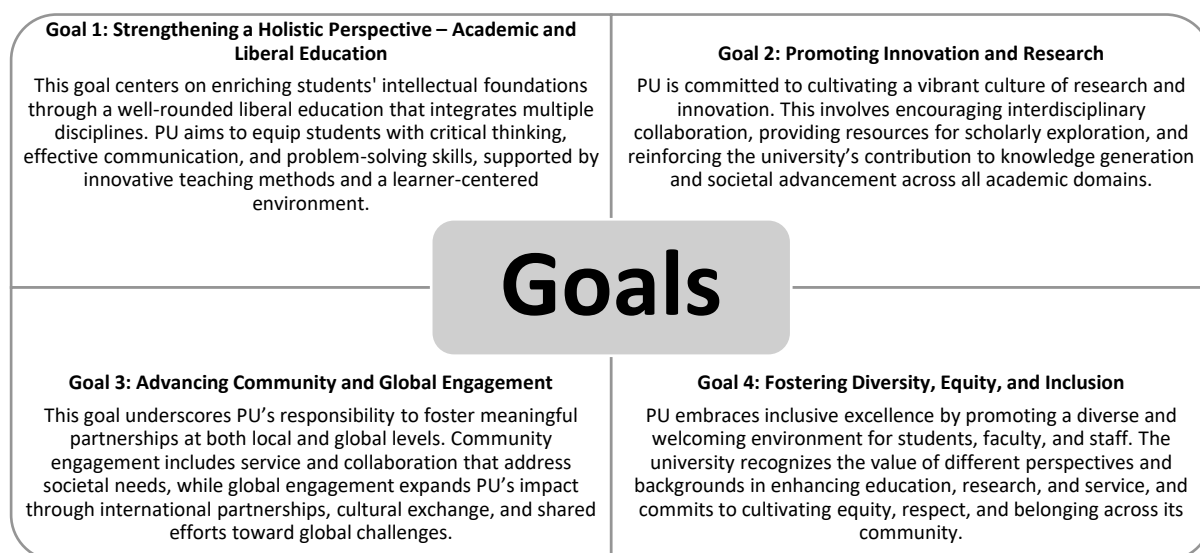
Figure 1 Organisational structure of PU

The University prioritises innovative teaching to prepare students as skilled professionals and ethical leaders. Its mission is guided by a vision to be a leading institution for student-centred education in Lebanon and the region recognised for academic excellence, innovation, and societal contribution. This mission is commitment to preparing PU students to become job-ready graduates and professionals, capable of competing at national, regional, and international levels, and underpinned by core values that define PU's identity:

- **Justice, Equity, Diversity, and Inclusion (JEDI):** Promoting fairness, equality, and diversity across academic, research, and administrative activities

- **Transforming Students' Lives:** Delivering educational experiences that empower students for success in a changing global landscape
- **Service-Learning and Learning in the Workplace and Community (LiWC):** Encouraging civic engagement through practical learning opportunities
- **Promoting Women's Participation:** Supporting gender equality and the advancement of women in academic and professional spheres
- **Inspiring Youth Leadership:** Developing students' leadership potential to foster positive change
- **Sustainable Partnerships:** Building strategic collaborations with industry and NGOs to drive innovation and development
- **Sustainable Practices:** Embedding environmentally responsible approaches across university operations and projects

In line with PU's mission and vision, the institution has outlined key strategic goals that support its holistic educational approach and reinforce its role as a forward-thinking, inclusive, and community-engaged university. The following goals form the core pillars of PU's developmental priorities.



**Figure 2 PU's Strategic Goals**

## Further Development of the Programme

The Bachelor of Business Administration (BBA programme) and the Bachelor of Laws (BA Law programme) at PU are core undergraduate programmes offered by the College of Business and the College of Law and Political Science. At the time of the online visit, each programme was the sole programme provided by its respective college. By winter semester 2025, PU launched a Master of Business Administration programme a Master of Laws programme for students to continue their post-gradual education. Both colleges were established in 2015.

The **Bachelor of Business Administration (BBA) programme** focuses on business principles, management, and entrepreneurship, in combining theoretical knowledge with

practical application. It emphasises ethical leadership and strategic decision-making, to prepare students for the workforce and to contribute to economic development.

### ***Bachelor of Business Administration***

<b>Higher education institution (HEI):</b>	Phoenicia University
<b>Degree awarding institution(s) (if relevant):</b>	MEHE
<b>Programme name (English and original language):</b>	Bachelor of Business Administration
<b>Degree title awarded:</b>	BA
<b>Type of programme:</b>	Bachelor programme
<b>Projected study time and number of ECTS credits / national credits assigned to the study programme:</b>	182 ECTS 91 National Credits
<b>Mode of study:</b>	Full-time
<b>Didactic approach:</b>	Study programme with obligatory class attendance
<b>Double/Joint Degree programme:</b>	No
<b>Capacity Load (maximum number of study places per cohort):</b>	55
<b>Programme cycle starts in:</b>	Both winter and summer semester
<b>Initial start of the programme:</b>	2015
<b>Type of accreditation:</b>	Initial accreditation
<b>For re-accreditation: last accreditation period</b>	N/A


The **BA Law programme** provides a comprehensive legal education geared towards careers in law, governance, and public service. It aims to foster critical thinking, legal reasoning, and civic responsibility. In this, it is supporting PU's mission to develop ethical legal professionals committed to justice and the rule of law.

### ***Bachelor of Laws programme***

<b>Higher education institution (HEI):</b>	Phoenicia University
<b>Degree awarding institution(s) (if relevant):</b>	MEHE
<b>Programme name (English and original language):</b>	Bachelor of Laws
<b>Degree title awarded:</b>	BA
<b>Type of programme:</b>	Bachelor programme
<b>Projected study time and number of ECTS credits / national credits assigned to the study programme:</b>	288 ECTS 144 National Credits
<b>Mode of study:</b>	Full-time
<b>Didactic approach:</b>	Study programme with obligatory class attendance
<b>Double/Joint Degree programme:</b>	No
<b>Capacity Load (maximum number of study</b>	35

places per cohort):	
Programme cycle starts in:	Both winter and summer semester
Initial start of the programme:	2015
Type of accreditation:	Initial accreditation
For re-accreditation: last accreditation period	N/A

## Statistical Data

Sample Statistical Data					
Study Program: Business Administration					
		2024-2025	2023-2024	2022-2023	2021-2022
# Study Places offered by HEI		55	55	55	55
# Applicants	Σ	150	200	219	161
	f	73	89	101	82
	m	77	111	118	79
Application rate		272,73%	363,64%	398,18%	292,73%
# First-Year Students ( <i>accepted applicants</i> )	Σ	44	57	60	62
	f	25	31	29	34
	m	19	26	31	28
Rate of female students		57%	54%	48%	55%
# Foreign Students	Σ	7	3	1	4
	f	6	3	1	4
	m	1	0	0	0
Rate of foreign students		16%	5%	2%	6%
Percentage of occupied study places		80,00%	103,64%	109,09%	112,73%
# Graduates	Σ	0	0	0	7
	f	0	0	0	4
	m	0	0	0	3
Success rate ( <i>students who finished their studies</i> )		0,00%	0,00%	0,00%	100,00%
Dropout rate ( <i>students who dropped their studies</i> )		17,69%	15,70%	17,80%	
Average duration of study		-	-	-	3,36
Average grade of final degree		-	-	-	2,742

Sample  
Statistical Data



Study Program: Law

		2024-2025	2023-2024	2022-2023
# Study Places offered by HEI		30	30	30
# Applicants	$\Sigma$	37	54	71
	f	8	8	18
	m	29	46	53
Application rate		123,33%	180,00%	236,67%
# First-Year Students ( <i>accepted applicants</i> )	$\Sigma$	9	17	32
	f	8	16	20
	m	3	1	12
Rate of female students		89%	94%	63%
# Foreign Students	$\Sigma$	0	0	0
	f	0	0	0
	m	0	0	0
Rate of foreign students		0	0	0
Percentage of occupied study places		30,00%	56,67%	106,67%
# Graduates	$\Sigma$	0	0	0
	f	0	0	0
	m	0	0	0
Success rate ( <i>students who finished their studies</i> )		0%	0%	0%
Dropout rate ( <i>students who dropped their studies</i> )		7,50%	9,80%	10,10%
Average duration of study		-	-	-
Average grade of final degree		-	-	-

## Appraisal:

The statistical data shows that the BBA programme has a gender ratio of a little over 50% female students, while the BA Law programme has a notable female majority, ranging from 63% to 94%. Both programmes have experienced a decline in the percentage of occupied study places. In the most recent BBA cohort, only one foreign student is enrolled, while there is no foreign student in the BA Law cohorts. The dropout rate in the BBA programme is between 15% and 18%, whereas in the BA Law programme it ranges from 8% to 10%.

# Programme Description and Appraisal in Detail

## 1. OBJECTIVES

### 1.1 Subject-specific qualifications and employability of students (Asterisk Criterion)

The **Bachelor of Business Administration (BBA)** aims to prepare students for successful careers through a flexible, practice-oriented curriculum that builds core business knowledge, leadership skills, and ethical awareness. Furthermore, it aims to equip graduates to excel in diverse markets and contribute to sustainable economic growth. The BBA programme's educational objectives (PEO) and student learning outcomes (SLO) are:

**Table 1 BBA - Programme Educational Objectives**

PEOs	Program Educational Objective
PEO1	Possess comprehensive knowledge of various business functions and use that knowledge to work on different projects.
PEO2	Tackle challenging problems, innovate, and create new business opportunities, either within the organisations they work in or in ventures they start and lead.
PEO3	Work effectively in teams, demonstrating excellent professional, leadership, and communication skills.
PEO4	Pursue ambitious careers while committing to continuous professional development and lifelong learning, based on their understanding of the business environment.
PEO5	Uphold high ethical standards, considering the broader social, cultural, and economic implications of business and management practices.

**Table 2 BBA - Student Learning Outcomes**

SLOs	Student Learning Outcome
SLO1	Demonstrate knowledge of the key component fields of business administration, including management, marketing, accounting, finance, entrepreneurship, operations, human resources, among others.
SLO2	Formulate innovative and practical solutions to complex, real-world business problems.
SLO3	Develop the ability to critically evaluate business performance and contribute to informed decision-making for organisational success.
SLO4	Analyse the business environment, including its notable players and emerging trends.
SLO5	Demonstrate effective and professional verbal and written communication skills.

SLO6	Exhibit effective leadership and teamwork skills by facilitating, guiding, and collaborating with diverse groups.
SLO7	Demonstrate understanding of the different ethical, social, and cultural implications of markets and of the practice of management.

The **Bachelor of Laws (BA Law)** aims to prepare students to become ethical, skilled legal professionals through a dynamic, hands-on curriculum that emphasises advocacy, analytical thinking, and social responsibility. And to equip graduates to lead in diverse legal fields and are committed to upholding the rule of law, human rights, and the common good. The BA Law programme's PEOs and SLOs are:

**Table 3 BA Law - Programme Educational Objectives**

PEOs	Program Educational Objective
PEO1	Offer an innovative curriculum that covers contemporary legal topics and issues.
PEO2	Prompt professionalism and ethical conduct within the learning and teaching process.
PEO3	Provide the desired balance between legal theory and practice.
PEO4	Provide students with extensive guidance and training to be able to function as legal practitioners upon graduation.
PEO5	Advance students' hard and soft skills to guarantee commendable and efficient participation in the legal profession.
PEO6	Equip students with the required skills to conduct research that will help inform them in their future legal practice and prepare them to pursue further education.

**Table 4 BA Law - Student Learning Outcomes**

SLOs	Student Learning Outcome
SLO1	Reflect a thorough knowledge and understanding of substantive and procedural law.
SLO2	Demonstrate an understanding of key concepts in civil and common legal systems.
SLO3	Handle complex national and cross-border legal issues.
SLO4	Demonstrate professional written skills needed for competent participation in the legal profession, including contract drafting, case briefing, legal advising, etc.
SLO5	Apply laws to factual settings and engage in legal reasoning and argumentation.
SLO6	Work collaboratively and actively with people from different backgrounds on specific tasks in a range of legal settings.
SLO7	Understand complex legal terms.
SLO8	Develop well-structured oral and written arguments in both English and Arabic.

SLO9	Carry out critical literature reviews and conduct inquiries to address legal problems/issues and answer research questions.
SLO10	Evaluate different career options in the field of law.

PU publishes these outcomes in official brochures and student handbooks.

After graduation, possible career paths for **BBA graduates** include becoming Accountants, Entrepreneurs, Consultants, Marketing Executives, Investment Managers, Advertising Executives, Human Resources Officers, Insurance Underwriters, Operations and logistics Executives, Sales Executives, Risk Managers, and Systems Analysts.

Possible career paths for **BA Law graduates** include joining the Bar Association, the Judicial Body, the Diplomatic Services, Notary Public, Public Administrations/Public Sector, Internal Security and Public Security, Mass Media Enterprises, Legal Departments in Business Firms, Religious and Spiritual Courts, Banking and Insurance Sectors, Teaching and Research, National and Multinational Corporations and Oil Companies, Foreign Embassies in Lebanon, International and Regional Organisations and Institutions, International Courts.

### Appraisal:

The subject-specific qualification objectives of the study programmes are convincingly defined and correspond with the intended academic level – Bachelor – at graduation. The objectives consider the requirements of the national qualification framework and the individual student's personal development. The graduation profile is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students' chosen careers.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.1*	Subject-specific qualifications and employability of students (Asterisk Criterion)			X			

## 1.2 Positioning of the study programme on the educational market

PU's BBA and BA in Law programmes are developed to address the changing needs of both the local labour market in Lebanon and the broader global employment context. In accordance with PU's New Curriculum Development Policy and wider quality assurance frameworks, these programmes undergo regular review to reflect socioeconomic developments, industry input, and international academic standards.

Benchmarking against regional and international peer institutions aims to help ensuring that PU's academic provision remains current and aligned with sector expectations. This process



is overseen by the Quality Assurance and Accreditation (QAA) Office and is further supported through faculty development initiatives and collaboration with external stakeholders.

PU's location in South Lebanon offers students from the surrounding areas access to educational opportunities that have traditionally been concentrated in the capital, contributing to the decentralisation of higher education provision in the country.

