

Decision of the FIBAA Accreditation and Certification Committee



2nd Meeting on 28 May 2021

INSTITUTIONAL ACCREDITATION

| | |
|--------------------------------------|---|
| Project Number: | 19/089 |
| Higher Education Institution: | University of Technology and Applied Sciences Lebanese French (ULF) |
| Location: | Deddeh with branches in Maten-Mount and a study centre in Tripoli (Lebanon) |
| Type of Accreditation: | Initial accreditation |

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

According to § 7 (3) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for the Institutional Accreditation”, the HEI is accredited under conditions.

Conditions:

Condition 1: ULF installs a formal process for annually elaborating a business plan that is integrated into the strategic planning; the actions to achieve the goals will be connected to a structured timeline and be included into ULF’s strategy (see chapter I).

Condition 2: ULF introduces specific key performance indicators (KPIs) that reliably allow measuring its institutional performance (see chapter I).

Condition 3: ULF develops a coherent Quality Management Strategy that considers the demands resulting from the ULF’s profile (see chapter II).

Condition 4: ULF develops an institutional Quality Management System that includes regulated competencies and responsibilities as well as concepts, methods, and instruments based on a Plan-Do-Check-Act-Cycle and that is suitable to regularly examine the quality of the HEI’s different areas of performance and to ensure a consistent development (see chapter II).

Condition 5: Faculty and students as well as alumni and employers will be given the opportunity to be involved into the process of developing the Quality Management Strategy as well as the Quality Management System. (see chapter II).

Condition 6: ULF develops a systematic approach of quality assurance in research (see chapter IV).

Condition 7: ULF publishes the full content of regulations on the “student life cycle” on its website or other adequate channels in such a way that students, faculty, and other stakeholders get access to all necessary information (see chapter VII).

Condition 8: ULF publishes information on the quality assurance system including the quality management results on its website (see chapter VII).

Proof of meeting these conditions is to be submitted by February 27, 2022.

Period of Accreditation: May 28, 2021 until May 27, 2027.

Institutional Accreditation

**University of Technology and Applied Sciences
Lebanese French (ULF)**

Assessment Report



FIBAA

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A. Accreditation Procedure

A contract for the initial Institutional Accreditation of the University was made between FIBAA and the University of Technology and Applied Sciences Lebanese French (ULF) on, September 20th, 2019. On September 19th, 2020, the ULF submitted a self-evaluation report including appendices to prove that the criteria for Institutional Accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI agreed the chosen experts. The panel consisted of:

Prof. Dr. Uwe Rössler (Chair)

University of Applied Sciences, Bielefeld, Germany

(Professor of Business Administration and Health, former Vice-Rector for Research and Teaching)

Prof. Dr. Susanne Böhlich

IUBH - International University of Applied Sciences, Bad Honnef, Germany

(Programme Director International Management (MA), former member of the University Senate)

Nadja Kolibacz

Technical University (TU) of Berlin, Germany

(Student of Renewable Energy Systems (M.Sc.), completed: International Business Management (B.A.))

Prof. Dr. Jamal Maalouf

Lebanese American University, Byblos, Lebanon

(Assistant Professor of Management, member of the Campus Academic Council)

Maik Oneshkow

FedEx Express Germany GmbH, Frankfurt, Germany

(Manager Clearance & Brokerage OPS Frankfurt Airport)

Prof. Dr. Herwig Winkler

Brandenburg University of Technology Cottbus-Senftenberg, Germany

(Chair of Production Management, member of the Commission Industrial Engineering and Management)

FIBAA project manager:

Dr. Birger Hendriks

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on January 27th to 29th, 2021 via the video conferencing tool Zoom. At the end of the online conference, the panel gave a short feedback on its impressions to representatives of the University.

The assessment report based on this was delivered to the HEI for comments on April 27th, 2021. On May 4th 2021, the HEI sent comments on the accreditation report to FIBAA that have been considered in the assessment report.

B. Summary

The University of Technology and Applied Sciences – Lebanese French (ULF) is a private, non-profit, and non-denominational Lebanese institution of higher education offering undergraduate and graduate degree programmes in Lebanon. ULF's main campus is situated in Deddeh in the north of Lebanon. ULF has branches in Maten-Mount Lebanon and a study centre in Tripoli-North Lebanon.

The University has formulated a clear and comprehensible mission statement and developed a corresponding profile with a strong orientation towards the professional field and students' employability. It has defined its target groups, which correspond to its profile as well: ULF is oriented at achieving applicants from licensed and recognised educational institutions. The panel is convinced that the freedom of research, study and teaching is ensured. Even though the University defines guidelines for research, faculty staff is not subject to discretionary power regarding research and teaching.

The panel supports ULF's general strategic objective of meeting the needs of the regional employment market by educating employable students. ULF's strategic goals and objectives until 2023 have been implemented up to a certain extent. Apart from the present difficult situation in Lebanon, the panel sees structural needs to install formal processes for annually elaborating a business plan that is integrated into the strategic planning. Moreover, the panel recommends that the actions to achieve the goals and a structured timeline should be included into the strategy.

Furthermore, the panel noted that the strategic plan did not specify the resources allocated to each planned action. This would be a prerequisite to enable the implementation to be taken forward transparently. ULF will have to introduce specific key performance indicators (KPIs) that reliably allow to measure the institutional performance. Also, ULF will have to install annual operational business planning processes that the strategic planning can be based on.

ULF has established and defined various bodies, academic and administrative Councils as well as offices/departments for its administration and support services. The tasks and competencies of all involved bodies and functions are clearly and transparently regulated. The University management and self-governing structures are functional and effective. However, ULF should involve faculty on a formal basis and install Faculty Councils that can evoke discussions and processes to improve the quality of teaching, research, and processes.

The panel welcomes the university-wide coordination of all locations with a well-functioning management structure. This includes processes on a distinct and transparent basis for the different localities with an intensive collaboration between faculties and administrative staff including Branch Councils.

ULF has several elements of a quality assurance structure in place. This refers to the Quality Assurance Committee that has been installed at University level and to evaluation processes by students and faculty as well discussions at the different levels about teaching and learning, research, and employability. However, ULF shall elaborate a university-wide comprehensible strategy as well as a consistent quality management system. Also, the

competencies and responsibilities for quality assurance should be clearly fixed and a quality assurance manual or handbook shall be elaborated.

ULF has established an effective escalation management at all levels.

ULF's Bachelor and Master programmes of all faculties correspond to the University's profile as a University of Technology and Applied Sciences. They are very much oriented at the needs of industry and the labour market. The didactic methods strengthen creative learning and educational environment. They also contribute to the formation of future professional qualities. The curricula and syllabi are adapted to continuous developments. The documentation of the presented study programmes demonstrates that ULF can develop suitable concept for study programmes. Their qualification objectives are oriented towards the European Qualification Framework (EQF) and the levels 6 and 7 of a corresponding draft of the Lebanese National Qualification Framework (LNQF).

Students are involved in University's research activities, especially at Master level. The panel recommends ULF to intensify scientific work also at the Bachelor level. This promotes the research mind-set of the students and their individual research efforts.

The University holds cooperation agreements with partners from various fields in the frameworks of studies and teaching that correspond to its study portfolio, particularly with well-known universities in France.

The panel underlines ULF's strategy to combine the transfer of knowledge and technology with international collaboration in terms of research. The awareness of good scientific practice in ULF takes place and plays an essential role of ULF's quality expectation and quality understanding. However, an effective quality management system that includes instruments and methods for regular assessment of research quality is lacking.

ULF has created a clear and transparent admission and counselling procedure for national and international students. The services offered by the University are documented in a clear and user-friendly manner and they are easily accessible. The panel welcomes that a variety of guidance and assistance by faculty and a body of advisors are available for the students. Students in unfavourable financial situations can apply for internal scholarships. The panel considers the administration processes efficient and positive for the students.