Some further distinctive features of the two Bachelor programmes are:

**Table 5 Key Distinctive Features of PU's BBA and BA Law**

Feature	BBA Programme	BA Law Programme
Curriculum Flexibility	Multiple concentrations or general electives	Bilingual legal instruction (Arabic/English)
Practical Components	Internships, capstone projects, and entrepreneurial experience through the PU Business Incubator	Mock court simulations, internships, legal research
Technological Integration	Curriculum strategically integrates Artificial Intelligence (AI) tools and concepts in collaboration with the QAA Office to align with industry needs	Legal education explores modern intersections like AI, media law, and human rights through mock court participation
Global Engagement	Holds candidacy for accreditation from the International Accreditation Council for Business Education (IACBE), benchmarking PU with global business standards	Member of the International Association of Law Schools (IALS), providing access to international conferences, academic exchanges, and global legal networks
Language Advantage	Delivered in English, preparing students for international business environments	One of the few BA in Law in Lebanon with a significant number of law courses in English, preparing graduates for international legal careers
Graduate Outcomes	In alignment with PEOs, graduates are equipped with leadership, communication, and problem-solving skills for dynamic and global business roles	In alignment with PEOs, graduates are professionally trained and globally minded legal professionals, capable of working across legal systems
Recognition and Achievements	Hult Prize Competition IACBE Candidacy Status	2021, 2023, 2024: Price Media Law Moot Court (Oxford): PU team won "Spirit of the Competition" award for excellence and resilience Philip Jessup Competition (Qualified to Washington DC)

Location Advantage	Only BBA program in South Lebanon with AI integration and dedicated entrepreneurial ecosystem	Only law program in South Lebanon offering English-language legal instruction and access to global legal forums
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## Appraisal:

The reasons given for the positioning of this study programme on the educational market are comprehensive and plausible due to the described qualification objectives and the graduation profile.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.2	Positioning of the study programme on the educational market			X			

## 1.3 Positioning of the study programme within the HEI's overall strategic concept

PU's BBA and BA Law programmes have been developed to address the educational and professional needs of Lebanon and the wider region. Established in 2012 in South Lebanon, PU seeks to expand access to higher education beyond the capital and prepare graduates competitive for national, regional, and international engagement.

The study programmes respond to growing student interest and employer demand for professionals equipped to tackle economic and legal challenges locally and globally. They aim to produce job-ready graduates who can contribute across diverse contexts.

The BBA programme is housed within the Faculty of Business, while the BA Law programme belongs to the College of Law and Political Science. Together, these faculties aim to reinforce PU's profile as a dynamic, student-focused institution committed to innovation and academic excellence.

Guided by mission and vision statements aligned with PU's strategic priorities, the study programmes shape their goals, teaching methods, and expected graduate outcomes to reflect the institutional values and priorities of PU to promote innovation, interdisciplinary learning, social responsibility, and high-quality education.

**Table 6 Vision and Mission of BBA programme and BA Law programme**

Programme	Vision	Mission
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BBA	<i>"We aspire to ignite a wave of business innovators — confident agents who blend expertise, creativity, and conscience to lead transformative change."</i>	<i>"Our mission is to give students the skills, mindset, and passion to tackle complex problems, build new ventures, and lead with purpose."</i>
BA Law	<i>"Committed to promoting academic excellence in legal education, advancing social welfare, and supporting justice."</i>	<i>"Ensure graduates stand out with legal education, critical thinking, and employability skills to compete nationally, regionally, and internationally."</i>

### Appraisal:

The study programme's qualification objectives constitute the core of the HEI's or Faculty's / School's strategic concept and are clearly, measurably and permanently implemented, monitored and adjusted.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.3	Positioning of the study programme within the HEI's overall strategic concept		X				

## 2. ADMISSION

### 2.1 Admission requirements (Asterisk Criterion)

The Director of the Admission Office defines and implements entry requirements in accordance with Lebanese Ministry of Education and Higher Education (MEHE) regulations. These requirements also reflect international standards, particularly in relation to English language proficiency tests such as IELTS, TOEFL, SAT, Duolingo, or equivalent. Final approval may involve consultation with senior university leadership, such as the President and the Chancellor, to ensure consistency with national regulations and institutional academic standards.

Admission criteria are reviewed annually as part of the university's quality assurance process, ensuring continued compliance with MEHE guidelines, alignment with global best practices, and responsiveness to evolving academic and student needs.

Students can either apply directly to the study programmes or, in the case of the BBA programme, apply for the Freshman Programme first, if they do not fulfil the admission requirement of possessing a Lebanese Baccalaureate certificate or a recognised equivalent approved by MEHE.

#### General Undergraduate Admission Requirements

- One passport-sized photograph
- A copy of a valid identity card or passport
- A sealed and stamped envelope from the school containing official transcripts for Grades 10 and 11
- An official Lebanese Baccalaureate certificate or a recognised equivalent approved by MEHE
- Official scores from recognised English language proficiency exams, if available
- A non-refundable application fee of 800,000 LBP, which covers the application, the PU Undergraduate Major Placement Test(s), and the PU Undergraduate English Language Placement Test
- The Admissions Committee conducts a comprehensive evaluation of each application, considering:
  - Official transcripts for Grades 10 and 11
  - PU Undergraduate Major Placement Test results (specific to the chosen major)
  - PU Undergraduate English Language Placement Test results
  - Official Lebanese Baccalaureate results or their recognised equivalent

Additionally, there are some programme-specific placement tests. Applicants to the **BBA programme** must meet PU's English language criteria and take the General Maths Placement Test. Applicants to the **BA in Law** must meet PU's English language criteria and take the General Knowledge Arabic Placement Test.

The following tables outline the minimum English language proficiency requirements for admission into PU's Undergraduate and Freshman programmes:

**Table 7 PU Undergraduate English Language Criteria**

PU English Level	Duolingo	TOEFL (IBT)	SAT (Evidence-Based Reading and Writing)	IELTS (Academic)
PU-INEG 200	Between 80-100	Between 55-69	Needs to sit for PU EPT if scoring less than 540	Between 4.5-5
PU-INEG 300	Less than 115	Less than 90		Between 5.5-6
PU-ENGL101	115 or higher	90 or higher	540 or higher plus an interview is required	6.5 or higher

**Table 8 PU Freshman English Language Criteria**

PU English Level	PU English Placement Test	Duolingo	TOEFL (IBT)	SAT (Evidence-Based Reading and Writing)	IELTS (Academic)
PU-INEG 200	50-77	Between 80-100	Between 55-69	Needs to sit for PU EPT if scoring less than 540	Between 4.5-5
PU-INEG 300	78-103	Less than 115	Less than 90		Between 5.5-6
PU-ENGL 101	104-131	Less than 135	Less than 111	540-590 plus an interview is required	6.5
PU-ENGL 201	132-150	135 or higher	111 or higher	600 or higher plus an interview is required	7 or higher

All admission requirements are communicated via official channels, including the University website<sup>6</sup>, academic catalogue, printed and digital admissions brochures, and direct outreach from the Admissions Office. Information is also provided during orientation sessions, school visits, education fairs, and through email and telephone correspondence with prospective students.

## 2.2 Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)

At PU, the primary language of instruction is English, with some exceptions for courses in Arabic due to academic and legal necessities. Applicants must prove English proficiency either via the PU English Placement Test or an International test such as IELTS, TOEFL, SAT, Duolingo.

PU provides an English language support service and plans to implement a Writing Centre to help students with academic writing. Furthermore, PU encourages English language practice outside of the classrooms through extracurricular activities in Language clubs and conversation groups.

<sup>6</sup> <https://pu.edu.lb/undergraduate>.

## 2.4 Selection procedure

At PU, applications are assessed holistically, including eligibility criteria such as academic background and language proficiency, placement tests for all majors and, in some cases, interviews to evaluate preparedness and communication skills.

Applicants are informed of their admission status via official email and acceptance letter, which outline the outcome and next steps.

Applicants seeking clarification on an admission decision may contact the Admissions Office for feedback. The team reviews the application and provides guidance to support future submissions. Communication is maintained through email and telephone.

Admission procedures and decisions are communicated across official materials, including the website, guidelines, and notification letters. Applicants receive step-by-step instructions covering eligibility, deadlines, and documentation.

Any updates to procedures are shared through formal channels such as the university website, social media, revised brochures, and direct email announcements.

## 2.5 Counselling for prospective students

PU provides counselling services to support applicants, with guidance for first-generation applicants, international applicants, and transfer students. Services include academic advising, course registration, career planning, and financial aid assistance.

Applicants can reach the University via phone (+961 7 995 566) or email (info@pu.edu.lb or admissions@pu.edu.lb). Information on academic programmes is available through the Admissions website, education fairs, and campus events.

To improve access, PU hosts annual On-Campus School Visits and Summer Camps, allowing students to explore facilities, attend workshops, and meet faculty members and university students. Events such as the Technology and Science Fair for High School Students aim to offer opportunities to present innovative projects and learn about PU's academic offerings. Winning teams of these events receive rewards such as laptops and scholarships to PU covering up to 70% of the tuition fees.

Furthermore, PU representatives visit schools in the South Lebanon region to get in contact and attract more prospective students.

Scholarship applications can be submitted via the Financial Aid and Scholarship website<sup>7</sup>.

The panel learned that PU offers an individual mentorship programme for students with special needs starting from the first day of orientation spanning until graduation. The mentor can either be a fellow student or a lecturer and assists the special needs student with individual tasks.

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<sup>7</sup> <https://pu.edu.lb/financial-aid-and-scholarship>.

Such services and the need thereof are discussed during the counselling for prospective students, aiming to ensure a smooth implementation of assistance starting from the first day.

PU uses data to inform its counselling decision-making. Each semester, an Admission Analysis Report reviews application trends, demographics, acceptance rates, and feedback on support services.

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and considered. The admission requirements and procedure are described, documented, and accessible for interested parties.

The admission requirements are transparent about the required language proficiency level regarding the language mainly used for instruction of the programmes (in both cases: English) or the required result in a language test. Preparatory language courses ensure that students are able to complete successfully the study programme with additional literature and extracurricular activities, such as English Language clubs and conversation groups offered by the study programmes' student's society.

Applicants can directly turn to a student counselling service at the HEI for clarification of specific questions, of personal aptitude, or of career perspectives etc via phone or email, providing personal dialogue between applicants and the HEI. PU reacts to incoming enquiries in a timely manner. The counselling options are based on the target group's needs. There are annual On-Campus School Visits that allow prospective students to explore facilities, attend workshops, and meet faculty members and university students. The panel **commends** PU's successful efforts to assist students with special needs (e.g.: students living with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds) with affirmative action on an individual level.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
2.1*	Admission requirements (Asterisk Criterion)			X			
2.2 (*)	Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)			X			
2.3 (*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X	
2.4	Selection procedure (if relevant)			X			
2.5	Counselling for prospective students		X				





### 3. IMPLEMENTATION OF THE STUDY PROGRAMME

#### 3.1 Structure and Content

##### 3.1.1 Structure of the study programme

PU follows the American system of higher education, applying a credit-hour structure across all faculties. Bachelor's degrees are awarded upon completion of a minimum of three years of study following the freshman year, where applicable. The number of credits required per major varies according to the curriculum and the MEHE requirements for each field of study.

Each credit hour corresponds to approximately 15 hours of classroom instruction and 30 hours of independent study. In line with the European Credit Transfer and Accumulation System (ECTS), one credit hour at PU is equivalent to two ECTS credits.

**Table 9 Study Programme Details**

Item	BBA	BA LAW
Projected study time (semesters, years)	7 semesters / 3,5 years	8 semesters / 4 years
Number of credits (national credits and ECTS credits)	91 national / 182 ECTS	144 national / 288 ECTS
Workload per national credit	45 hours (15 in-class + 30 self-study)	45 hours (15 in-class + 30 self-study)
Workload per ECTS credit	90 hours	90 hours
Conversion from national credits to ECTS credits, if applicable	1 national credit = 2 ECTS credits	1 national credit = 2 ECTS credits
Weeks per semester	17 weeks	17 weeks
Credits for the final thesis/ final project and time awarded for writing	3 national credits = 6 ECTS	2 national credits = 4 ECTS

The two study programmes offer general education courses, core courses, and elective courses. There is an internship that allocates one credit for the BBA programme, but no credits for the BA Law programme. Furthermore, in the **BBA programme**, there are specialisation courses.

**Table 10 Courses and Credits**

Category	BBA (Credits)	BA Law (Credits)
General Education Courses	30	12
General/Core Requirements	45 (General Business)	114 (Core Courses)
Specialization Courses	12	–
Elective Courses	3 (General Business Elective)	18
Internship	1 (spanning 2 months)	0 (spanning 1 month)
Total	91	144

Equivalent in ECTS	182 ECTS	228 ECTS
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PU aims to ensure that students are able to complete their degree requirements within the designated time frame through a variety of structured academic support mechanisms, including:

- a Structured Degree Plan that outlines the recommended course sequence,
- an Academic Roadmap that provides a semester-by-semester guide
- one-on-one Academic Advising to support individual progress
- flexible Course Offerings to accommodate varied student schedules
- student-led Academic Support Initiatives such as peer tutoring and study group.

### 3.1.2 Rationale for Degree and Programme Name (Asterisk Criterion)

For the **BBA programme**, the title was selected to reflect the programme's broad emphasis on core business disciplines. It indicates to students and stakeholders that the curriculum encompasses key areas such as management, marketing, finance, accounting, and organisational behaviour, along with essential skills like strategic thinking and leadership.

The programme is offered under the official licence granted by MEHE and aligns with national qualification frameworks and international standards for undergraduate business education. The degree level aims to reflect the programme's academic depth and rigour, preparing students for professional roles through foundational business knowledge and analytical skills.

The **BA Law programme** title was selected in strict accordance with MEHE requirements. It aims to reflect the programme's comprehensive coverage of core legal fields, including constitutional law, contract law, criminal law, and others, aiming to ensure clarity of purpose and compliance with national standards.

The degree adheres to national and international benchmarks for undergraduate legal education. It supports the programme's academic objectives by developing both theoretical understanding and practical legal skills, suitable for entry-level legal roles or further study.

### 3.1.3 Conceptual Coherence of the Curriculum (Asterisk Criterion)

The BBA programme and BA Law programme are designed to align with their respective PEOs and SLOs. The curricula of both programmes are credit-structured to ensure progressive academic development, from general education, foundational knowledge to specialised and applied skills, while aiming to foster critical thinking, ethical responsibility, and professional competence.

**Table 11 Structure of Knowledge**

Programme	General Education	Core / General Business Requirements	Specialisation / Electives	Internship	Total Credits
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<b>BBA</b>	30 National Credits (10 Courses)	45 National Credits (15 Courses)	12 National Credits (4 Courses) + 3 Business Elective Credits (1 Course)	1 Credit Course	91 National Credits
<b>BA Law</b>	12 National Credits (4 Courses)	114 National Credits (38 Courses)	18 National Credits (6 Courses)	1 Course, 0 Credit	144 National Credits

Curriculum Overview														
Bachelor of Business Administration, 7 Semesters														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study				
M1 Semester 1														
ENGL 201	English I (General Course)	3							45	90	L = Lecture	Midterm Exam Paper (75 Min) Final Exam Paper (120 Min)	MT 35%; FL 45%	
ARAB 201	Arabic (General Course)	3							45	90	L		MT 25%; FL 35%	
ACCT 201	Financial Accounting I (Core Course)	3							45	90	L		MT 40%; FL 40%	
CMPS 202	Introduction to Computing for Arts (General Course)	3							45	90	L		MT 35%; FL 35%	
ECON 201	Economics (Core Course)	3							45	90	L		MT 30%; FL 35%	
M2 Semester 2														
ENGL 202	English II (General Course)	3							45	90	L	Midterm Exam Paper (75 Min) Final Exam Paper (120 Min)	MT 10%; FT 15%	
MNGT 201	Principles of Management & Organizational Behavior (Core Course)	3							45	90	L		MT 30%; FL 40%	
STAT 201	Statistics (Core Course)	3							45	90	L		MT 25%; FL 40%	
MATH 200	Mathematics for Social Sciences (Business Math) (General Course)	3							45	90	L		MT 30%; FL 40%	
MKTG 301	Principles of Marketing (Core Course)	3							45	90	L		MT 20%; FL 35%	
M3 Semester 3														
MNGT 402	Human Resource Management (Core Course)			3					45	90	L	Midterm Exam Paper (75 Min) Final Exam Paper (120 Min)	MT 35%; FL 35%	
ACCT 301	Managerial and Cost Accounting (Core Course)			3					45	90	L		MT 40%; FL 40%	
SOCL 210	Globalization and World Culture (General Course)			3					45	90	L		MT 25%;	



XXXXX	Business Elective (Concentration Elective Course)						3	45	90	L		
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## Curriculum Overview

### Bachelor of Laws, 8 Semesters

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study			
<b>M1</b>	<b>Semester 1</b>													
LAW 101	Property Law - الأموال	3								45	90	L=Lecture	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
LAW 102	General Constitutional Law	3								45	90	L		MT 35%; FL 45%
LAW 103	Human Rights and Fundamental Freedoms	3								45	90	L		MT 35%; FL 45%
ENGL201	English I	3								45	90	L		MT 35%; FL 45%
LAW104	Introduction to Law	2								30	60	L		MT 35%; FL 45%
LAW105	Judicial Institutions - المؤسسات القضائية والتنظيم القضائي	2								30	60	L		MT 35%; FL 45%
LAW108	History of Laws	2								30	60	L		MT 35%; FL 45%
<b>M2</b>	<b>Semester 2</b>													
LAW110	Real Estate Law - الحقوق العينية العقارية	3								45	90	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
ARAB202	Advanced Arabic	3								45	90	L		MT 35%; FL 45%
ENGL202	English II	3								45	90	L		MT 35%; FL 45%
ECON201	Economics	3								45	90	L		MT 35%; FL 45%
LAW111	Legal Terminology	2								30	60	L		MT 35%; FL 45%
LAW112	Legal Research, Methodology and Writing	2								30	60	L		MT 35%; FL 45%
LAW114	Electronic Commerce	2								30	60	L		MT 35%; FL 45%
<b>M3</b>	<b>Semester 3</b>													
LAW201	Economics - قانون الموجبات والعقود		4							60	120	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
LAW202	Civil Procedures - اصول المحاكمات المدنية		4							60	120	L		MT 35%; FL 45%
LAW203	Lebanese Constitutional Law - القانون الدستوري اللبناني		3							45	90	L		MT 35%; FL 45%
LAW204	Commercial Law		2							30	60	L		MT 35%; FL 45%
LAW205	Financial and Taxation Law - التشريع المالي والضريبي		2							30	60	L		MT 35%; FL 45%
LAW206	Cybersecurity Law		1							15	30	L		MT 35%; FL 45%
LAW208	International Criminal Law		2							30	60	L		MT 35%; FL 45%

M4	Semester 4												
LAW210	General Administrative Law - القانون الإداري العام				4				60	120	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
LAW211	Civil Responsibility				3				45	90	L		MT 35%; FL 45%
LAW212	Lebanese Penal Law - قانون العقوبات اللبناني				3				45	90	L		MT 35%; FL 45%
LAW213	Arbitration- Negotiation and Mediation				3				45	90	L		MT 35%; FL 45%
LAW214	Comparative Energy Laws in Oil Producing Countries				2				30	60	L		MT 35%; FL 45%
LAW215	Islamic Law- التشريع الإسلامي				1				15	30	L		MT 35%; FL 45%
LAW217	Intellectual Property Rights				2				30	60	L		MT 35%; FL 45%
M5	Semester 5												
LAW301	Nominate Contracts - العقود المسماة				4				60	120	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
LAW302	Corporate Law				4				60	120	L		MT 35%; FL 45%
LAW303	Special Administrative Law				3				45	90	L		MT 35%; FL 45%
LAW304	General Budget - الموازنة				2				30	60	L		MT 35%; FL 45%
LAW305	European Union Law				2				30	60	L		MT 35%; FL 45%
LAW306	Health Law and Public Policy - المؤسسات السياسية والإجتماعية				1				15	30	L		MT 35%; FL 45%
BCOM 300	Workplace Etiquette (Mandatory Workshop)				0				13,75	27,5	S=Seminar	2 Oral Presentations	Pass or Fail
LAW309	Insurance Law				2				30	60	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120Min)	MT 35%; FL 45%
M6	Semester 6												
LAW310	Delamination of Real Estate - تحديد وتحرير وسجل العقاري				4				60	120	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
LAW311	Special Penal Law - قانون العقوبات الخاص				4				60	120	L		MT 35%; FL 45%
LAW312	الأحوال الشخصية عند مختلف الطوائف اللبنانية Personal Status Law -				3				45	90	L		MT 35%; FL 45%
LAW313	Private International Law				2				30	60	L		MT 35%; FL 45%
LAW314	Banking Law and Islamic Banking				2				30	60	L		MT 35%; FL 45%
LAW315	Law of Evidence - اثبات				1				15	30	L		MT 35%; FL 45%
LAW317	Construction Law				2				30	60	L		MT 35%; FL 45%
LAW421	Law Compulsory Workshop				0				15	30	S	Oral Assessment- Mock trail	Pass or Fail
M6	Summer Semester (Third Year)												
LAW 319	Professional Internship				0						Practice	On-site Evaluation	Pass or Fail
M7	Semester 7												
LAW401	Code of Penal Procedure - اصول المحاكمات الجزائية				4				60	120	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
LAW402	Sureties - التأمينات العينية - العقاري:				3				45	90	L		MT 35%; FL 45%
LAW403	Labor Law and Social Security				3				45	90	L		MT 35%; FL 45%
LAW404	Administrative Procedure - اصول المحاكمات الإدارية				2				30	60	L		MT 35%; FL 45%

LAW405	Maritime and Aviation Law							2		30	60	L		MT 35%; FL 45%
LAW406	Introduction to Common Law							2		30	60	L		MT 35%; FL 45%
LAW320	Criminal Liability - المسؤولية الجزائية							2		30	60	L		MT 35%; FL 45%
<b>M8</b>	<b>Semester 8</b>													
LAW411	Penal Judiciary - الجزائي الحكم قضاء							4		60	120	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
LAW412	Specific Contracts							3		45	90	L		MT 35%; FL 45%
LAW413	Ways of Execution - طرق التنفيذ							3		45	90	L		MT 35%; FL 45%
LAW414	Heritage and Will - ارث- وصية							2		30	60	L		MT 35%; FL 45%
LAW415	Bankruptcy							2		30	60	L		MT 35%; FL 45%
LAW420	Independent Legal Research							2		30	60	L	Research Paper/ Oral Presentation (15 Min)	Research Paper 60%; Oral Presentat ion 20%
LAW417	Advocacy							2		30	60	L	Midterm Exam Paper (90 Min)/ Final Exam Paper (120 Min)	MT 35%; FL 45%
<b>total</b>														

**56 Lecture**

**2 Seminar**

**T: Tutorial**

**1 Practice**



### 3.1.4 Study and Exam Regulations (Asterisk Criterion)

At PU, there are official Study and Examination Regulations which govern the structure, requirements, and assessment methods of study programmes to ensure transparency, fairness, academic integrity, student mobility, and academic progression. The regulations apply to all academic programmes at PU, are aligned with national standards, and cover

- programme structure and credit requirements,
- assessment and grading procedures,
- course prerequisites and progression rules, as well as
- student rights and obligations (Student Code of Conduct).

The regulations are developed and overseen by the

- Collegial Bodies (Dean, Coordinators, Full-time Faculty),
- Curriculum Review Committee,
- Curriculum Development Committee,
- Academic Progress Committee,
- Board of Deans,
- Board of Trustees, and
- Student Governance (elected reps and town halls),

Information about the Study and Exam Regulations is available for students via multiple channels. The QAA Office plays a central role in managing and coordinating communication across the institution and aims to ensure that all academic policies, programme requirements, examination regulations, announcements, and deadlines are effectively disseminated to students and other stakeholders. Information channels include the University website, the LMS, and programme brochures and manuals.

Review and update processes are governed by the Continuous Quality Improvement Surveys Policy, with the QAA Office responsible for collecting, analysing, and reporting data from various surveys and advisory board meetings to the President, Chancellor, Deans, and relevant department heads. Based on these reports, updates to programmes, examinations, and policies are proposed and implemented accordingly. This process is conducted annually.

PU facilitates student mobility by offering structured opportunities for study interruptions, such as participation in exchange programmes or enrolment in summer sessions at affiliated international institutions. Courses completed abroad at recognised partner institutions are formally acknowledged and recorded on student transcripts with a grade of “T,” denoting transfer credit. This system aims to ensure that study abroad periods are recognised and integrated into students’ academic progression.

Regarding academic integrity measures, PU employs Turnitin, an AI-powered tool, to uphold academic integrity by detecting plagiarism and providing automated writing feedback.

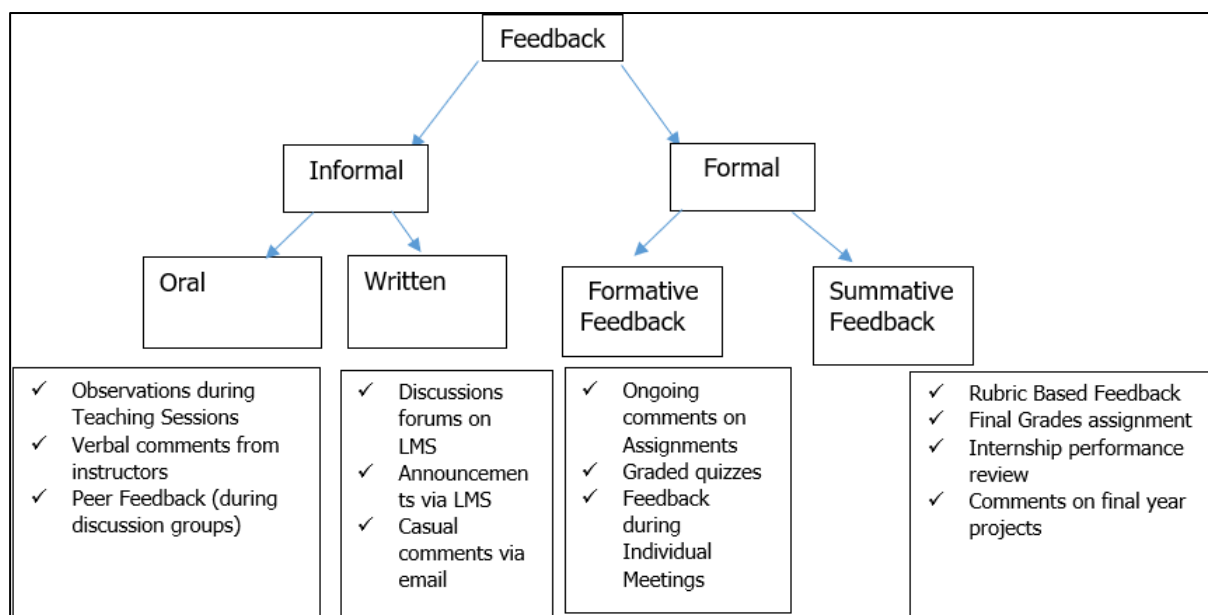
PU has furthermore integrated AI to enhance academic and administrative functions, including:

- Predictive analytics for admissions forecasting and identifying students at risk of dropout,
- Natural Language Processing to summarise qualitative survey feedback,
- Plans for AI dashboards to monitor real-time academic performance

- Automated transcription and summarisation tools for meetings and lectures.

Regarding re-sits and appeals, PU considers feedback essential for supporting student improvement. Instructors are required to provide detailed feedback, and students may review their exam booklets and meet with instructors to discuss any queries. Students have the right to question any grade received and raise concerns directly with the instructor. For formal grade appeals, students must complete the official appeal form available online. The appeals system addresses cases with clear evidence of grading errors, typically involving miscalculations or omitted questions.

**Table 12 Forms of Feedback at PU**



### 3.1.5 Examination and Final Thesis (Asterisk Criterion)

Assessment methods of the study programmes are chosen to align with specific course objectives and to assess a broad range of competencies, from basic knowledge recall to applied problem-solving and critical thinking. These assessments are designed to support the achievement of Course Learning Outcomes (CLOs) and SLOs, while also fostering key graduate qualities and characteristics. All practices adhere to the Examination and Assessment Policy. Assessment methods include written exams, oral examinations, practical assessments, projects, case studies, internship portfolios, presentations, critiques, and quizzes, as well as participation and attendance, mainly used in classes with few students and relying on informal observations of the instructors.

Exams are designed using Bloom's Taxonomy, differentiating between foundational and advanced levels.

- Foundational courses focus on knowledge acquisition and basic understanding.
- Advanced courses emphasize critical thinking, complex analysis, and problem-solving.

Students are supported by student-led revision sessions promoting peer-to-peer learning, in-class case-solving activities to reinforce theoretical concepts, tutorial discussions integrated into select courses, and practical, problem-based learning experiences aimed at enhancing analytical and exam readiness skills.