The panel recommends ULF to improve the website in such a way that students, faculty, staff, parents, alumni, partners as well as the general audience are provided with the necessary information about University. Furthermore, ULF will have to improve the internal information system on quality assurance.

ULF ensures consulting for prospective students, their parents and potential cooperation partners. Regulations regarding the "student life cycle" are defined but not adequately published. This should be improved.

C. Panel Recommendation

According to § 7 (3) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for the Institutional Accreditation”, the University of Technology and Applied Sciences – Lebanese French (ULF) is accredited under the following conditions:

Condition 1: ULF installs a formal process for annually elaborating a business plan that is integrated into the strategic planning; the actions to achieve the goals will be connected to a structured timeline and be included into ULF’s strategy (see chapter I).

Condition 2: ULF introduces specific key performance indicators (KPIs) that reliably allow measuring its institutional performance (see chapter I).

Condition 3: ULF develops a coherent Quality Management Strategy that considers the demands resulting from the ULF’s profile (see chapter II).

Condition 4: ULF develops an institutional Quality Management System that includes regulated competencies and responsibilities as well as concepts, methods, and instruments based on a Plan-Do-Check-Act-Cycle and that is suitable to regularly examine the quality of the HEI’s different areas of performance and to ensure a consistent development (see chapter II).

Condition 5: Faculty and students as well as alumni and employers will be given the opportunity to be involved into the process of developing the Quality Management Strategy as well as the Quality Management System. (see chapter II).

Condition 6: ULF develops a systematic approach of quality assurance in research (see chapter IV).

Condition 7: ULF publishes the full content of regulations on the “student life cycle” on its website or other adequate channels in such a way that students, faculty, and other stakeholders get access to all necessary information (see chapter VII).

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Period of Accreditation: May 28, 2021 until May 27, 2027.

The panel members identified several areas that could be further developed. The panel recommends:

- involving faculty on a formal basis and installing Faculty Councils (see chapter II);
- involving both faculty and students into the discussions on quality assurance of study programmes, in addition to the programme evaluation by students (see chapter III);

- strengthening the involvement of employers and their expertise in the development of the study programmes (see chapter III);
- promoting the research area especially among teaching staff and students and creating an overall awareness within the University community that also research plays an essential role at ULF (see chapter IV);
- developing a research strategy with specific, measurable, action-oriented, realistic, and terminable goals for a term of several years (see chapter IV);
- finding additional adequate financial revenues (see chapter VI);
- improving the website in such a way that the prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience are provided with the necessary information about University (see chapter VII);
- improving information on activities of the University (see chapter VII).

There are several criteria that exceed the quality requirements:

- Organisation of the branch campuses (see chapter II);
- Cooperation with foreign universities (see chapter III);
- Assessment of administrative services (see chapter V).

I. Mission Statement, Faculty's Profile and Strategic Objectives

The University of Technology and Applied Sciences – Lebanese French (ULF) is a private, non-profit, and non-denominational Lebanese institution of higher education offering undergraduate and graduate degree programmes in Lebanon. ULF was founded in 1996 by French and Lebanese professors under the aegis of a French education group, the French Association for Higher Education Development (AFDES). ULF was licensed by the Lebanese Ministry of Education and Higher Education (MEHE) as a “University Institute of Technology”, which was the predecessor organisation of today’s “Lebanese French University of Technology and Applied Sciences”. Today ULF is one of 41 higher education institutions in Lebanon, 40 of them are private universities, one is a public university. Moreover, there are five university institutes and colleges as well as one university institute for religious studies in Lebanon. The sector of private universities is supervised by the Directorate General of Higher Education (DGHE) within the MEHE. The Lebanese higher educational system follows the Bologna Process since 2014, after adopting the new “Higher Education Law 285” including the Bachelor, Master and Doctoral study structure.

ULF’s main campus is situated in Deddeh in the north of Lebanon. ULF has branches in Maten-Mount Lebanon and a study centre in Tripoli-North Lebanon. Including an originally planned campus in Beirut these locations together would facilitate a building capacity up to 2,233 students, without a Beirut campus up to about 1,700 study places. After having reached a peak of 1,420 students in 2017 a dramatic drop to less than 800 full-time students were observed by the withdrawal from Bachelor and Master programmes, due to a severely critical phase in the Lebanese economy.

During the three periods (2017/2018, 2018/2019 and 2019/2020) ULF’s student figures developed as follows:

| Periods | 2017/18 | 2018/19 | 2019/20 | 2020/21 |
|------------------------|---------|---------|---------|---------|
| Student numbers | 1,420 | 1,093 | 760 | 800 |

This means that at present ULF’s potential student capacity of 1,700 students has not been reached and the number of students dropped to almost 50 % during the period above mentioned.

The development of student numbers has direct consequences for the financial income because ULF’s main financial resources are student fees (about 95 %). ULF’s income dropped roughly according to student numbers. However, ULF explained the financial situation of the past based on annual accounts as well as the financial perspective for the years to come, each based on an annual budget and all with a positive financial result (see also chapter VI.).

ULF has four faculties: Engineering, Sciences and Letters, Technology, and Business Studies with currently 193 academics, 33 of them are full-time academic staff, all of them professors (see chapter VI. for details). The University offers programmes in areas such as engineering, computer science, telecommunications, business administration, and marketing (see the full list in chapter III.).

The University has defined its general mission, vision and values as well as strategic goals and objectives. Hence, based on promoting human and ethical values ULF is focused on

developing and enhancing intellectual inquiry, critical analysis and creative thinking. The University indicates to strive for quality higher education and to make a significant contribution to society by delivering quality education that empowers the future workforce and builds a culture of good local and global citizenship. ULF aims to identify the problems of the Lebanese industry and tries to cooperate with them in research with its faculty and students.

More specifically, in Art. 5 of the Statutes ULF describes its mission as follows:

- To offer academic education in the fields of human and social sciences, of technology and applied sciences and in the different fields of knowledge, within the limits of the specialisations adopted by the University.
- To work for the promotion of high-quality university education, by applying the best educational and pedagogical methods, both in terms of transmission and reception of knowledge.
- To prepare students for acquiring the scientific knowledge and skills necessary for the training of highly qualified executives, and to collaborate to this end with decision makers from the labour and production sectors.
- To enhance academic and university traditions in such a way that students can gain moral and human values.
- To pay special attention to scientific and applied studies and to research to accompany pedagogical, scientific, and technological developments.
- To collaborate with academic and pedagogical institutions and organisations and with national and international research centres, through memoranda of understanding and collaboration agreements.
- To organise symposia, conferences, and scientific and cultural reflection groups, to publish scientific journals and periodicals, in accordance with the objectives of the University and the needs of society.
- To hold itself at a renowned academic level and to guarantee the quality of teaching, by applying the methods of internal and continuous control, financial auditing, in collaboration with specialised bodies internationally recognised for their scientific competencies.

The University values are given as intellectual inquiry, critical thinking, human integration, cultural dialogue, integrity, and solidarity. The pedagogical processes at ULF are being aimed at assisting learners to become effective, multifunctional, multi-disciplinary, and lifelong learners.

Based on its mission and vision ULF explains its profile as focusing on applied sciences and technology, regionally and internationally. Regardless of the content and level of any programme, all degree candidates are expected to reach a full proficiency.

The requirements that students must meet in terms of courses are defined at the three levels: at University, at faculty and at specialisation level. The courses at University level include languages, general culture, civilisations, epistemology, history of science, ethics, and social behaviour. A centre of language was established at the University. Moreover, all degree programmes include computer courses for all students. These study elements sum up to about 15 to 20% of each programme. At faculty level the requirements refer to courses that must be taken by all students at the faculty despite their specialisations. These common faculty courses represent approximately 50% of the curriculum. The remaining 30-35% of the curriculum are dedicated to the areas of specialisation in the faculty taken by the student. However, at the Engineering Faculty common requirements of the degree programme amount to 30-35%. The remaining 50% of the curriculum courses are dedicated to the speciality courses taken by the student.

As a University of Applied Sciences, ULF is strongly oriented at the employability of all students. Hence, study programmes are considered suitable for the marketplace through

reviewing employability feedback and students' internships performance. In this context, ULF works with its business community closely together which facilitates the placement of students for internships and then possibly employment. Many of these companies are major players in the Lebanese private and public sectors. ULF also cooperates with the Chamber of Commerce, with industry and agriculture of Tripoli and North Lebanon and the Syndicate of Engineers in the North on various developmental projects. Moreover, ULF is in collaboration with the Arab League-Economic Unity Council and the Arab Transport Council for development in Lebanon and the Middle East. ULF established a regional study and consultancy centre to serve the Federation of Arab Transport and Ports in the region. The office of Career Guidance under the General Secretary Department handles internships and employment advice as well as students' employability statistics. ULF is building up and strengthening a data base of Alumni that should play its role as feedback and support for helping students find jobs. ULF also has a special office at the University to ensure placement and internships at organisations.

Students come from all over Lebanon and from varying social backgrounds. The study programmes are taught in French or English as chosen by the students. In general, ULF targets students from all income levels and all social backgrounds, in line with its mission and values.

According to the self-evaluation report, for the undergraduate degree programmes, ULF targets applicants holding Lebanese Baccalaureate, Baccalaureate Technical or Higher Technical Diploma from licensed and recognised educational institutions. Students will have to sit for entry exams in languages, mathematics and physics depending on the area of the study applied for. As for graduate degree programmes, ULF targets students and professionals holding Bachelor degrees in related study fields.

The reason of adopting the Bachelor / Master study structure as well as the ECTS education system is to integrate students in the European University Systems facilitating their student exchange. Also, study programmes and curricula can be assessed and evaluated by comparison with other universities at the international level. The Bachelor / Master structure of the study programmes gives flexibility to students in such a way that they can start a job with their Bachelor degree and either study part-time for a Master degree or finish their study without a Master and enter a professional career.

ULF developed policies, processes and regulations that gear the research projects being conducted at three levels:

Professors and researchers, in coordination with taught courses or with ongoing projects at the University, conduct research. Results are published in research journals. ULF is planning to have an annual research journal for the publication of such research and selected students research as well (cf. self-evaluation report p. 15).

Also, there are the graduating projects especially at Master's level and in the Engineering faculty. These projects run under the administration of the University Academic Council. That supplies the general themes to these research activities requiring from the student a precise identification of the research topic, the research methodology and the data that will be used.

ULF has a research budget influenced by law and per the Lebanese Ministry of Education and Higher Education (MEHE) policies. At least 5% of the University's total revenue should be allocated to research. In its self-evaluation report ULF states that it exceeds such margins depending on the academic year and entrusts the University's Academic Council (AC) to guide research in its faculties (cf. self-evaluation report p. 17). Academics are encouraged to conduct research within a unified research path discussed and approved upon by members of the University AC. The researchers at ULF must follow these rules for research in terms of administration of proof and demonstration.

Apart from the requirement to allocate at least 5 % of the revenues for research and from the unified research path University and particularly academic staff members are free to

determine the contents and processes of research and to define the research projects. Researchers are not bound to any directives from the government. The ULF research department head coordinates with the AC, deans of faculties to raise research activities.

ULF describes in the self-evaluation report a complex follow-up of strategic goals and strategic objectives. These are based on a strategic plan 2019-23 so that ULF can continuously build the capacity. This strategic plan includes the following strategic goals:

1. Attending to the Lebanese, regional and international market needs with the appropriate strategic priorities and focus.
2. Providing a sound learning and student experience: Maximising achievements and success.
3. Developing human power and infrastructure: Investing in human resources and physical environment.
4. Strengthening and building on partnerships: Continuously improving reputation.
5. Holding on and sustaining a quality University: Taking advantage of change and opportunity.

Against this background ULF's most pressing strategic objective is holding its current position in the Lebanese education sector despite the political uncertainty, the economic collapse of the country and the challenge of the COVID-19 pandemic. ULF aims to ensure that the students enrolled continue their academic study in a valid quality teaching with optimal standards of learning means and outcomes. Concretised goals for ULF are:

1. Launching the new campus in Beirut (pending conditions in the country), providing the existing academic programmes directly to Beirut community.
2. Develop new academic programmes in humanities, graphic design, and interior design.
3. Improve the information system at the University to better understand the students and their needs during their study period at the University and support them for the forced online teaching due to the current health, political and economic circumstances in Lebanon.
4. Develop ULF organisational structure to include committees that will work on improving the educational programmes, teaching, and learning and research at the University for better quality standards.
5. Develop the staff capabilities to deliver best teaching practices and learning experiences through a culture of innovation and development and the competencies required for online teaching methods while maintaining the most effective pedagogy to this end.
6. Develop international partnerships with Universities in Europe and community involvement.

The strategic plan does not include fixed timelines and specific actions. For the success of each goal ULF describes several criteria as "key performance indicators". But they do not include keys and certain resources allocated to specific goals but general aims such as "continuous development", "investment in the development of faculty", "increase of income" of the university, "increase expenditures". Specific KPIs for measuring the success or development are not mentioned.

ULF also presented to the panel a SWOT analysis that has enabled the University to benefit from organisational self-learning. The SWOT analysis shows that ULF has reached most of its goals, some of them have not been reached, especially due to the Covid-19 pandemic.

Appraisal „Mission Statement, HEI’s Profile and Strategic Objectives“:

ULF has formulated a clear and comprehensible mission statement as well as a corresponding profile. The mission focuses on high quality of teaching and learning and by that on contributing to a positive development of society, citizenship, and industry in Lebanon.

With its core profile ULF aims to focus on applied sciences and technology, regionally and internationally, as well as on research. According to this orientation, the structure of the study programmes offered, and their formats have a strong orientation at employability of graduates that fits to ULF’s mission. The panel supports ULF’s general strategic objective of meeting the needs of the regional employment market by educating employable students. In addition to this, the panel wants to encourage ULF to sharpen its profile in terms of a clearer recognition factor that can improve ULF’s competitive position in Lebanon. A promising direction in this context may be an even stronger orientation of study programmes and knowledge transfer at regional economy, such as industry, banking, and transport.

ULF has also defined its target groups, which corresponds to its profile. ULF targets students from all income levels and all social backgrounds, in line with its mission and values.

The panel encourages ULF to prepare all students with entry exams for the knowledge of French and English¹, mathematics and physics depending on the area of the study applied for. The panel noted ULF’s requirement for graduate programmes, that applicants as graduates or professionals hold a Bachelor degree in the related study field.

The panel is convinced that the freedom of research, study and teaching is ensured. Even though the University defines guidelines for research, faculty staff is not subject to discretionary power regarding research and teaching.

The panel has considered that strategic goals and objectives of ULF’s strategic plan valid until 2023 have been implemented, others not up to now. The panel sees a structural need that ULF improves its strategic planning. Therefore the panel recommends the accreditation on the **condition** that ULF installs a formal process for annually elaborating a business plan that is integrated into the strategic planning; the actions to achieve the goals will be connected to a structured timeline and be included into ULF’s strategy.

Furthermore, the team noted that the strategic plan did not specify the resources allocated to each planned action. This would be a prerequisite to enable the implementation to be taken forward with transparency and feasibility. Therefore, the panel recommends the accreditation on the **condition** that ULF introduces specific key performance indicators (KPIs) for the strategic planning that reliably allow measuring the institutional performance.

The panel is convinced that with these instruments ULF will improve its strategic planning in terms of more reliability and transparency.

¹ Except for those who are native speakers of English or French.