Regarding the final assignment, students in the **BBA programme** complete a capstone research project, in the MNGT401 “Strategic Management” course. This capstone integrates programme-level learning and is assessed using a defined rubric. It aims to enable students to apply research and strategic analysis to real-world business issues. The capstone research project supports PEO 4, focusing on continuous learning and solving complex business problems.

Students of the **BA Law programme** are required to complete a final thesis, with clearly defined requirements concerning length, research scope, and methodology, as detailed in the official Thesis Guidelines. The thesis must demonstrate mastery of a legal topic, original thought and legal argumentation, and advanced research and critical analysis. The thesis supports PEO 6, focusing on scholarly contributions and advanced legal reasoning.

The supervision and support structures for thesis and capstone projects differ between BBA and BA Law students, with each programme providing tailored guidance, workshops, and assessment criteria to ensure successful completion.

**Table 13 Supervision and Support for Final Assignment**

Aspect	BBA Students	BA Law Students
Initial Introduction	Mandatory 90-minute introductory coaching session	Mandatory 3-hour introductory workshop on thesis expectations, structure, and standards
Supervision	Faculty supervision provided throughout the capstone project	Assigned faculty supervisor provides continuous guidance with weekly one-on-one meetings
Ongoing Feedback	Feedback based on clearly defined rubric aligned with SLOs	Regular feedback sessions to support research progress
Final Preparation	Mandatory 90-minute coaching session to prepare for the final presentation	2-hour workshop to prepare for oral presentation and defense
Assessment	Capstone project assessed using a detailed rubric	Oral thesis defense required

PU provides support to ensure equitable access to education for students with documented disabilities, guided by the Disability Strategy and Policy on Accommodating Differently Abled Students During Exams.<sup>8</sup>

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<sup>8</sup> PU SER p. 59.

Students are encouraged to submit medical documentation to the Office of the Registrar, which works in coordination with the University Nurse to confirm the condition. Upon verification, PU arranges personalised accommodations tailored to each student's needs, which may include:

- Extended time during exams
- Access to assistive technologies (e.g., special needs computers, magnifiers, enlarged fonts)
- One-on-one support from Registrar staff for reading and transcribing answers in cases of visual or motor impairments.

## Appraisal:

The study programmes' structure supports the smooth implementation of the curriculum and helps students to reach the intended learning outcomes. The study programmes consist of courses and assign credits per course based on regularly conducted workload assessments. It can be completed within the projected study time. The expert panel learned that the home-workload for students varies per course and instructor. Therefore, the panel **recommends** unifying the home-workload per credit for all courses of both programmes.

The panel **recommends** that the **BA Law programme** at PU carefully reviews the structure of courses in the first semester to make sure that foundational knowledge such as "Introduction to Law", "History of Laws", and "Judicial Institutions" get taught before more specialised knowledge such as "Property Law", and to think about revising Course Codes accordingly.

For internships, the course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide 2015.

In the **BBA programme**, internships are designed and integrated in such a way that credits can be acquired. The panel notes that internships form an essential component of practice-oriented higher education, offering students valuable opportunities to apply theoretical knowledge in real-world settings and to develop professional competencies. While such placements are commonly recognised within academic frameworks through the allocation of credits, the **BA Law programme** currently does not award credits for internships. Given the educational relevance and workload associated with these experiences, the panel considers it appropriate to formally acknowledge them within the curriculum. It therefore **strongly recommends** that credits be allocated for internships in the BA Law programme. It furthermore **suggests** lengthening the internship in the BA Law programme to a duration of two months, to align with the BBA programme and to give students the opportunity to experience real-world settings for a longer period of time.

PU has stated that because of the national framework, both study programmes cannot add additional credits. The panel still considers it essential to appropriately acknowledge the students' efforts during internships lasting two months (BBA programme) and one month (BA Law programme) respectively, by awarding a corresponding number of credits. It therefore **recommends**:

- aligning the number of credits with the duration of the internship; and
- in cases where no additional credits can be allocated, reconsidering and redistributing the existing credit allocation across the semester.

For both study programmes, the degree and study programme name correspond to the content of the curriculum and qualification objectives and are, in line with the national requirements.

For both study programmes, the curriculum adequately reflects the qualification objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Electives are a core component and enable students to acquire additional competences and skills.

There are regulations/guidelines/handbooks which contain all necessary rules and procedures for teaching, studies and examination taking into account AI developments. The faculty has available solutions for AI and AI writing detection as well as other forms of plagiarism. The final theses/ (written) projects are evaluated based on previously published and coherently applied criteria, rules, and procedures, and are checked for the prevention of plagiarism.

Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the study programme and examinations.

The recognition of degrees and periods of study at other HEIs is regulated analogous to the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined.

Upon graduation students receive a transcript of records with an ETCS grading table and a diploma supplement. This is stipulated in the binding document “Internal Regulation of Study – Common Provisions”.

All examinations, as they are defined for the courses, are suited in format and content to achieve the intended learning outcomes. The requirements are in accordance with the desired qualification level. The examinations are characterised by a wide variety of test formats.

The students – especially in their thesis/capstone project – prove their ability to undertake scientific work and progress towards the achievement of the study programmes’ qualification objectives.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.1</b>	<b>Structure and content</b>						
<b>3.1.1*</b>	Structure of the study programme (Asterisk Criterion)			X			X
<b>3.1.2*</b>	Rationale for degree and programme name (Asterisk Criterion)			X			
<b>3.1.3*</b>	Conceptual coherence of the curriculum (Asterisk Criterion)			X			
<b>3.1.4*</b>	Study and exam regulations (Asterisk Criterion)			X			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.1.5*	Examination and final thesis (Asterisk Criterion)			X			

## 3.2 Intended competences and skills

### 3.2.1 Methods and Scientific Practice (Asterisk Criterion)

The BBA and BA in Law study programmes are designed to progressively develop students' methodological competences and ability to perform independent scientific work. These skills are integrated across the curriculum and assessed through dedicated research methods courses, academic project work, thesis or capstone preparation, and continuous monitoring of learning outcomes.

Students are supported in developing their academic and scientific skills through multiple structured mechanisms, including:

- One-on-one academic advising: Personalised support to help students navigate academic challenges and plan their academic paths.
- Targeted career support by the Career Centre: Guidance on career planning, internships, and skill development aligned with academic goals.
- Regular supervision for research-related work: Mentorship during research projects to strengthen methodological and analytical skills.
- Course Progress Reports: Instructor-prepared reflections on teaching practices, student engagement, and efforts to meet learning outcomes.
- Student Progress Reports: Regular, individualised feedback through LMS dashboards, mid-semester evaluations, and weekly or periodic updates to help students to track academic development, identify areas for improvement, and take proactive steps in their learning journey.

All of these mechanisms align with course-level and programme-level learning outcomes, supported by a CLO-SLO mapping system.

Both programmes incorporate specific courses designed to build foundational and advanced research skills. These courses are sequenced, aiming to ensure that students acquire, build upon, and apply methodological competencies throughout their academic journey. Early-stage courses focus on foundational research thinking and academic literacy, while later courses emphasise independent research, integration of knowledge, and discipline-specific methodological depth.

**Table 14 Courses on Research Methods and Scientific Work**

Programme	Course Title	Year	Focus
BBA	MNGT201 – Principles of Management and Organizational Behavior	Year 1	Introduction to management concepts, analytical thinking, and structured academic writing
	MNGT301 – Operations and Supply Chain	Year 2	Application of process analysis, data handling, and decision-making tools

	MKTG406 – Research in Marketing <sup>9</sup>		Research design, data analysis, and scientific writing within marketing contexts
	MNGT406 – Readings and Research in Management <sup>10</sup>		Research and analytical skills in management studies
	Research in Accounting and Finance <sup>11</sup>		Independent research, applying quantitative and qualitative methods, and developing academic writing skills.
	MNGT401 – Strategic Management (Capstone Project)	Year 3	Applied business research, strategic integration, and real-world project execution
<b>BA Law</b>	LAW112 – Legal Research, Methodology and Writing	Year 1	Introduction to legal research methods, academic writing, and legal analysis
	LAW421 – Law Compulsory Workshop	Year 3	Thesis preparation, proposal writing, and individual supervision

Academic project work is an integral part of both the BBA and BA Law curricula. In most courses, students engage in project-based assignments that typically account for around 10% of the total course grade.

These projects encourage students to apply theoretical knowledge to real-world problems and to practice using relevant research tools and methodologies. In the **BBA programme**, project work involves business case analysis, data-driven decision-making, and strategic planning. In the **BA Law programme**, projects emphasise legal research, case law analysis, and the construction of legal arguments in written and oral form.

In the final year, students receive structured guidance to complete their major academic work. In the **BBA programme**, the MNGT401 “Strategic Management” course functions as a capstone project. It involves a comprehensive, research-based analysis of a business issue and is evaluated using a detailed rubric aligned with programme-level learning outcomes. In the **BA Law programme**, the LAW421 course is a thesis preparatory seminar that supports students in selecting topics, conducting literature reviews, and drafting proposals under faculty supervision. These final projects serve as culminating experiences that integrate prior learning and demonstrate students’ ability to undertake independent academic work.

Students’ methodological and academic competencies are evaluated using a range of tools across both programmes

- Direct assessment through research assignments, presentations, and capstone/thesis projects (e.g., MNGT401, LAW112, LAW421).

<sup>9</sup> In its statement on the accreditation report, PU announced the implementation of the course starting from the spring semester 2026.

<sup>10</sup> In its statement on the accreditation report, PU announced the implementation of the course starting from the spring semester 2026.

<sup>11</sup> In its statement on the accreditation report, PU announced the implementation of the course starting from the spring semester 2026.



- Indirect assessment via analytical and case-based examination questions in core modules.
- Evaluation rubrics aligned with CLOs and SLOs ensure consistent and transparent assessment.
- A Course Outcome Assessment Matrix and CLO attainment reports support alignment with outcome-based education principles and international standards such as the Accreditation Board for Engineering and Technology.

### 3.2.2 Integration of Theory and Practice (Asterisk Criterion)

The BBA and BA Law programmes emphasise the integration of theoretical concepts with real-world applications. This is achieved through coursework involving practical projects, applied research, and experiential learning.

Additionally, the **BBA programme** benefits from the University's business incubator, which supports entrepreneurial initiatives and student-led projects, helping to develop practical business skills. The **BA Law programme** incorporates hands-on training through mock courtroom and arbitration exercises, study visits to courts and parliamentary sessions, and participation in prestigious international competitions such as the Oxford Price Media Moot Court.<sup>12</sup>

**Table 15 Courses with Practical Components**

Programme	Course	Practical Component
<b>BBA</b>	ACCT 201, ACCT 401, FINA 301, MKTG 407	Conduct interviews, company analysis, develop business and sales plans with actionable recommendations for local businesses
	BCOM 300 (Workplace Etiquette Workshop)	Mandatory workshop strengthening business communication, writing, presenting, and workplace conduct
	INTP 301 (Professional Internship)	Compulsory internship requiring BCOM 300 as a prerequisite, providing hands-on experience and professional networking
<b>BA Law</b>	LAW 201, LAW 301, LAW 302, LAW 401	Travaux Dirigés (TDs): supervised tutorials applying legal theory to real-life scenarios
	BCOM 300 (Workplace Etiquette Workshop)	Communication and professionalism skills preparation before internship
	LAW 419 (Professional Internship)	Compulsory internship complemented by practical experiences

Faculty members in both programmes combine academic expertise with practical experience. Many lecturers are active researchers and industry professionals. In the **BBA programme**, faculty engagement in business research and industry projects enhances theoretical instruction with real-world insights. Similarly, **BA Law programme** faculty include practising

<sup>12</sup> PU's SER, p. 37.

judges, solicitors, and members of the Constitutional Council, offering students direct exposure to legal practice and professional standards.

The University has established formal mechanisms for involving external stakeholders in programme design and quality assurance. Partnerships with industry collaborators, such as Cisco, Rahal Law Firm, and Spes Legalis, aim to ensure ongoing alignment with market demands and professional expectations.

### 3.2.3 Interdisciplinary and Transdisciplinary Thinking

PU aims to foster interdisciplinary thinking through a combination of general education, elective flexibility, and integrated course design, aiming for students to develop a broad academic foundation and the ability to think across disciplinary boundaries.

All undergraduate students complete a structured set of general education modules outside their primary field of study. Examples include “Introduction to Psychology”, “Sociology”, “Introduction to Economics”, “Civilisation I & II”, and “Human Rights and Fundamental Freedoms”.

Furthermore, PU offers regulated opportunities for students to enrol in electives from other departments.

- Law students may take up to 18 national credits of electives beyond their core field.
- Business students typically complete 3 elective credits outside their major.

Modules are designed to incorporate content from multiple disciplines. Examples include:

- Entrepreneurship, which integrates business, innovation, and design thinking.
- Energy and Environmental Law, which bridges law, environmental science, and policy.
- International Business, which combines global economics, management, and cultural analysis.

PU promotes transdisciplinary thinking through active engagement with real-world challenges via research, applied innovation, and collaboration with external partners.

With the Innovation Incubator Programme, PU start-ups by offering access to laboratory facilities and academic expertise, as well as business development support, including market research, planning, mentorship, and fundraising, funding opportunities and potential equity or royalty arrangements. The programme encourages collaboration among academics, entrepreneurs, and students, supporting innovations with potential for scale and impact. Participants receive technical guidance from university researchers, networking opportunities, and practical business experience.

Furthermore, PU offers specialised consulting services to businesses and government agencies. Through the Centre for Continuing Education, it also provides tailored corporate training and professional development workshops, contributing to workforce development and sector-specific innovation.

PU’s approach to transdisciplinary research and innovation is supported by a structured funding framework managed by the University Research Funding Board (URFD). This board

allocates resources to projects with societal relevance and interdisciplinary scope, ensuring that students and researchers operate within an environment conducive to innovation across disciplines.

### 3.2.4 International Contents (Asterisk Criterion)

As PU is committed to internationalisation, programmes are delivered either entirely in English (BAA programme) or mostly in English (BA Law programme) and curricula are aligned with international standards, aiming to equip students for success in diverse, multicultural, and global professional settings. International themes are integrated throughout PU's academic programmes to develop both subject expertise and intercultural competence.