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|---|-------------|----------------------------------|--------------------------------|--|
| I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES | | | | |
| (1) Mission Statement | | | X | |
| (2) Profile | | | X | |
| (3) Target Groups | | | X | |
| (4) Academic Freedom | | | X | |
| (5) Strategic Objectives | | | | Conditions |

II. Management Structure and Quality Management

The ULF management structure and functions are described in the “Statutes” that ULF has adopted.² It consists of four elements that are crucial for the decision-making processes: The Board of Trustees (BOT) – or Strategic Council - , the President, the University Council (UC), and the Academic Council (AC).

The BOT members include prominent figures from political and senior academic backgrounds, as well as high-ranking professors from France and Lebanon. In accordance with the statutes the BOT oversees ULF’s mission, vision, goals, fiscal integrity, educational quality, and operations. The BOT has a legal authority and operating control over the ULF. It is responsible for selection, appointment and periodic evaluation of the President and ensures that ULF’s mission is kept current and is aligned with public interest. The BOT approves the University’s strategic plan and the business plan, monitors the progress, and ensures that ULF’s policies, processes are current and properly implemented. The Board approves expansion and investment plans. It ensures ULF’s fiscal integrity and protect its assets; also, it ensures the educational quality of the University and the academic programmes. The BOT has to protect the University’s autonomy, academic freedom, and the public interest of higher education. It also monitors performance against the strategic plans and shall guarantee that the organisational structure for the administration of the University is fit for purpose. The Board meets formally three times a year and can have additional meetings.

The President represents the University and is appointed for a five-year renewable term. The President has the operational management in his hands as well as the leadership on executive matters and academic affairs acting for decision-making purposes together with Vice-President, Deans of Faculties, UC and AC. Whereas the UC is concerned with administrative, policy and operational matters, the AC is devoted to academic affairs. Both councils convene regularly and address the major operational, academic issues at the University. They produce decisions and policies to ensure that the University activities are in line with its mission, goals, and objectives.

The UC is chaired by the University President. Members are also the Vice-President, the Secretary General, Deans and Heads of academic departments, members of academic staff, one students delegate from each University unit (a faculty, an institute, or a centre) without

² The document was presented to the panel. It has not been published.

the right to vote, and the Chair of the AC. The UC meets every two weeks and oversees and approves proposals. It has a long list of administrative functions, such as to prepare and draw up the general educational orientations; to propose the creation, the restructuring or merging of new university units, departments, subdivisions, branches and centres in the various fields of specialisation; to propose the internal regulations of the University and to establish the regulations of the curricula, programmes, examinations as well as the regulations of the departments, branches and scientific subdivisions. The list of functions also includes installing the rules for the admission of students; to propose and prepare the plan and programme of internship work; to propose the nomination of faculty members and that of experts and instructors based on the reports of the AC; to present the annual report to the Strategic Council on the basis of the proposals, recommendations and reports of the Academic Council as well as the reports of the deans and heads of scientific departments; to represent the interests of the University to the legal system and all official administrations in agreement with the BOT.

The AC is composed of two faculty members from each unit - whether it is a faculty, an institute, or a centre - with the rank of at least an assistant professor, who are appointed by the University Council on the proposal of the President of the University. Moreover, other members are the Vice-President and the Secretary General. Other faculty are not involved. The AC meets at least once a month and can meet exceptionally. The Council makes recommendations to the UC on academic matters and discusses matters that concern teaching and learning, submits proposals to programme portfolio developments, works to improve educational processes and scientific research, organises cooperation with other university institutes and submits corresponding proposals to the UC.

Student representatives are members of the UC, although without the right to vote, but students are not represented in the other Councils as far the Statutes are concerned. However, ULF said that students are included in the AC sessions to ensure their input and participation in decision making processes. Also, students commented during the online conference that they can use the opportunities to express proposals and comments in informal ways.

The faculties as well as the administration are subdivided into departments each of them dedicated to certain subjects. Their Deans and the Heads of departments send their revenue and expenses projections for the forthcoming academic year to the finance office that in return constructs the University budget and raises it to the UC for approval and final decision. At ULF, Deans and Heads of departments do the initial selection and promotion decisions of their academic and administrative staff and raise it to the University President for approval and final decision as per the University by-laws.

During the online conference, the panel learned that there are no Faculty Councils installed. Faculty may come together on invitation of the Dean to discuss aspects of teaching and research as well of quality. But these meetings do not follow formal terms of reference and are not being fixed in formal minutes. For example, faculty are involved in discussing strategic matters, but informally. Also, during the online conference it has not become transparent how faculty in a broader way is involved into responsibility for research, teaching, external relations, and internationalisation.

The office of the Secretary General in coordination with the Heads of the academic departments at faculties make the admission decisions for applicants based on

recommendations of the concerned academic Heads of departments and Deans after admissions files have been evaluated and admission conditions have been issued.

Each ULF location has a Director, Academic Coordinator and Administrative Manager who report to the President and concerned Deans of concerned faculties. The activities at its different locations in Tripoli and Maten are centrally coordinated by a branch coordination unit. The Directors/ Heads of the different locations meet regularly to review the overall operations. Academic faculty and staff for ULF locations are appointed by the ULF President. The branches also have their "Branch Councils". Their meetings are attended by the Chair of the AC. Branches also have departments that cooperate with the relating departments of the main campus. Branch Councils deal with daily planning of academic and administrative matters as well as with administrative aspects. Locations' administrative and academic coordinators regularly meet with concerned heads of departments and deans to ensure the correct work progress at their locations.

Academic coordinators at locations strictly work under the management and supervision of academic departments Heads and concerned Deans in terms of course teaching offers, courses syllabi, unified exams, monitoring and evaluating faculty performance and faculty evaluations by students.

ULF holds general assemblies for academics and staff each academic year to discuss the University plans and strategies. Faculty and staff are also encouraged to voice their suggestions, concerns and opinions during the meeting to be considered by the University academic and administrative management.

The whole University follows a unified calendar as well as common terms and semester dates and common examination dates. Academic records, final exams are kept at ULF main campus. All academic related documents are issued only by authorised parties at ULF main campus. Admission procedures are centralised at ULF main campus.

As far as the quality management is concerned, ULF has set up a Quality Assurance Committee to oversee the quality process at the University, headed by the University Vice-President, with Deans of faculties and Heads of administrative departments. The quality concern is to deliver the ECTS learning system effectively with quality teaching and learning outcomes. Moreover, ULF has established a self-evaluation team. The team meets periodically and when needed on quality matters and suggests its findings and recommendations to the President and the University Academic Council.

ULF Quality Assurance Committee is installed at the University level with sub-committees at each faculty and the administrative department to ensure that all members of the University community are involved. ULF's ECTS system is in line with the Lebanese Higher Education Law.

ULF obtained ISO 9001:2008 in 2016 and continues to hold ISO 9001:2015 certifications for its administrative and co-administrative quality management system (cf. self-evaluation report p. 36).

During the online conference, the panel learned that an institutional quality management system for the whole University, that is formally installed based on a coherent organisational concept including loops and instruments of quality management, is still lacking. Also, a comprehensible quality strategy has not been developed, yet. Some progress has been

made in several areas of quality assurance, such as a performance evaluation by students and an appraisal of teachers by Deans including feedback surveys. However, alumni, employers and third parties such as NGOs are not involved into quality assurance feedback.

ULF intends to publish a quality assurance handbook or manual that should formally describe the steps and processes of quality assurance (cf. self-evaluation report p. 64).

For Academic areas, escalation management is applied in cases of conflict through the Heads of concerned academic departments, Deans and then the UC; any disciplinary action(s) will have to be approved by the UC and the President before implementation. Managing conflicts in the administrative areas are to be cleared by the Heads of departments, the UC, and ULF President.