**Table 16 Courses with International Content**

Programme	Courses with International Content	Highlights
<b>BBA</b>	BUSS 404, ACCT 404, ENTP 401	Include international content through case studies and examples relevant to global markets and business practices.
<b>BA in Law</b>	LAW102, LAW103, LAW214, LAW305, LAW313, LAW406, LAW412, LAW417, LAW418	Incorporate international case studies and examples; actively use international materials to broaden perspectives.
<b>General Education</b>	<i>Globalization and World Cultures, Social Media and News</i>	Use comparative case studies, negotiation simulations, and guest lectures to foster global awareness and critical thinking.

### 3.2.5 Professional Ethics and Societal Issues (Asterisk Criterion)

PU incorporates ethical considerations into its academic programmes through both dedicated courses and embedded content. For instance, the **BBA programme** includes a core module titled Business Ethics, which introduces students to ethical decision-making and corporate social responsibility. Additional modules such as Strategic Management, Organisational Behaviour, and Human Resource Management integrate ethical analysis through case studies and discussions, enhancing students' understanding of professional ethics within their disciplines. The **BA Law programme** includes modules such as Human Rights and Fundamental Freedoms, Introduction to Law, Workplace Etiquette, Advocacy, as well as International Organization, that integrate ethical decision making and professional ethics.

PU upholds a comprehensive Code of Conduct applicable to students, faculty, and staff.

- The **Student Code of Conduct** outlines expected behaviours and disciplinary procedures.
- **Faculty Code of Conduct:** Faculty members are expected to adhere to the standards set out in the Faculty Handbook.
- **Staff Conduct Standards:** Academic and administrative staff follow guidelines detailed in the Staff Handbook.

Ethical competencies are assessed through written assignments, case analyses, group projects, and classroom debates. These assessments aim to encourage students to apply

ethical reasoning in real-world contexts and are aligned with programme objectives that promote commitment to ethical standards and awareness of the social and cultural dimensions of professional practice.

Furthermore, students have to complete a mandatory preparatory workshop for internships called Workplace Etiquette designed to equip them with essential workplace skills and professional readiness.

Moreover, through its Innovation Incubator Programme, which is open to the public, PU supports start-ups by providing access to laboratory facilities and university expertise, as well as business development support (including market research, planning, mentorship, and fundraising), alongside access to funding and potential equity or royalty agreements. The programme aims to foster collaboration between academics, entrepreneurs, and students, promoting scalable and impactful innovations. Participants benefit from technical guidance provided by university researchers, networking opportunities, and hands-on business experience.

## Appraisal:

In the **BA Law programme**, students acquire methodological competences and are enabled to do scientific work on the required level through dedicated courses such as “Legal Research, Methodology and Writing”. In the **BBA programme**, students acquire methodological competences, especially academic writing, through the dedicated courses “Research in Marketing (Marketing and Entrepreneurship Concentration), “Readings and Research in Management” (Operations and Human Capital Management Concentration), and “Research in Accounting and Finance” (Accounting and Finance Concentration).

For both study programmes, theory and practice are systematically interrelated throughout the curriculum, also promoting students’ ability to transfer theoretical knowledge to solve problems in practice, through practical projects, lecturers with professional expertise, and the University’s business incubator (BBA programme) and mock courtroom and arbitration exercises as well as international moot court competitions (BA Law programme).

In both programmes, students acquire interdisciplinary and transdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures, such as the general education modules and elective courses students can choose.

In both programmes, international contents are anchored in the curriculum and in accordance with the qualification objectives in order to prepare students for a working international environment, such as international law case studies or global market practices.

Ethical aspects, intercultural perspectives, and current societal issues are embedded in the qualification objectives and promoted as key competences. PU supports this through a comprehensive Code of Conduct for students, faculty, and staff, and by assessing ethical reasoning via written assignments, case studies, and debates. The mandatory “Workplace Etiquette” workshop further prepares students for professional challenges in Lebanon and overseas. The panel recognises how PU’s core values such as Justice, Equity, Diversity, and

Inclusion, as well as initiatives like the Innovation Incubator Programme, reinforce the University's commitment to ethical and societal engagement.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.2</b>	Intended competences and skills						
<b>3.2.1*</b>	Methods and scientific practice (Asterisk Criterion)			X			
<b>3.2.2*</b>	Integration of theory and practice (Asterisk Criterion)			X			
<b>3.2.3*</b>	Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)			X			
<b>3.2.4*</b>	International contents (Asterisk Criterion)			X			
<b>3.2.5*</b>	Professional ethics and societal issues (Asterisk Criterion)		X				

### 3.3 Teaching and Learning Methodology

#### 3.3.1 Logic and Plausibility of the Teaching and Learning Methodology (Asterisk Criterion)

Aligned with the University Strategy 2024-2027, PU places emphasis on innovative, student-centred, and experiential teaching approaches. Since 2015, the institution has developed curricula aimed at fostering citizenship, leadership, critical thinking, and effective communication, while integrating interdisciplinary knowledge across the humanities, sciences, and global issues. Endorsed by the Board of Trustees, the following teaching methods aim to reflect PU's commitment to high-quality education: Instruction-Based Learning, Discussion-Based Learning, Collaborative Learning, and Problem-Based Learning. This is aided by PU's Learning Management System (LMS) on the basis of Moodle that lecturers and students use.

To support academic progression, PU provides remedial courses and summer programmes designed to strengthen core skills required for undergraduate study.

To enhance the learning environment, faculties regularly invite guest speakers from a range of professional backgrounds, including academics, legal practitioners, and industry specialists, offering students practical insights and broader perspectives.

#### 3.3.2 Acquisition of Future and Soft Skills

PU aims to ensure that students across all programmes acquire essential future competencies and transferable soft skills. These are embedded in both teaching and assessment practices and are closely aligned with the institution's graduate attributes, labour market requirements, and continuous quality development goals.

Students' acquisition of soft skills is reinforced through structured feedback processes during team projects, oral advocacy, and real-time simulations.

**Table 17 Soft Skills**

<b>Competency Area</b>	<b>College of Law – Learning Activities</b>	<b>College of Business – Learning Activities</b>
Communication & Rhetoric	Legal writing, oral advocacy, Legal English, peer feedback, structured debates	Business presentations, written reports, case analysis, pitch delivery
Teamwork & Interpersonal Skills	Collaborative assignments, mock trials, legal negotiation exercises	Group projects, simulation-based teamwork, collaborative case competitions
Ethical & Professional Responsibility	Embedded in class discussions, case analysis, moot court topics with ethical dimensions	Ethical dilemmas integrated in business scenarios, discussions on corporate responsibility
Leadership & Decision-Making	Legal clinics, student-led initiatives, leadership roles in classroom activities	Capstone projects, leadership simulation exercises, managerial decision-making modules
Digital & Methodological Competence	Legal tech workshops, digital legal databases, applied research methods	AI, data analytics courses, business intelligence tools, digital platform integration
Intercultural & International Competence	Participation in international law networks (e.g., IALS), cross-border case studies	International case studies, global market analysis, exposure to cross-cultural business norms
Adaptability & Lifelong Learning	Exposure to dynamic legal environments through simulations, continuous reflection, integration of current legal developments	Courses updated based on market shifts, project-based learning under changing conditions, emphasis on continuous self-development
Assessment of Learning Outcomes (3.2.1, 3.3.1)	Rubrics for oral and written performance, teamwork evaluation, legal drafting assignments	Structured evaluation of teamwork, presentations, applied projects, leadership reflection

### 3.3.3 Course Materials and Recommended Literature (Asterisk Criterion)

Course materials are developed and reviewed through a structured process aligned with the New Curriculum Development Policy and the Curriculum Review Policy. The process begins with the definition of PEOs and SLOs, followed by content selection and instructional design. Faculty collaborate through curriculum committees and engage stakeholders, including students, alumni, employers, and industry professionals, aiming to ensure alignment with academic standards and market expectations. The QAA Office oversees this process through benchmarking, feedback collection, and regulatory compliance.

Students are provided with a range of study materials, such as textbooks, journal articles, and research reports, free of charge via instructors or the University library. These resources are distributed in class and made available online through PU's LMS.

Curriculum development is continuous, with courses regularly updated based on feedback gathered each semester from students, faculty, and external reviewers. This aims to support ongoing improvement in both content and delivery.

As part of PU's quality assurance cycle, course materials are reviewed through performance evaluations, benchmarking, and stakeholder consultation. Faculty receive regular training, and pilot testing is conducted to evaluate new content prior to full implementation.

Each course maintains a dedicated file that includes:

- Assessments and answer keys,
- CLOs attainment report,
- Course syllabus (shared via the LMS at the start of the semester),
- Course teaching methods,
- Samples of graded student work,
- Samples of teaching materials,
- tutoriums, where applicable.

### 3.3.4 Extracurricular Events

PU regularly invites guest lecturers from academia, industry, politics, and the cultural sector, typically once or twice per month. Speakers are selected based on their expertise and relevance to programme learning objectives, offering practical insights aligned with course content.

Guest lectures address a wide range of topics, including consumer rights, innovation and technology (such as artificial intelligence), legal ethics, cyber law, business management, and community advocacy. Formats include lectures, panel discussions, workshops, and interactive Q&A sessions.

Guest speakers have included representatives from Lebanese businesses such as Bachir Ice Cream and Aramex, providing students in the **BBA programme** with exposure to entrepreneurship and logistics management. For the **BA Law programme**, guest speakers have included members of the Beirut Bar Association, Baassiri and Sader Law Firms and the Ministry of Economics and Trade.

These events also aim to facilitate networking, connecting students with professionals who may offer internships, job placements, or mentorship. Additional initiatives, such as career fairs, workshops, and structured mentorship schemes, further support student engagement with industry.

To complement these efforts, PU promotes skill development through extracurricular activities, including debate clubs, public speaking competitions, moot courts, arbitration contests, and innovation fairs. These activities aim to help foster leadership, communication, critical thinking, and teamwork, as well as student societies for all colleges.



**Table 18 Past Extracurricular Events**

Event	Guest Speaker(s)	Topic	Format
Legal & Ethical Aspects of Aesthetic Medicine	A surgeon and an attorney	Legal liability in aesthetic procedures, patient rights, ethics	Panel / Discussion
Cyber Law & Tech Roundtable	speakers	Cyberattacks, tech and law intersection	Roundtable
Legal Tech & AI	A lawyer	Digital transformation in legal systems	Lecture
Consumer Protection in Lebanon	General Director, Ministry of Economy	National economic policies and consumer rights	Interview / Public Dialogue
Entrepreneurship & Brand Building	Executives from Bachir Ice Cream and Aramex	Branding, logistics, market expansion	Talks / Q&A Sessions
Career Fair & Mentorship Programs	Multiple organisations and alumni	Internships, networking, job preparation	Career Expo / Fair
Debate & Public Speaking Competitions	Internal and external facilitators	Advocacy, critical thinking, articulation	Extracurricular
Moot Courts and Arbitration Contests	Legal faculty and external judges	Legal reasoning, court procedures	Simulated Courtroom
Innovation Fairs	Business faculty, entrepreneurs	Startup pitches, business modelling	Showcase / Judging Panels

## Appraisal:

The teaching and learning methodology of the study programmes is plausible and oriented towards the qualification objectives. It allows for application of varied teaching and learning methods such as Instruction-Based Learning, Discussion-Based Learning, Collaborative Learning, and Problem-Based Learning. Students are encouraged to take an active role in creating the learning process. The teaching and learning methods are described for each course in the course descriptions. PU has installed a LMS, which faculty members regularly use in delivering the programme.

Students acquire future skills aligned with labour market demands, including digital literacy, communication, and leadership. These are developed through targeted learning activities such as legal writing, business presentations, teamwork simulations, and digital tools like AI and data analytics. Intercultural competence, ethical reasoning, and adaptability are also embedded across both study programmes. Internships and practical experiences further support professional readiness.

The accompanying course materials, including literature recommendations, are up-to-date and aligned with the intended learning outcomes. They reflect current research and trends, and correspond to the required qualification level. Materials are developed through a structured, policy-based process involving stakeholder input and quality assurance oversight. The course materials are compatible with techniques of digital education, and access is barrier-free. They

support the learning process according to students' needs and motivate students to engage in further independent studies. Resources are freely accessible via PU's LMS and support digital learning. Regular updates and pilot testing ensure relevance and responsiveness to student needs.

PU organises extracurricular events that contribute to the students' qualification process, by e.g.: inviting external lecturers with their special experience, either from professional practice or scientific work, or for example, from culture and politics (on-campus (offline) or online). Furthermore, PU has a variety of clubs as well as student societies for each college. Moreover, PU organises an extracurricular course for law graduates to prepare them for the bar exam. The expert panel encourages PU to continue its commendable efforts in the area of extracurricular work and to further strengthen its activities in this field.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.3</b>	Teaching and Learning Methodology						
<b>3.3.1*</b>	Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)			X			
<b>3.3.2</b>	Acquisition of future and soft skills			X			
<b>3.3.3*</b>	Course materials and recommended literature (Asterisk Criterion)			X			X
<b>3.3.4</b>	Extracurricular events			X			

## 3.4 International environment and mobility opportunities

### 3.4.1 Foreign Language Contents

Students' foreign language proficiency is typically assessed through placement tests at the start of the programme to determine appropriate course levels. Standardised tests such as TOEFL and IELTS are also accepted.

At PU, where English is the primary language of instruction and communication, except for certain courses taught in Arabic for Law student, proficiency in English is central to the University's commitment to delivering a globally competitive education. Language skills are evaluated throughout the programme via assignments, oral presentations, examinations, and class participation. Opportunities for practice include language laboratories and conversation clubs.

For students facing challenges with English, accommodations such as extended time and simplified instructions are available to support fair assessment and meet individual learning needs.

### 3.4.2 International Mobility of Students and Teaching Staff

PU pursues a comprehensive internationalisation strategy led by the Global Outreach and International Affairs (GOIA) Office, which coordinates international programmes, agreements, and exchanges in line with the University's mission to foster global engagement and a diverse academic community. This strategy encompasses university-wide collaborations with institutions in the United States and the United Kingdom, as well as partnerships with international firms and memberships in global networks.

Through student and faculty mobility, visiting scholars, and research collaborations, PU aims to cultivate intercultural skills and global awareness. Its internationalisation goals focus on promoting cultural understanding and academic collaboration, achieved through curriculum design, mobility initiatives, and global partnerships.

While long-term mobility remains challenging due to Lebanon's contextual constraints, PU actively supports short-term exchanges, summer schools, internships, and graduate study opportunities. The University allocates part of its budget to mobility initiatives and offers scholarships for summer schools. Students receive assistance with visa applications, health insurance, safety protocols, and cultural awareness preparation. To ensure students feel supported abroad, PU facilitates connections with other Lebanese nationals in host countries.