Appraisal „Management Structure and Quality Management“:

ULF has established and defined various bodies, academic and administrative Councils as well as offices/departments for its administration and support services. The tasks and competencies of all involved bodies and functions are clearly and transparently regulated. Regarding the interviews with ULF`s staff during the online conference, the panel concluded that the University`s management and self-governing structures are functional and effective. However, the panel also noted that apart from informal meetings there are no formally constituted fora allowing to discuss matters of teaching and research, of international orientation and quality development. Also, apart from some professors, faculty does not seem to be actively involved in the strategy discussion processes. Therefore, the panel members recommend ULF involving faculty on a formal basis and installing Faculty Councils that can evoke discussions and processes to improve the quality of teaching, research, and processes.

The panel welcomes the university-wide coordination of all locations with a well-functioning management structure. This includes calendars and processes on a distinct and transparent basis for the different localities and an intensive collaboration between faculties, administrative staff, and the Branch Councils.

ULF has established an effective escalation management at all levels.

The panel also welcomes that ULF has several elements of a quality assurance structure in place. This refers to the Quality Assurance Committee that has been installed at University level and to evaluation processes by students and faculty as well discussions at the different levels about teaching and learning, research, and employability. However, ULF is lacking a comprehensible strategy as well as a university-wide consistent quality management system. ULF has not transparently enough fixed the competencies and responsibilities for quality assurance and needs to develop a quality assurance manual or handbook in which quality processes and responsibilities as well as information about decisions made are described and stipulated.

Therefore, the panel recommends the accreditation on the following **conditions**:

1. ULF develops a coherent Quality Management Strategy that considers the demands resulting from the ULF's profile.
2. ULF develops an institutional Quality Management System that includes regulated competencies and responsibilities as well as concepts, methods, and instruments based on a Plan-Do-Check-Act-Cycle and that is suitable to regularly examine the quality of the HEI's different areas of performance and to ensure a consistent development.
3. Faculty and students as well as alumni and employers will be given the opportunity to be involved into the process of developing the Quality Management Strategy as well as the Quality Management System.

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|--|-------------|----------------------------------|--------------------------------|--|
| II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT | | | | |
| (1) Management Structure | | | X | |
| (2) Organisation of Localities | | X | | |
| (3) Quality Management Strategy | | | | Condition |
| (4) Quality Management System | | | | Condition |
| (5) Quality Management Instruments | | | | Condition |
| (6) Escalation Management | | | X | |
| (7) Participation | | | | Condition |

III. Studies and Teaching

In its self-evaluation report ULF states that the study programmes aim to develop suitable professionals, who are equipped with valid qualifications, skills and critical thinking. Moreover, students shall be enabled to succeed in their chosen future profession as well as making the most of their potential. Study programmes, methods of teaching and relevant meaningful research both at undergraduate and graduate levels, are oriented to advance knowledge related to the marketplace. Also, the University has a focus on student employment (employability) in the courses and with involving internships. In some faculties and departments internship are mandatory for students, in others only a few students are using the possibility of an internship. In this context, ULF is strengthening industry links to ensure that the programmes remain valid and suitable. The University and its staff are open to the problems and needs of companies and organisations (industry, banking, and transport) (cf. self-evaluation report p. 43).

Languages of instruction are French and English. Some programmes are offered in both languages. Students can choose between these options. They have proven their language abilities in the context of the admission to study and by sitting a language examination³.

³ This is not applied to native speakers of French or English.

The four ULF faculties offer the following study programmes (they are Bachelor degrees as far as not given as “Master”):

Faculty of Engineering

- Electrical Engineering
- Electronic Engineering
- Civil Engineering
- Mechanical and Energy Engineering

Faculty of Sciences and Letters

- Mechanics and Energy
- Biomedical Instrumentation
- Telecommunications
- Computer Science
- Sociology
- Master in Computer Science

Faculty of Technology

- Industrial Engineering and Maintenance
- Business Administration
- Trading, Banking and Insurance
- Telecommunications and Networking
- Industrial Computer

Faculty of Business Studies

- International Business Management
- Marketing
- Hotel Management
- Business Computing
- Master of Business Administration (MBA)
- Master Finance and Banking

ULF submitted with the self-evaluation report curricula, syllabi and CVs of teaching staff for the Bachelor programme Civil Engineering (belonging to the Faculty of Engineering), the Bachelor programme Computer Sciences (Faculty of Science and Letters) as well as for the programme Master of Business Administration (MBA) (Faculty of Business). The following descriptions refer to these three selected programmes.

Each curriculum follows the ECTS and shows a modularised programme structure with 180 ECTS credit points for the Bachelor programmes and 120 ECTS credit points for the Master. The modules have workloads of 3 to 5 credit points and are divided into contact hours and self-study times, whereas the final exam (with the Bachelor project and the Master thesis) has all in all a volume of 30 credit points⁴. The general form of teaching is the lecture. Module descriptions (syllabi) show a variety of teaching and learning methods such as practical

⁴ The final exams are different from the mid-term examinations that are taking place at the end of a semester.

projects, case studies, and interactive learning. Student-centred learning has become part of the programmes. Also, competence-oriented learning outcomes are elaborated in the module descriptions. Moreover, the course syllabuses contain the objectives of the course, prerequisites of the discipline, the content of the course, course policy, calendar and thematic plan, evaluation criteria, tasks for independent work, and a list of recommended literature and required reading. Students are offered a curriculum with explanations to all modules and an overview about contents and workload (ECTS credit points) in French.

As the study programmes reflect ULF's focus on student employability and a combination of theory and practice, the teaching process includes applied knowledge and practical learning with an implementation of competence-based learning approaches. To ensure effective reasoning the balance between teaching and learning, ULF encourages learning in a dialogue between the instructors/mentors and their students; ULF pedagogical approach includes students' interaction, triggering critical thinking and brainstorming sessions on studied subjects and various real-life issues, the application of systematic quizzes and presentations aiming at thinking, analysing, and reflecting on different aspects of subject disciplines. All ULF's faculty is invited to use open dialogue in their teaching and courses (cf. self-evaluation report p. 11).

The MBA programme is designed for candidates as well as experienced professionals aiming to develop their career as well as management and leadership skills. According to the self-evaluation report the programme shall enable candidates to obtain a complete and effective strategic business perspective required to operate successfully in a constantly changing, demanding and competitive business world. Teaching and learning aim among others at basic concepts in business administration-management; understanding the economic theories and practices; understanding the management theories and concepts as applied in organisations; the designing of business, marketing, and plans; the problem identification and research methods for the graduating research project and the process of working and training at organisations in the workplace.

The Bachelor programme "Computer Science" equips the students based on more than 30 modules with a wide range of subjects from operating systems to algorithms, software engineering, architecture, databases, security and artificial intelligence technology. The faculty focuses on industry links to ensure the programme remains valid and suitable. Students design computers and/or computer systems, hardware and software to control sensors, embedded devices and manufacturing or industrial plants. The programme also focuses on how computer systems themselves work and how they integrate into the main system. Graduates are required to use their expertise in the design and application of computer hardware, especially the interfacing of computers with other machinery such as networking, control and automation, multimedia, image processing, machine vision and intelligent systems.

Also, the Faculty of Engineering combines in the Bachelor programme "Civil Engineering" theory and practice in teaching and learning, in collaboration with the industry as civil engineers are at the front of planning, designing, constructing, maintaining, and improving infrastructural facilities. The curriculum includes more than 40 modules on different subjects such as electricity, electronics, material science, structures of concrete and steel, roads and bridges, modern physics, and mechanics. Most of the modules have a workload of 4 or 5 ECTS credit points. Teaching and learning are oriented at the method of critical thinking and

good conduct; the management of engineering projects; different methods of industrial maintenance; problem identification and research methods for the graduating research project.

ULF has a structure in place for providing academic advice in each study programme, given by academic advisors. They advise students on matters such as course choice and manage students' academic files. Students told the panel during the online conference that this structure is enormously helpful.

Originally, ULF entrusted the French Association for Higher Education Development (AFDES) for the development of its Academic programmes. Now the ULF Statutes lay down that the UC proposes a plan for the development of curricula, programmes, and practical exercises (Art. 20), whereas the AC proposes study programmes and projects (Art. 27). This happens based on the elaborations, developments and proposals by the respective faculty and department. Decisions about those proposals are made by the BOT.

As described above, ULF as a University of Applied Sciences is mainly focussed on teaching and learning, in the second row on research, the more so because industry in the North of Lebanon is small and medium sized. Prevailing is the food sector with products such as olive oil and its derivatives. Moreover, most jobs for graduates can be found in the capital city Beirut. Therefore, important for ULF are NGOs and public authorities in the region, such as the harbour of Tripoli. The University ensures that teaching and learning are in accordance with course descriptions. Syllabi are supervised by concerned Heads of academic departments. Course assignments, projects and final exams preparations, applications and markings are monitored by Heads of academic departments and the concerned academic Deans. The AC guides, sets policies, monitors, follows-up and evaluates the academic process at the University. ULF research activities follow the internal research procedures and guidelines. ULF works on implementing research outcomes into its teaching and learning for better quality of the training.

ULF's internal quality assurance system consists of three major areas: academic, research and administrative. In the academic section ULF promotes academic integrity and freedom and does not tolerate academic frauds. The academic programmes are defined by curricula. Their course syllabi include all necessary descriptions. Course offering is prepared on a semester basis by academic departments' Heads and concerned Deans of faculty to ensure that students learning path is secured within the set academic programmes. ULF ensures that all syllabi are approved by the concerned Head of department and faculty Dean. The University Secretary General in cooperation with the concerned Dean of faculty organise final exams and faculty evaluation by students on a course by course-basis. Students' faculty evaluations are reviewed and discussed with concerned faculty. The Dean of faculty is responsible to ensure that class learning facilities and technology are available for instructors. Suggestions for academic programmes development and/ or improvements are prepared by faculty Heads of departments for the Dean's approval before forwarding it to the University AC; once cleared at the AC it is raised to the UC for final approval. The Dean of the concerned faculty and Heads of administrative departments are responsible for ensuring the implementation of decisions.

Lebanon has an elaborated draft national qualification framework (LNQF) at the level of the ministry MEHE, that is corresponding to European qualification framework (EQF). As far as Bachelor and Master programmes are concerned, they refer to the levels six and seven of

the draft LNQF. But this draft was stuck by the unstable situation in the country and has not come into force. Therefore, a reference to the LNQF cannot be made.

With didactics, the University relies on the diversity of forms of knowledge and teachable materials. The teacher-learner relationship focuses on the teacher's presentation of scientific knowledge and its acquisition by the student. The didactic concept is consisting of lectures, large group discussions, case studies analysis, presentations on relevant and pressing issues in the workplace, linked to applied concepts in laboratories, research projects, debates (where possible), continuous written assessment of gained knowledge, examinations, and research projects. All aims to keep students motivated and generates a good experience in obtaining knowledge.

ULF's pedagogy approach is based on the ECTS and the European Higher Education Area (EHEA). Teachers distribute their course evaluation over several sections which includes class attendance and participation, homework, exams, case studies (in some courses) and research projects; these evaluations as well as description of the course objectives, contents, etc. are defined in the course syllabus given to students at the beginning of each course. Students are encouraged to work alone and in groups.

The examinations are used to assess students understanding and mastering of studied concepts. The mid-term exams are applied after course instructions have been completed and are held during the last two weeks of each semester and the last week of the summer session. These exams take place per subject, per study semester and summer sessions.

The whole study programme will be concluded with a final exam. Both, mid-term exams and final exams are conducted based on the "ULF General Rules and Regulations" and the respective syllabi. Moreover, there are special regulations for the final exams of Bachelor and Master programmes that describe the different steps of the procedures.

As for graduation, the study programmes require a final research project. Whereas the Bachelor students elaborate a supervised "Senior Project" graduate students must write a thesis. At least two faculty members will be involved in supervision and evaluation of work. Students must defend their final projects or the thesis before the examination board who decides upon the final marks. The following indication to the grading system will be applied among taught courses at ULF: Attendance and Participation: 10-15%; Tests / Midterms: 30-40%; Final Examination: 40-45% (for Engineering Finals are between 40% and 50%); Others: max. 10%.

Students who fail the final examinations are permitted to sit for a make-up exam and those unhappy with their final marks can petition for an appeal and clarifications.

As far as the admission of applicants is concerned, ULF's "General Academic Rules and Regulations" imply admission regulations for Bachelor and for Master programmes, moreover, language placement test and the requirements for the admission to the Sophomore Class.

For the access to the Bachelor programme, applicants must provide official certificates and/or diploma, the entrance examination results or their equivalent. Applicants may also be required to obtain a recommendation letter from the secondary or technical school principals. Students holding other official certificates or high school diplomas are eligible for the entrance to the study year one, if their certificates are recognised by the Lebanese Ministry

of Education as being equivalent to the Lebanese Baccaureate, and provided they sit for the Math and Physics (Engineering Faculty only) and French or English Entrance Examinations (placements tests) which are administered by ULF, because all teaching at ULF is carried out in French or English.

For the access to a Master programme applicants are expected to have a satisfactory undergraduate degree from a recognised institution which is the equivalent of ULF undergraduate degree with a minimum grade of 10/20. Students who did not graduate from an undergraduate institution where French or English is the teaching media, must present a DELF, B2 level or 210 TOEFL or 2.10 IELTS score 6.0 or higher or take the language entry. Moreover, applicants entering the Master programme must sit for an admissions interview conducted by an ULF jury.

Students provide, in confidence, at the end of each term evaluations of their instructors and courses taken. These evaluations are reviewed and communicated with the concerned faculty. Students comments and requests are scheduled in the University's AC as well as in the UC meetings. Moreover, students are involved into the learning process by a student-centred teaching approach.

With reference to educational and scientific institutions ULF's cooperation policy started upon its foundation. Emphasis was made to engage in international projects such as ERASMUS and the projects of the Agence Universitaire de la Francophonie (AUF) as well as cooperation and partnership agreements with other universities. With ERASMUS the University won a joint project together with the University of Montpellier on the exchange of students and faculty as well as on the research programme. ULF is a member of AUF since 1998 and has engaged in projects such as French language teaching and learning, funding conferences and study abroad for ULF's students in France and elsewhere at masters and doctorate levels.

ULF currently holds long standing cooperation agreements and partnerships with the following universities in France: University of Lyon, University of Saint-Etienne, University of Belfort, Montbeliard University, University of Grenoble, University of Evry, University of Montpellier, University of Nancy, and the University of Sorbonne Paris (cf. self-evaluation report p. 64). The cooperation and partnership agreements with these European universities⁵ include students and faculty exchange, joint degree programmes, matriculation agreements, transfer of credits towards degrees in France and joint degrees' cooperation as well as joint research and scientific conferences and publications. Especially for Ph.D. degrees, ULF selects students to do their doctorate in France and return to teach at the University.

ULF's internationalisation activities serve to enhance quality valid education and link its students to the international environment. It also serves to produce intercultural experience for faculty and students, building expertise and broadening perspectives.

⁵ The agreements have been presented to the panel as annexes to the self-evaluation report.

Appraisal „Studies and Teaching“:

The panel has the view that ULF's Bachelor and Master programmes of all faculties correspond to the University's profile as a University of Technology and Applied Sciences. They are very much oriented at the needs of industry and the labour market.

During the online conference, the panel talked to the Vice-President, to Deans, faculty staff, students, and graduates to discuss and assess the admission processes, contents and structure of the study programmes, the learning and teaching environment as well as quality assurance instruments for studies and teaching.