One example is the Freshman Programme, which introduces international and dual-nationality students to PU's academic environment, with emphasis on critical thinking, communication, and intercultural skills. Successful completion grants equivalency to the Lebanese Baccalaureate and progression to the Sophomore class.

Courses such as "Globalisation and World Cultures" and "Social Media and News" incorporate global perspectives through international readings, case studies, guest lectures, and cross-cultural projects. PU also hosts events like International Day, where students can showcase diverse cultures, and invites global guest speakers to enrich the academic experience.

The Centre for Research and Advancement plays a key role in supporting international academic engagement. Faculty and students are encouraged to participate in global research forums and conferences, with dedicated budgets for travel, accommodation, and registration. Personalised research consultations are available to guide scholars through the research process.

To support high-impact research, PU offers seed funding for projects with strong publication potential and considers international publication records in promotion processes. Undergraduate research is promoted through a work-study initiative, allowing top-performing students to assist with literature reviews, data collection, and preparation for academic publications and conferences, offering early exposure to research practices.

Faculty and students participate in international events such as the TEDx International Conference in Scotland, the Association of Arab Universities workshop in Egypt, and the Price Media Law Moot Court Competition at Oxford in 2024. These initiatives broaden global perspectives and support PU's mission to develop intercultural competence and global connections.

The study programmes support PU's Goal 3 "Community and Global Engagement" by prioritising internationalisation. Key initiatives include integrating global perspectives into curricula, facilitating student exchanges, establishing international partnerships, promoting multilingualism, and hosting international conferences. These efforts aim to foster a diverse learning environment and attract students and faculty from varied cultural backgrounds.

International applicants receive guidance throughout the admissions process. The Admissions Office assists with documentation, including international transcripts and, and provides support on relocation and accommodation. Clear information is offered regarding English language requirements (e.g. IELTS, TOEFL), and an English Summer Camp is available to help applicants improve language skills before enrolment.

In Spring 2024, the College of Business enrolled ten dual-nationality students and two international students. The College of Law and Political Science enrolled three dual-nationality students and one international student. The Arabic language proficiency requirement, necessary for eligibility to sit for the Lebanese Bar examination, limits the pool of prospective international applicants in this field.

### 3.4.3 International Composition and Experience of Teaching Staff

The University does not discriminate based on nationality and actively encourages applications from international academics. While there are currently no international faculty members, the existing team includes individuals from varied backgrounds.

Several faculty members hold dual nationalities, including the President and the Dean of the College of Law. Many also bring international experience, having studied at leading institutions or worked extensively in Europe or the United States, such as at the University of North Texas, College of New Jersey, the University of Central Missouri, Université Paris 1 Panthéon-Sorbonne, IE Business School in Spain, University of Manchester, Oxford University, and the American University of Beirut.

#### Appraisal:

Courses conducted in a foreign language, the offer of foreign language courses and the provision of course materials and literature in a foreign language predominate as English is the main language of instruction for the BA Law programme and the sole language of instruction for the BBA programme.

While PU implements some targeted measures to enhance international student exchange and mobility, fostering students' intercultural skills and supports academic mobility for teaching staff, facilitating their participation in international conferences, and all measures are designed to achieve specific goals, the expert panel is positive that PU has not exhausted its full potential regarding international mobility yet. Therefore, the panel **recommends** PU placing greater emphasis on long-term student and lecturer mobility – on the one hand by prioritising partnerships with universities closer to Lebanon, such as those in the Gulf region, and on the other by engaging more actively with e.g. the KA171 programme (Mobility with Partner Countries) under Erasmus+, which supports exchanges between universities in Europe and beyond.

The international composition of the student body, particularly those with existing ties to the region (consisting of incoming and outgoing students and the international composition of the teaching staff (lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience) correspond to the study programmes' concept. By further developing a strategic approach to attract international students from a wider range of backgrounds, PU can strengthen its global engagement, enrich campus diversity, and contribute to a more inclusive academic environment. Therefore, the panel **recommends** PU to further its strategy to attract more international students besides dual-nationality students.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.4</b>	International environment and mobility opportunities						
<b>3.4.1</b>	Foreign language contents		X				
<b>3.4.2</b>	International mobility of students and teaching staff				X		<b>X</b>
<b>3.4.3</b>	International composition of students and teaching staff			X			X

## 4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

### 4.1 Teaching staff

#### 4.1.1 Structure and Quantity of Teaching Staff (Asterisk Criterion)

PU follows the American credit-based approach to determine faculty teaching loads with one credit equalling to one teaching hour (contact-hour) weekly for theoretical courses, totalling 45 contact hours per semester for a three-credit course.

PU furthermore employs part-time and full-time faculty. Part-time faculty members typically handle a maximum teaching load of six credits per semester with exceptions granted based on the recommendation of the Department Chair or Programme Coordinator, subject to the Dean's approval. Full-time faculty members generally have a teaching load of 24 credits per academic year (Fall and Spring). A reduction of three credits per semester is granted to full-time faculty engaged in research, as recommended by their respective Dean. Faculty with administrative roles, such as Deans, may receive a reduced load of three to nine credits per semester.

Full-time and part-time faculty for the two study programmes include:

**Table 19 Number and Degrees of Teaching Staff**

	BBA	BA Law
Full-time teaching staff	4	7
Part-time teaching staff incl. visiting/adjunct lecturers	16	23
<b>Total number of teaching staff</b>	20	30
<b>Among them:</b>		
Teaching staff with professional experience	14	30
Teaching staff with international experience	20	10
Number of professors	0	3
Number of associate professors	3	7
Number of assistant professors	4	15
Number of senior lecturers	6	4
Number of lecturers	2	0
PhD holders	7	26
Master's degree holders	8	2
Guest lecturers	0	2

PU promotes gender equality, a core institutional value, through balanced representation among faculty, supported by the Ethics Policy, Discrimination and Harassment Policy, and Equal Employment Opportunities Policy. Two women currently serve as Deans, and the Gender distribution of teaching staff in the academic year 2023–2024 being about 51% male, 49% female. Faculty members furthermore span a broad age range, including younger academics in senior roles. This mix of gender, age, and experience aims to foster a collaborative academic environment.

#### 4.1.2 Academic and Comprehensive Qualification of Teaching Staff (Asterisk Criterion)

PU appoints full-time and part-time faculty according to academic and professional criteria set out in its recruitment policy. Appointments are based on qualifications, experience, and roles in teaching, research, and service. Most professorial staff hold doctoral degrees (PhD, EdD, or equivalent). Faculty are classified as Academically Qualified (AQ) with doctorates, or Professionally Qualified (PQ) with master's degrees and relevant industry experience aiming to ensure a balance of academic rigor and real-world insight.

**Table 20 Academic Ranks and Minimum Educational Qualifications at PU**

Academic Rank	Minimum Qualification	Key Responsibilities
Professor	Doctoral degree (Ph.D., Ed.D.)	Excellence in teaching, research, service; leadership at department/college level
Associate Professor	Doctoral degree (Ph.D., Ed.D.)	Strong performance in teaching, research, and service
Assistant Professor	Doctoral degree (Ph.D., Ed.D.)	Emerging scholar; active in research and university service
Senior Lecturer	Master's degree or equivalent	Experienced educator; contributes to curriculum development and academic leadership
Lecturer	Master's or Doctoral degree	Teaching, course development, student advising; AQ (doctoral) or PQ (Master's + experience)
Instructor	Master's degree or equivalent	Focus on teaching and limited-service responsibilities

Teaching staff is supported in attending conferences to further their academic qualifications. To be promoted to Professor, candidates must hold a doctoral degree in a relevant field, show sustained achievement in teaching, research, and service, publish in peer-reviewed journals and supervise postgraduate research, and provide academic leadership through committee work, mentorship, and programme development. Promotion is based on internal evaluation, peer review, and academic committee recommendations.

In line with its Equal Employment Opportunities Policy, PU aims to promote diversity and inclusion in hiring. The University encourages applications from international candidates to enhance academic breadth and teaching approaches. Key strategies include advertising on global academic platforms, fostering inclusive departmental and campus culture, and supporting integration and retention of faculty from varied backgrounds.

#### 4.1.3 Pedagogical Qualification of Teaching Staff (Asterisk Criterion)

PU places emphasis on continuous professional development. Lecturers have access to ongoing training opportunities to enhance their didactical skills, governed by the Training and Development Policy. These include workshops, seminars, and courses designed to introduce new teaching techniques and methodologies.

Faculty members have access to technological tools that support teaching and administrative responsibilities. As per the Training and Development Policy, lecturers receive training on soft skills, leadership and management training as well as key platforms and software, such as:

- PUSIS, an academic and administrative system for tracking enrolment and final grades.
- Moodle (LMS), to manage course materials, assignments, quizzes, and student progress.
- Turnitin to detect plagiarism and support academic integrity.
- Office 365.

#### 4.1.4 Professional Experience of Teaching Staff

Many PU lecturers have professional experience in their fields, often gained through roles in industry, government, or multinational organisations prior to entering academia. Part-time staff frequently combine teaching with work in business or consultancy and may also teach at other institutions or run their own firms.

This ongoing industry engagement aims to help lecturers stay current with sector developments. Both full-time and part-time faculty incorporate practical experience into teaching through case studies, practical projects, and industry-relevant tools into the curriculum. They also contribute to curriculum development and updates to ensure alignment with evolving industry needs and employer expectations, thereby enhancing the practical relevance and employability outcomes of the study programmes.

#### 4.1.5 Internal Cooperation (Asterisk Criterion)

Faculty members engage in continuous dialogue and coordination to ensure coherent and integrated delivery of the curriculum. Programme Coordinators and lecturers meet regularly – at least once per semester – to discuss curriculum updates, align course contents, and plan teaching activities.

PU promotes research collaboration through departmental initiatives and the Centre for Research and Advancement. Faculty members are encouraged to develop joint research proposals and participate in interdisciplinary projects involving multiple departments and colleges.

Additionally, each college benefits from an External Advisory Board comprising of industry professionals and academics who meet annually to provide strategic guidance on curriculum relevance, accreditation, and emerging trends.

#### 4.1.6 Student Support by the Teaching Staff (Asterisk Criterion)

At PU, a comprehensive and structured support system aims to ensure students receive continuous guidance from faculty through academic advising, research mentorship, inclusive education policies, and proactive progress tracking.

Student academic progress is tracked through individual records detailing completed, failed, and ongoing modules, along with semester and cumulative GPAs. These records are updated



each term using data from the IT Department and serve as the basis for academic advising and registration.

Lecturers are available during designated office hours, before or after lectures, and by appointment. Communication takes place via email, LMS announcements, and face-to-face meetings. Advising sessions are scheduled and announced through the LMS to ensure transparency. Part-time lecturers support students primarily through email and scheduled appointments. Although they do not hold fixed office hours, they are required to respond promptly and participate in academic advising where relevant.

Each student is assigned an academic advisor who assists with module selection, academic planning, and addressing academic challenges. PU enforces a mandatory advising policy for students with fewer than 36 credits remaining to support graduation readiness. Advisors maintain office hours in accordance with institutional guidelines. Faculty members also mentor and supervise student research projects, theses, and publications, guided by Course Learning Outcome (CLO) assessments.

Feedback on academic performance is provided through grades, written comments, and individual meetings. CLO attainment matrices allow for targeted feedback on specific learning outcomes. Attendance policies – requiring at least 70% attendance – are communicated and reflected in participation grades.

At the end of each term, the Registrar issues course progress reports to Deans and Programme Coordinators. These reports include data on completed, withdrawn, and failed modules, as well as GPA information, helping to identify students who may be at academic risk.

Personalised one-to-one advising sessions support students in academic and career planning. Notifications are sent via the LMS, and students may request additional meetings by email. Advising is compulsory for those approaching graduation to ensure all degree requirements are fulfilled.

Course Learning Outcomes (CLOs) are mapped to institutional Student Learning Outcomes (SLOs) and assessed using a range of tools. CLO attainment reports help faculty identify areas of student progress or difficulty, allowing for adjustments in teaching and targeted support. This mapping is included in every course syllabus.

PU uses AI-powered platforms to monitor academic performance and guide interventions. Predictive analytics dashboards track GPA trends, attendance, course withdrawals, and engagement to identify students at risk.

PU maintains a formal policy to support students with disabilities, offering tailored instruction, adaptive assessments, and enhanced advising. Faculty receive training to incorporate inclusive practices into teaching and evaluation, ensuring equitable access to education for all learners.

## Appraisal:

The HEI has a policy for a balanced gender-ratio of teaching staff (Equal Employment Opportunities Policy).

For both programmes, the structure and number of teaching staff in the study programme ensure the achievement of the intended qualification objectives.

The teaching staff within the study programmes demonstrate academic qualifications that align with the programme's intended learning outcomes. These qualifications are systematically verified by PU through an established procedure. Moreover, the institution has implemented targeted measures to support both academic advancement and holistic professional development, such as training in inclusion and equity. Regular scientific publications further reflect the scholarly engagement of the staff. In light of this, the panel **recommends** PU to expand its efforts by facilitating additional workshops aimed at enhancing academic development, and by continuing the implementation of the research centre to foster a sustainable research culture.

PU verifies the pedagogical qualifications of the teaching staff by means of an established procedure. The pedagogical qualification of the teaching staff corresponds to the qualification objectives of the study programmes.

Specific measures for further qualification of the teaching staff are implemented in the Training and Development Policy. All of this also applies for an appropriate qualification regarding online teaching and learning elements. PU has already taken steps to support the professional growth of its teaching staff. However, in order to further strengthen the quality of instruction and promote innovative teaching practices, the panel **recommends** PU to expand its efforts by offering additional workshops focused on pedagogical development. Such initiatives not only enhance teaching effectiveness but also contribute to a more engaging and inclusive learning environment for students.

The professional experience of the teaching staff corresponds to the qualification objectives of the study programme. The teaching staff, especially the part-time faculty, include their experience and practical examples in their teaching.

There is a regular process for internal cooperation between teaching staff of the study programmes as well as external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards the overall qualification objectives and meet at least once a semester. Cooperation is also in form of joint teaching activities, joint research projects and regular exchange opportunities.

PU provides structured and accessible student support through monitoring academic performance, scheduled advising, email, LMS announcements, and face-to-face meetings. Each student is assigned an academic advisor, and mandatory advising aims at ensuring graduation readiness. Part-time lecturers also contribute through prompt communication and scheduled sessions. The panel commends the teaching staff's strong commitment to individual student needs and suggests continuing to offer target-group oriented services.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>4.1</b>	Teaching staff						
<b>4.1.1*</b>	Structure and quantity of teaching staff (Asterisk Criterion)			X			
<b>4.1.2*</b>	Academic and comprehensive qualification of teaching staff (Asterisk Criterion)			X			
<b>4.1.3*</b>	Pedagogical qualification of teaching staff (Asterisk Criterion)			X			
<b>4.1.4</b>	Professional experience of teaching staff			X			
<b>4.1.5*</b>	Internal cooperation (Asterisk Criterion)			X			
<b>4.1.6*</b>	Student support by the teaching staff (Asterisk Criterion)		X				

## 4.2 Programme management and administrative support

### 4.2.1 Programme Management (Asterisk Criterion)

Programme Management at PU is integrated into the wider academic governance and administrative structure<sup>13</sup>. Each college at PU is organised under the leadership of a Dean, who oversees academic, administrative, and strategic functions. The Dean ensures that each programme aligns with the institution's mission, meets academic standards, and responds to industry needs:

- Departmental Coordinators, who manage academic departments and directly supervise full-time faculty members, part-time faculty members, and adjunct members
- Administration Officer, responsible for administrative and operational tasks within the college
- Institutes, specialised units that support academic and research activities. Examples include the Mock Courtroom, the Incubator, and the Continuing Education Centre (CEC).

The collegial body regularly reports to the University President through the Dean, who acts as a liaison to senior management. Reports cover curriculum revisions, programme evaluations, faculty development, and student success initiatives. When needed, issues raised may be forwarded for discussion at the Board of Deans (BOD) meetings after consultation with the Chancellor.

Each study programme is directly managed by a Programme Coordinator, typically a full-time faculty member appointed on the basis of academic qualifications and experience. The

<sup>13</sup> See PU's SER, p. 55, and organisational structure.

Programme Coordinator reports to the Dean in monthly meetings and plays a central role in both the academic and organisational management of the programme.

The Programme Coordinator's tasks are:

- **Academic Leadership:** to oversee curriculum design, revision, and implementation, to ensure alignment of course content with program learning outcomes, and to monitor teaching quality and academic standards,
- **Faculty Coordination:** to assign teaching loads and course responsibilities Facilitate coordination among full-time, part-time, and adjunct faculty, and organise regular programme meetings for academic planning,
- **Student Support:** to supervise academic advising and mentoring, address student academic concerns and monitor progression, and to coordinate with Student Affairs on extracurricular and support initiatives,
- **Quality Assurance:** to implement internal quality assurance measures, prepare documentation for accreditation and internal reviews, and to collect and respond to feedback from students, faculty, and external stakeholders, as well as
- **External Engagement:** to integrate input from the External Advisory Board and align programme outcomes with labour market trends and industry standards.

#### 4.2.2 Administrative Support

Administrative support for students covers the organisation of studies, exam management, services provided regarding official documents such as transcripts of records, counselling and student services as well as support for students with special needs or disabilities, and international students.

Administrative support for teaching staff covers course scheduling, preparing classrooms, technical assistance, printing of course materials, and research facilitation.

Administrative offices include the Office of the Registrar, Admissions Office, Financial Aid Office, Student Affairs Office, Career Centre, Centre for Research and Advancement, Global Outreach & International Affairs Office, QAA Office, as well as the IT Department, Human Resources, Finance Department, and Content Design Department. Most of these administrative offices are located on the first floor near the main entrance for visibility and convenience and open during university hours. Services are accessible in person, by phone, email, and via the online PUSIS platform.

Administrative staff have access to IT courses, language training, and professional development workshops. Women make up 63% of operational staff and 50% of managerial positions within the administrative team, reflecting the University's commitment to gender equality.

#### 4.2.3 Public Information

Interested parties can access information about the study programmes via the University's website, printed brochures, and direct personal services available at PU. The website provides detailed and documented content, including the President's message, the institution's mission and vision, degree plans, the Registrar's academic calendar, programme descriptions and

curricula, Student Learning Outcomes (SLOs), Programme Educational Objectives (PEOs), the grading system, and general academic policies. All information is presented in English.

The academic department, in collaboration with the Registrar and the QA Office, is responsible for ensuring that the most current and accurate information is consistently available. Updates on PU's activities and study programmes – including academic deadlines, extracurricular events, guest lectures, announcements, and institutional developments – are regularly shared through the website and various communication channels, primarily in English.

Feedback is gathered directly from students and faculty during office visits, as well as through analysis of engagement metrics and SEO performance on the website. This input is systematically reviewed in order to support continuous improvement in communication effectiveness.

#### 4.2.4 Inclusive and Equitable Education (Asterisk Criterion)

PU is committed to cultivating an inclusive and equitable academic community where every individual is treated with dignity and respect and has implemented several policies to aid this goal. They are actively communicated to students, faculty, and staff through

- Orientation and induction programmes
- Internal communication platforms
- Policy manuals and handbooks
- Targeted professional development initiatives.

**Table 21 Equality and Non-Discrimination Policies**

Policy Name	Purpose
Equal Employment Opportunities Policy	Promotes equal opportunities in hiring and workplace practices
Discrimination and Harassment Policy	Prohibits discrimination and harassment in all university settings
Ethics Policy	Establishes ethical standards and integrity across the institution
Student Recruitment Ethics Policy	Ensures fairness and equity in student recruitment and admissions

The University aims to embrace diversity in its community with three percent of students being international (residing in Lebanon), and an additional six percent holding dual nationalities. Faculty and staff reflect a global outlook, including individuals who have studied or worked in Europe, the U.S., and the Middle East. Key international appointments include faculty from Holland, Australia, Egypt, and the U.S., as well as the Swedish Career Centre Manager.

PU provides support to ensure equitable access to education for students with documented disabilities. This is guided by the Disability Strategy and Policy on Accommodating Differently Abled Students During Exams.<sup>14</sup> For students with documented disabilities, PU arranges personalised accommodations tailored to each student's needs.

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<sup>14</sup> PU SER p. 59.

### 4.2.5 Career Counselling and Placement Service

PU's Career Centre offers a comprehensive range of services to support students in career planning, skill development, and professional readiness. Regular workshops provide career guidance, including training on CV writing, job interviews, and LinkedIn profile optimisation. A mandatory "Workplace Etiquette Workshop" prepares students for internships by focusing on professional conduct and communication. Additional events offer guidance on scholarships and postgraduate applications.

The Centre collaborates extensively with employers and industry partners beyond formal MoUs to organise career fairs, company visits, and on-campus recruitment. It also supports the securing of internship placements both in Lebanon and abroad, with many students subsequently employed by their host firms. Each student is assigned a mentor who provides feedback throughout the internship, and alumni networks contribute to expanding professional contacts.

Internship programmes are governed by the Professional Internship Policy, with student performance evaluated through structured surveys assessing academic and professional alignment. Feedback from these assessments informs continuous improvement of services.

Students can access support via email, phone, or in person, and appointments can be scheduled as needed. Graduates continue to benefit from the Alumni Portal, which offers job listings, event updates, and career resources. Ongoing services include coaching, mock interviews, and workplace readiness training. The Career Centre is staffed by three employees who aim to ensure the smooth delivery of these services.

### 4.2.6 Alumni Activities

PU aims to support its alumni by providing continuous opportunities for personal and professional growth. This includes access to the Alumni Portal, a digital platform that connects graduates globally, aiming to enable career development, networking, and lifelong learning. Additionally, PU recognises alumni achievements through platforms like the Alumni Spotlight, which showcases success stories to inspire current students and elevate PU's reputation.

Furthermore, there is an Alumni Relations Office aiming to serve as a central hub for alumni engagement and support. The main goals of this organisation are to encourage alumni involvement in university events and mentoring programmes, to promote professional networking and collaboration across Lebanon and internationally, and to facilitate knowledge sharing and career advancement among alumni. These efforts are led by the Alumni Society Board.

Alumni events include annual career fairs, professional networking events, reunion meetings, as well as workshops, seminars, and career development sessions held several times per year.

To encourage participation, the Alumni Relations Office employs targeted communication strategies via the Alumni Portal, email newsletters, and social media channels. The office also collaborates closely with faculty and student services to promote alumni involvement in mentoring current students and contributing to academic and career advising.

## Appraisal:

Due to the small size of the colleges with only one or two study programmes per college, the Dean plays an important role in managing the study programmes alongside the programme management. Still, the responsibilities for programme management in academic and organisational terms are defined and ensure that the programme runs smoothly.

Teaching staff and students are supported by the administration in the organisation of the study programmes. Decision-making processes for the administrative support services are clearly defined and consider special needs of students and teaching staff. PU offers the administrative staff opportunities for continuous professional development, such as IT courses, language training, and professional development workshops.

The study programmes' content and qualification objectives are suitably communicated to the public and are available in English. PU regularly publishes current news and information about and in the context of the study programmes on different communication channels such as website and social media.

The study programmes comply with principles of inclusive and equitable education, and non-discrimination policies. There are assistance and support for students in special circumstances, such as students with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds. The panel **commends** the PU's commitment to inclusive and equitable education and suggests continuing to offer target-group oriented services.

In addition to standard services, PU's Career Centre offers individualised career counselling and placement support to both students and graduates. Personalised advising is available via email, phone, or in person, and graduates continue to receive guidance through the Alumni Portal, which provides job listings, event updates, and career resources. Alumni also contribute to expanding professional contacts and are involved in mentoring and counselling where needed. These activities are embedded in long-term planning, delivered regularly through workshops, coaching, and mock interviews, and actively promoted via LMS announcements and institutional channels. Through its collaboration with employers, industry partners, and academic departments, PU ensures students have access to a broad professional network across the University.

To facilitate the career development, an alumni organisation has been established at different levels within PU, connecting graduates with current students and providing them with access to professional networks, mentorship opportunities, and job placement assistance tailored to their specific fields of study.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.2	Programme management and administrative support						
4.2.1	Programme management			X			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.2.2	Administrative support			X			
4.2.3	Public information			X			
4.2.4*	Inclusive and equitable education (Asterisk Criterion)			X			
4.2.5	Career counselling and placement service		X				
4.2.6	Alumni activities			X			

### 4.3 Cooperation and partnerships

#### 4.3.1 Cooperation with HEIs and Other Academic Institutions or Networks

PU maintains partnerships with HEIs and academic networks to provide students with enriched learning experiences, practical training, and international exposure. These partnerships aim to contribute to the quality, relevance, and competitiveness of PU's study programmes. They are also regularly reviewed and strengthened, aiming to support the strategic objectives of PU's academic programmes and to foster global mobility and academic excellence.

**Table 22 Academic Partnerships**

Partner Institution	Description
<b>University of California, Berkeley (UC Berkeley) &amp; UCLA</b>	Summer Session Programmes that provide PU students with academic experiences abroad. Some graduates have advanced to postgraduate studies in Europe and the US.
<b>International Association of Universities (IAU)</b>	PU's membership supports global academic cooperation, benchmarking, and collaborative research.
<b>Association of Arab Universities (AAU)</b>	Enables regional collaboration and integration of Arab higher education systems.

PU cultivates collaborations through its Centre for Research and Advancement and college-based research units. These partnerships include:

- Collaborations with regional and international universities,
- Access to external funding and applied research opportunities,
- Joint projects with industry partners and NGOs.

#### 4.3.2 Cooperation with Professional Fields

PU maintains strategic partnerships with industry and professional organisations, aiming to ensure the practical relevance and labour market alignment of its programmes. These partnerships aim to contribute to curriculum design, skill development, and the delivery of certifications that enhance graduate employability.



Organisation	Description
<b>National Democratic Institute (NDI), USA</b>	Offers workshops and training on civic engagement, public leadership, and political participation, complementing academic learning.
<b>Cisco Networking Academy</b>	Integrates professional certification programmes in networking and cybersecurity into relevant curricula.
<b>British Council</b>	PU serves as a certified IELTS registration and testing centre, providing students with access to international language certification.
<b>Rahhal Law Firm</b>	Provides PU students with legal consultations, internship opportunities, and hands-on training in real-world legal practice.
<b>LWAH</b>	A healthcare centre offering rehabilitation and chronic care services. PU students from health sciences, business, and law gain practical experience and engage in community service through internships and projects.
<b>Spes Legalis</b>	Collaborates with PU to deliver legal training, seminars, and internships, contributing to student skill development and exposure to international law.

### Appraisal:

While PU maintains a limited number of academic partnerships, the panel finds that these are not sufficient to support broader internationalisation efforts. The panel acknowledges that the HEI operates within a US-based academic framework, which may influence its approach to collaboration with US-Universities. Nevertheless, it **recommends** that PU actively seek additional partnerships, particularly with universities in the Gulf region and Europe, where cooperation tends to be more accessible and cost-effective for students and researchers alike. Expanding the network of partner institutions would enhance mobility opportunities, foster more academic exchange, and strengthen the HEI's global engagement.

The panel observes that the HEI maintains some collaborations with professional fields; however, only a limited number of these are formalised through Memoranda of Understanding (MoUs) (in the BA Law programme only three with law firms). This lack of documented agreements restricts the transparency and strategic development of industry partnerships. Strengthening these connections is essential to support student internships, joint projects, and employer engagement. Therefore, the panel **recommends** that PU systematically documents its cooperation agreements with professional fields to ensure clarity, sustainability, and institutional accountability.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>4.3</b>	Cooperation and partnerships						
<b>4.3.1 (*)</b>	Cooperation with HEIs and other academic institutions or networks				X		X

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
	(Asterisk Criterion for cooperation programmes)						
4.3.2 (*)	Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes)				X		X

## 4.4 Facilities and equipment

### 4.4.1 Quantity, Quality, Media and IT Equipment of HEI's Facilities (Asterisk Criterion)

The College of Business and the College of Law and Political Science share access to a range of academic facilities housed within PU's buildings. These include lecture halls, seminar rooms, computer labs, faculty offices, and other purpose-built spaces designed to foster experiential and practice-oriented education.

Facility	College of Business	College of Law & Political Science	Details
Lecture Rooms	8	5	Room sizes range from 40–90 m <sup>2</sup> ; seating capacities: 25–80 students
Seminar Rooms	Shared	Shared	Used for interactive sessions and case-based learning
Group Rooms	4 (shared)	4 (shared)	Designed for team-based projects, discussions, and collaborative study
Computer Labs	2 (shared)	2 (shared)	Equipped with 30 high-performance desktops; supports business/legal software

These rooms include ceiling-mounted projectors, smartboards or interactive whiteboards, built-in audio systems, instructor workstations. Wi-Fi is available campus-wide, and unlimited for students. For students, there is a technology fee of \$50 per semester, covering all IT and support services.