The panel met a deeply knowledgeable Vice-President as well as dedicated and motivated teaching staff members who reported about their didactic approach and their teaching and research activities. They emphasized that they could implement own ideas and projects without much bureaucratic issues, in the frame of curriculum and syllabi.

The students were profoundly serious and engaged. They emphasized the various teaching methodologies of lecturers (case studies, other practical studies, tests, use of social media) which promote their critical thinking and enhance their learning process. The didactic methods strengthen creative learning and educational environment and contribute to the formation of future professional qualities. The graduates noted that in particular engineers had acquired most appropriate competencies and an excellent professional background. But also in other study programmes, students noted that the curricula and syllabi were adapted to continuous developments on the job market. The panel appreciates the University's efforts on keeping the curricula flexible and focussing on employability and on combining theory and practice. In this context the panel recommends ULF intensifying the rate of students who use the possibility of an internship.

The documentation of the presented study programmes demonstrates that ULF can develop suitable concepts for study programmes. Their qualification objectives are oriented towards the European Qualification Framework (EQF) and the levels 6 and 7 of a corresponding draft of the LNQF. Furthermore, ULF ensures predictability in teaching and examination operations. The student-centred teaching approach makes the students take an active role in the designing of learning process.

The panel also welcomes that ULF works on implementing research outcomes into its teaching and learning for better quality education, even if this is more likely possible in the Master programmes rather than in the Bachelor programmes. Teaching staff and students informed the panel about research projects where students actively take part. The panel noted that students are involved in University's research activities. It recommends ULF intensifying scientific work also at the Bachelor level. It promotes the research mind-set of the students and their individual research efforts. Regarding the research strategy in general, please also see chapter IV. "Research".

The panel formed the view that ULF established a quality management system for studies and teaching, which ensures compliance with the European regulation (ESG, Dublin Descriptors, ETCS Users Guide). The findings obtained are transferred into specific measures for the programmes' improvement and further development. However, the panel also noted that faculty except assistant or full professors as well as students are not involved into the discussions about quality assurance processes which only take place in the

collegiate bodies and councils (AC and UC). Therefore, the panel recommends ULF involving both faculty and students into the discussions on quality assurance of programmes, in addition to the programme evaluation by students. Moreover, the panel underlines the necessity of documenting and formalising the whole quality assurance process on the study programmes insofar. These processes should be included into the main part of quality assurance (see chapter II).

The University holds cooperation agreements with many partners from various fields in the frameworks of studies and teaching that correspond to its study portfolio, particularly with well-known universities in France. This is welcomed by the panel because these connections can up to a certain extent complement the role of ULF as a more regional University. Exchange for students and faculty, and cooperative Ph.D. supervising prove the positive outcomes of the cooperation activities within the study programmes. The panel recommends ULF strengthening the involvement of employers and their expertise in the development of the study programmes.

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|--|-------------|----------------------------------|--------------------------------|--|
| III. STUDIES AND TEACHING | | | | |
| (1) Study offers and qualification objectives | | | X | |
| (2) Study programmes' quality | | | X | |
| (3) Research transfer to the areas of studies and teaching | | | X | |
| (4) Quality assurance | | | X | |
| (5) Cooperation | | X | | |

V. Research

Basic preconditions for ULF's research strategy are the following corner stones: (1) ULF is a university of applied sciences that is more orientated towards practice and applied theory. (2) Based on the Law ULF as a private university is not entitled to conduct doctoral studies unless in cooperation with a full university that has the right of doctoral provision. Thus, ULF has less possibilities to work on research than universities with doctoral programmes. (3) ULF can focus on a list of interesting research themes and subjects that are attractive for industry and other stakeholders. Therefore, the University can play an important role for applied research in cooperation with local industry, NGO's, and institutions. (4) ULF has limited financial resources (about 5 % of the budget) to afford additional academic staff for research and for research projects. There is only little public funding for research available. (5) The cooperation with foreign universities, especially in France can open attractive opportunities for research.

These preconditions and perspectives form the horizon for developing and having a sustainable research strategy.

Against this background ULF strives to become a regional institution with centres of excellence in its academic programmes and research strength. ULF encourages applied

research among its faculty and students to continue to be in line with global scientific developments and in technology to serve local needs.

One way of making this a reality is the examination track. Professors and students create through their Bachelor senior research projects and Master theses research results of which most are applied research projects. There are respective processes and regulations in place. Furthermore, ULF applies for participation at international research projects and / or international funding. Through partnership agreements with other educational and developmental institutions in France and in the Middle East, Europe, Canada, the University seeks to integrate itself in these countries' academic societies and developmental agencies, such as The Arab Economic Council of the Arab League and the Arab Sea Ports Federation (cf. self-evaluation report p. 68).

Thirdly, ULF focuses on certain limited subjects. This happens as the University manages and organises research through the AC at ULF, the research centre and faculty research departments on e.g. renewable energy, optimisation, and multi-agent systems; electronics, automation, business marketing, civil engineering and eEnvironment.

This describes at the same time the fields of special expertise in ULF.

The academic staff creates projects within the University or in cooperation with other researchers from foreign universities or with local industry and others.

ULF cooperates with its partner universities University of Lyon, University of Saint-Etienne, University of Belfort, Montbéliard University, University of Grenoble, University of Evry, University of Montpellier, University of Nancy, and the University of Sorbonne Paris not only in teaching, student, and faculty exchange but also in research as far as the expertise makes this possible. Members of staff are dealing with the supervision of Master and doctoral students on a co-direction basis with French partner universities, in particular the above mentioned.

ULF tries to find other financial resources for funding additional research projects such as World Bank, EU, AUF and others. The ULF's budget for research is managed by the responsible Department under the authority of the AC. There is competitive system installed with call for tenders or for proposals.

ULF strives through its research projects to also meet needs of the local community.

Senior projects undertaken by students for the Bachelor of Sciences degree, as well as final projects for the Bachelor of Engineering and theses for Master degrees, are further developed into research projects and integrated into the teaching and learning process.

Faculty research is also brought into the lectures, workshops activities and communicated to the students to complement their learning process with theoretical and empirical developments in the academic and workplace.

The ULF research department is responsible for all research activities at the University. The research department Head coordinates with the AC and Deans of faculties to raise research activities and proposals to the University council for approval and final decision.

The academic and administrative units at ULF review and discuss the results of their monitoring and evaluation, then raise it to the UC for final review and decision before forwarding it to the BOT through the University President for approval. Teaching and learning quality, research, resources, and service quality are reviewed by their concerned faculties, department heads and raised to the University council for final review and decision.

ULF provides for faculty members reduction of teaching and administrative hours towards research. This happens in the following ways:

The University encourages faculty research by exceeding the required allocated funds as per local regulations. Faculty and researchers participate in international conferences periodically, and at these conferences the latest developments in research, sciences and technology are discussed which strengthen their research and publication activities and are considered at the University toward their progress and development evaluation.

For supervising students' undergraduate and graduate research projects ULF faculty are also financially rewarded above their contractual agreements; this is also sought to encourage supervision dedication and guarantees to successful research projects by students (cf. self-evaluation report p. 71).

ULF has recently established a Research Centre to also publish an annual research journal that includes faculty's research with at least one research article annually approved by the research centre review board. This happens even though ULF encourages faculty to also publish in international double refereed journals. ULF is prepared to finance and to send qualified faculty members to France for research, and to assist in establishing co-tutoring for faculty members perusing doctorate degree in France. AUF as well as French Institutes finance these activities to strengthen research and the University (cf. self-evaluation report p. 71).

Research activities follow University procedure and guidelines. The processes for the undergraduate projects and the graduate theses of the final exams are documented with separate "Work Instructions" and internally published to students and faculty members. Students initiate their topics with the approval of the concerned faculty Head of department (cf. self-evaluation report p. 72). The work is presented to a committee for final evaluation and issuing of grades.