There are also some specialised facilities. The College of Law and Political Science can use a Mock Courtroom for mock trials, debates, and legal training. The College of Business can use the Business Incubator, which is a professional space that aims to support entrepreneurship and innovation with features such as brainstorming and meeting rooms, presentation areas, office desks and workstations and mentorship and startup resources.

The buildings of PU are compliant with disability standards with elevators and ramps in all academic buildings, wide hallways and accessible restrooms on every floor, inclusive signage for easy navigation, as well as support services available for students with physical disabilities.

Students from both colleges have access to digital platforms:

- PU Knowledge Centre,
- PUSIS, the University Information System,
- Moodle (LMS) for course content, submissions, and communication,
- Office 365 for productivity tools,
- Turnitin for academic integrity and plagiarism prevention.

The PU knowledge Centre provides access to major databases including EBSCOhost, Scopus, ScienceDirect, and Al-Mustashar, as well as open-access repositories. PU has developed an E-Library Policy that governs the acquisition, management, and regular updating of electronic resources to ensure academic quality and relevance. Furthermore, PU has a E-Library Development Strategy 2025-2027, that outlines the expansion of the PU Knowledge Centre.

Additionally, there is “the Legal Advisor (المستشار في القانون)”, a legal software suite available to law students that includes: more than 25 advanced legal programmes, advanced search tools for efficient legal research, and regularly updated content.

#### 4.4.2 Access to Literature (Asterisk Criterion)

PU’s library includes study areas, large tables, computer workstations, and clearly labelled subject-specific sections organised using the Dewey Decimal Classification system. The collection includes over 20,000 physical books and 314 journals, supporting a broad range of disciplines. Materials are updated in coordination with academic departments.

The library operates Monday to Friday, from 8:00 AM to 5:00 PM, and is available to students, faculty, staff, and alumni. Borrowing policies are outlined, permitting students to borrow up to three books for ten days (renewable once). A catalogue system supports navigation, and students may request individual assistance from the Library Supervisor for locating materials and developing research strategies.

PU’s library provides access to digital tools such as the Legal Advisor, a Arabic language legal database accessible on campus. Plans are in progress to implement an integrated e-library system and online borrowing services, aimed at improving remote access to digital resources, including e-books and academic databases. Internet and Wi-Fi are available, and students can use on-site computers with their PU login credentials.

The library offers individual research consultations and guidance on using available resources. The Library Supervisor is available to assist with locating specialist literature and navigating digital tools. Formal workshops are not currently in place, but support is provided on a one-to-one basis.

Library usage, borrowing, and conduct are governed by the Library Policy to maintain an appropriate academic environment. The Library Supervisor works with faculty prior to each semester to identify and acquire updated materials. Inventory checks are conducted regularly, and overdue or lost items are monitored. The Quality Assurance and Accreditation Office oversees compliance and ongoing development.

## Appraisal:

The PU campus is about ten years old. During the online assessment, the panel was shown a video showing the campus, facilities, moot court room, library, and workplaces. The panel gained the impression that the quantity, quality and equipment of the facilities correspond to the necessities described for the study programmes. Sufficient IT equipment and software appropriate for the programmes are available. Further, the technical equipment is adequate for online learning elements as applied by the study programmes' concept and content. Technical support is offered to students during working hours.

The requirements for students with special needs are adequately provided. A sufficient number of workplaces (individual and for study groups) is available.

Aspects of sustainability and cybersecurity are taken into account for the provision of the infrastructure.

The University library provides appropriate opening hours and facilities that meet the needs of students. Relevant literature is available and accessible on-site. The E-Library includes databases such as EBSCOhost, Scopus, ScienceDirect, and Al-Mustashar, as well as open-access repositories and is governed by the E-Library Policy. The E-Library Development Strategy 2025-202 aims at the structured expansion of the PU Knowledge Centre.

The expert panel appreciates the E-Library and E-Library Development Policies. It believes that through these policies the reference materials can be kept up-to-date and **recommends** ensuring that the reference materials available in the university library are regularly updated and reflect current academic standards.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>4.4</b>	Facilities and equipment						
<b>4.4.1*</b>	Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)		X				
<b>4.4.2*</b>	Access to literature (Asterisk Criterion)			X			

## 4.5 Financing of the study programme (Asterisk Criterion)

As a private university, PU's primary source of funding for academic programmes is students' tuition fees. These are billed at the beginning of each semester and calculated on a per-credit basis. The tuition structure is divided into two currencies, with part paid in USD and the remainder in LBP at an exchange rate of 1 USD = 15,000 LBP.

Prior to each semester, the Finance Department prepares a comprehensive financial plan to re-evaluate the tuition and fee structure. Any proposed changes are submitted to the Chancellor for approval and subsequently forwarded to the Board of Trustees (BOT) for final

endorsement. While the BOT holds overall responsibility for financial oversight at PU, the Finance Department, led by the Director of Finance, plays a key role in managing the University's financial resources. This includes maintaining financial stability, enforcing internal controls, preparing budgets and financial statements, supervising cash flows, and coordinating with internal and external auditors.

The University's budget is generally allocated across four main categories:

- Personnel & Academic Staff Costs: 69%,
- Academic & Research Expenses: 8%,
- Operational & Administrative Costs: 19%,
- Student Support & Activities: 4%.

To support its diverse student body, PU offers a range of financial support programmes tailored to different needs and circumstances:

- **Work-Study Programme:** Eligible students are assigned limited on-campus work hours, with financial aid applied directly to tuition fees.
- **Merit-Based Scholarships:** Full scholarships awarded to top-performing students in recognition of academic excellence.
- **Need-Based Financial Aid:** Students demonstrating financial need and maintaining satisfactory academic performance may receive assistance following individual assessment.
- **Loan-Based Financial Aid:** Interest-free loans are available to students facing temporary financial challenges, allowing extended tuition payment deadlines, subject to evaluation.
- **Administrative Staff Sibling Aid:** Students who are siblings of PU administrative staff are eligible for full financial aid.

As of the Spring semester 2025, 38 students of the College of Law and Political Science and 83 students of the College of Business are receiving financial aid.<sup>15</sup>

To promote transparency and equitable access to financial information, PU maintains clear communication practices. The QAA Office oversees the dissemination of updates on tuition fees, payment schedules, scholarships, and financial aid programmes. These are shared via official channels, including the University website, Learning Management System (Moodle), and the Academic Calendar, ensuring students, faculty, and staff remain informed.

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<sup>15</sup> PU's SER, p. 65.

## Appraisal:

The income related to the study programmes ensures that each cohort of students starting within the accreditation period is able to complete the study programmes.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.5*	Financing of the study programme (Asterisk Criterion)			X			

## 5. QUALITY ASSURANCE

### 5.1 Quality assurance and quality development with respect to contents, processes and outcomes

PU formalised its quality assurance framework in 2020 with the establishment of the Quality Assurance and Accreditation (QAA) Office, followed by the creation of the University Quality Assurance and Accreditation (UQAA) Committee in 2023. These bodies work together to implement, monitor, and enhance quality assurance across academic and administrative units.

The QAA Office includes a Director, Coordinator, Data Analyst, and QAA Officers responsible for managing quality initiatives, data collection, and reporting. The UQAA Committee, chaired by the University President and comprising Deans and other key stakeholders, provides strategic direction and oversight.

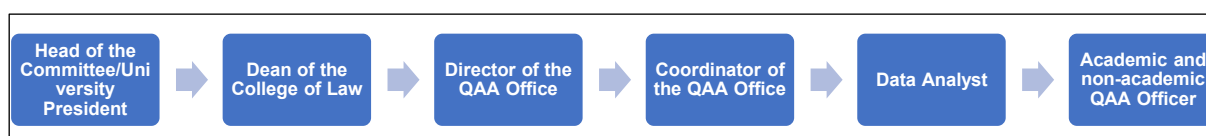


Figure 3 Quality Assurance Responsibilities

Key responsibilities include:

- Aligning quality assurance activities with the University's mission and vision
- Supporting faculties with technical guidance for quality assurance implementation
- Managing student feedback systems and academic advising processes
- Organising training and capacity-building workshops on quality assurance

PU's quality assurance system is guided by a structured framework of policies and procedures to enable evidence-based decision-making and ongoing programme improvement, including the Quality Assurance Manual, Curriculum Review Policy, and New Curriculum Development Policy. Evaluation is conducted continuously through various mechanisms:

- Course and instructor evaluation surveys
- Exit surveys and feedback from alumni and employers
- Monitoring of Course Learning Outcomes (CLOs) and Student Learning Outcomes (SLOs), with data collected by the Registrar's Office
- Analysis of student progression, dropout rates, graduation trends, and achievement of learning outcomes
- Periodic self-assessment reports to evaluate the effectiveness of quality assurance processes

PU regularly reviews the curriculum to ensure that course workload and credit allocations are appropriate and consistent with national and international standards. This annual cyclical process is overseen by the QAA Office and UQAA Committee, and involves faculty consultation, benchmarking exercises, and the integration of feedback from students and employers. Relevant policies are the New Curriculum Development Policy and the Curriculum Review Policy, while the changes are documented in the Curriculum Review Form.

Table 23 Curriculum Development and Review Policies

Policy	Purpose
New Curriculum Development Policy	Guides the design of new academic programmes, incorporating stakeholder input, labour market needs, and academic trends.
Curriculum Review Policy	Outlines procedures for the systematic evaluation and improvement of existing programmes.
Curriculum Review Form	Used to document all proposed curriculum changes and justifications.

## 5.2 Instruments of Quality Assurance

### 5.2.1 Evaluation by Students

PU uses structured quality assurance tools to gather student feedback. All surveys are administered through the PU Evaluation Surveys platform. Student responses are anonymous and confidential and get distributed through the Registrar's Office without tracking individual responses to encourage honest, constructive feedback. Surveys include:

- a Course and Instructor Evaluation Survey, administered twice per semester (before midterms and before final exams) and once during Summer,
- a Student Satisfaction Survey, administered annually shortly after the start of the Spring Semester
- an Exit Survey, administered once after graduation
- and an Internship Evaluation Survey, administered once after completion of the internship

Responsibility for analysis and follow-up lies with several stakeholders. Deans review course and instructor evaluation results and meet with instructors as needed. The QAA Office compiles survey data and prepares reports, which are shared with the President, Chancellor, and Deans to inform academic and institutional decisions.

Results and follow-up actions are communicated through formal channels, following the Continuous Quality Improvement Surveys Policy. Students are kept informed of outcomes and changes with Student Committees providing a platform for two-way dialogue, aiming to ensure student input being considered in improvement plans.

Survey findings are used to enhance course delivery, teaching practices, curriculum development, student services, and the overall academic experience. Academic offerings are aligned with PEOs and Student Learning Outcomes SLOs.

### 5.2.2 Evaluation by Teaching Staff

Faculty members contribute feedback on study programmes through structured mechanisms embedded within college governance and quality assurance processes. Each college has a Collegial Body comprising the Dean, Department Chairs or Programme Coordinators, and full-time professors. This group meets at least once per semester to assess programme



effectiveness, review curriculum content, and recommend improvements based on academic outcomes and emerging trends.

Beyond these meetings, faculty participate in the Faculty Engagement and Satisfaction Survey, conducted each semester by the Human Resources Department. The survey gathers feedback on teaching support, administrative services, communication, and the working environment. The QAA Office analyses the data and shares findings with colleges and departments.

The Dean serves as the main liaison, reporting evaluations and recommendations to the University President and Chancellor, who may escalate matters to the Board of Directors when needed. This procedure aims to ensure faculty input is systematically reviewed and informs decision-making.

### 5.2.3 External Evaluation by Alumni, Employers and Third Parties

External stakeholders are involved in the evaluation and enhancement of its academic programmes through structured feedback mechanisms and formal advisory channels, including annual surveys by alumni and employers, qualitative feedback given in one-on-one interviews and follow-up discussions with key employers and alumni, and site-visits where PU staff visit workplaces to observe environments directly and engage in real-time discussions with employers.

These activities are coordinated by the Career Centre in close collaboration with the QAA Office, which manages data collection and ensures timely analysis.

As an example, in the past, feedback from the BA Law programme alumni committee emphasised the need for more experiential legal training, while employers suggested strengthening soft skills in final-year students. These recommendations have since been addressed through curriculum adjustments.<sup>16</sup>

There are External Advisory Boards established at the college level. Composed of experts from academia, industry, and the public sector, these boards aim to provide strategic guidance on curriculum relevance, research priorities, and student employability. Advisory Boards meet once a year, offering a platform for Deans to present academic updates and seek structured feedback on college initiatives.

### Appraisal:

PU has established a structured quality assurance framework, formalised through the creation of the QAA Office in 2020 and the UQAA Committee in 2023. These bodies oversee continuous monitoring and development of academic and administrative quality, including online teaching. Responsibilities are clearly defined, with regular evaluations conducted via surveys, learning outcome analysis, and self-assessment reports. Curriculum review is cyclical and evidence-based, ensuring alignment with national and international standards. Representatives of faculty members and students are involved in the quality assurance and development procedures, and measures are systematically implemented and documented.

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<sup>16</sup> PU SER, p. 71.

An evaluation by the students of the study programmes, in particular of teaching and learning processes is carried out on a regular basis and in accordance with a prescribed procedure. The results are documented and clear communicated to the students and provide input for the quality development process.

The survey includes questions that allow the HEI to analyse the types and prevalence of special circumstances among the student body.

Quality control of the programmes by the internal and external teaching staff is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are documented and adequately communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process, for instance in the form of a report on employment.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>5.1*</b>	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X			
<b>5.2</b>	Instruments of quality assurance						
<b>5.2.1</b>	Evaluation by students			X			
<b>5.2.2</b>	Evaluation by teaching staff			X			
<b>5.2.3</b>	External evaluation by alumni, employers and third parties			X			

## Appendix

### Abbreviations

PU	Phoenicia University
MEHE	Ministry of Education and Higher Education
MoU	Memorandum of Understanding
BBA	Bachelor of Business Administration
BA Law	Bachelor of Laws
BOT	Board of Trustees
ECTS	European Credit Transfer and Accumulation System
HEI	Higher Education Institution
LiWC	Learning in the Workplace and Community
LMS	Learning Management System
LWAH	Lebanese Welfare Association for the Handicapped