Similarly, faculty research projects are conducted based on a research framework which describes the steps towards the approval by the AC (cf. self-evaluation report p. 72). Also, ULF has adopted guidelines for "Publications, scientific conferences and books" that describe the organisation of research at the University. Faculty research at ULF is organised in four teams: engineering, environment, sciences, and business studies. Each team is given a research theme suitable for the University mission and its environment needs. These regulations are published internally.

ULF works with the Chamber of Commerce, Industry and Agriculture of Tripoli and North Lebanon on business development projects through joint research, consultancies aimed at the north region such as sustainable electricity generation, economic zones, ports development, business incubation, organisational modernisation of local industry and quality management systems development for local corporation. ULF also works with local authorities and municipalities as well as with the Engineers Syndicate of North Lebanon on research projects for waste management, energy production of waste, water, drinking water safety.

Appraisal „Research“:

During the online conference, the panel noted ULF's overall efforts to strengthen the research activities of the University. The panel welcomes that ULF uses the different tracks for research such as the student's involvement, international cooperation, collaboration with industry and NGOs, as well as individual efforts by members of the academic staff. It also takes into account that ULF in its specific situation as a University of Applied Sciences faces several difficulties which do not make it easier to do research. Therefore, the panel underlines ULF's strategy to intensify the transfer of knowledge and technology in addition to international collaboration in terms of research.

The panel welcomes that ULF motivates the academic staff to do research by reducing the teaching load as well as by financial advantages and other means. The involvement of students into research projects is also considered as useful in order to promote students' scientific skills on the one hand and ULF's goal of research-orientation on the other. In addition, in the framework of this incentive system the panel has seen that ULF motivates teaching and research-oriented staff as well as students to participate in research conferences and to present research results to other faculty staff and students. Though the number and volume of co-direction doctoral works with French universities is limited, the panel underlines the value of these activities of ULF faculty.

Also, the panel appreciates the taken research activities and its publication in academic journals as well as the culture of cooperation that ULF furthers with the academic staff.

As far as the financial side is concerned, the University tries to find additional resources by itself or by collaboration with partners of Higher Education Institutions. The panel welcomes the University's efforts to receive such external grants in order to expend its research activities.

Against the background of ULF's focus in research on specific subjects, to the panel it seems to be a well selected strategic approach.

However, the panel has the view that these efforts should be even more intensified. The panel recommends ULF promoting the research area especially among teaching staff and students and creating an overall awareness within the University community that also research and knowledge and technology transfer play an essential role at ULF. Moreover, the panel recommends ULF developing a research strategy with specific, measurable, action-oriented, realistic, and terminable goals for a term of several years. Taking into view ULF's institutional character as a University of Applied Sciences the area of technology and knowledge transfer should be strengthened also in terms of gaining additional financial resources.

In the opinion of the panel the awareness of good scientific practice in ULF takes place and plays an essential role of its quality expectation and quality understanding. However, an effective quality management system that includes instruments and methods for a regular assessment of research quality is lacking. This might be due to the fact that ULF does not practice a competitive system of research funding. The panel recommends the accreditation under the **condition** that ULF develops a systematic approach for quality assurance in research.

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|-----------------------------------|-------------|----------------------------------|--------------------------------|--|
| IV. Research | | | | |
| (1) Research strategy | | | X | |
| (2) Research activities | | | X | |
| (3) Promotion of research | | | X | |
| (4) Good scientific practice | | | X | |
| (5) Quality assurance in research | | | | Condition |
| (6) Research cooperation | | | X | |

V. Services (Administration, Counselling, Academic Support)

Educational processes are supported by the administrative units of ULF. The University has structural divisions for academic issues to support students' educational, personal and career needs. There are Academic Advisors in each faculty, departments for Admission, Students Services, Student Graduate Network, Student Internships, Health and Safety under the Secretary General in the Administration. Moreover, ULF has departments for Library, IT, Social Aid and Student Affairs as well as a Research Centre.

The administrative system at ULF has earned ISO 9001:2008 certifications in 2016 and continued its re-certifications with the ISO 9001:2015 standard. The system covers the whole operational cycle at the University. The processes of registering students, organising classes, managing classes, and controlling issuing of grades and graduation requirements are all defined, documented, and controlled. Processes are mapped, supported by reliable forms and the system is documented. An internal audit is scheduled twice a year; external audit once a year.

Admissions are centralised at ULF main campus, decisions on admissions are made by the relevant faculty at the main campus. A short description of the requirements is available on the ULF website (<http://www.ulf.edu.lb/index.php/enseignements/admission-inscription.html>). A further detailed regulation ("General Academic Rules and Regulations") is then available for the applicant. The administration under the General Secretary Department handles all internships and the employment advice as well as students' employability statistics. ULF is building up and strengthening a data base of the Alumni that should play its role in this area, as a feedback and as support for helping students find jobs. ULF also has a special office at the University to ensure placement and internships at organisations. The University is establishing an Alumni Association to engage graduated students. Upon graduation, students are issued transcripts, completion attestation and degree certifications specifying their area of studies and specialisations.

Academic advisors are allocated for students to guide them through their studies at the University, for the choice of courses, for registrations and any other academic related issues. Faculty also provide open office hours to counsel students for courses and academic programme related issues. Moreover, the students support services at ULF assist students in learning, developing and in preparing themselves for effective valid education and the workplace. The support services of the University help students with qualified personnel make progress at learning and developing experience. ULF students come from various

parts of the country and different walks of life, be it full-time, part-time, professionals and from regular schools. Therefore, ULF encourages them to engage in extra curricula activities during their study such as graduation projects to contribute to the employability opportunities.

ULF students are also supported by the Secretary General Department for internship allocation and job finding. ULF offers financial support to its students through a transparent and fair procedures and policies. Moreover, ULF provides students scholarships to assist them in gaining an equal opportunity to higher education. This is financed with an amount of the tuitions and fees. The table below shows the number of students who have received scholarships during past 3 years.

| | Total number of students | Scholarship paid in US \$ | Tuition fees in US \$ | Percentage Tuition of Scholarship |
|------------------|---------------------------------|----------------------------------|------------------------------|--|
| 2017-2018 | 1370 | 688 007 | 4,065 285 | 17% |
| 2018-2019 | 1093 | 858 312 | 4,650 060 | 18% |
| 2019-2020 | 782 | 1,023962 | 4,671750 | 21% |

Appraisal „Services“:

ULF has created a clear and transparent admission and counselling procedure for national and international students. The services offered by the University are documented in a clear and user-friendly manner and they are accessible (ULF website and files). They enable the internal and external participating members to operate in an effective and efficient manner.

The expert panel welcomes that a variety of guidance and assistance by faculty and a body of advisors are available for the students. If students are at academic risk, the advisors are assigned to help them and to provide academic counselling and support.

Students in unfavourable financial situations can apply for internal scholarships. The financial aid programmes are transparently promoted through different channels, events, and activities.

Furthermore, ULF has developed a well-functioning career support, which offers internships but also helps students with contacts to regional industry, authorities, and NGOs. All of this has a positive impact on the students' employability.

The evaluation of the administrative staff including the earned ISO 2001:2015 guarantees an efficient functioning and a corresponding documentation of the processes involved. Therefore, the panel considers the administration processes efficient and positive for the students. This allows for continuous feedback and the results can be transferred into specific measures for further development. The expert panel is convinced that instruments and

methods within the quality assurance system are convenient and that the students get a student-oriented service. Their opinion and their wishes are considered and taken seriously.

The panel welcomes the relatively high amount of money that ULF pays for scholarships for students who are in need.

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|--|-------------|----------------------------------|--------------------------------|--|
| V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT) | | | | |
| (1) Services | | | X | |
| (2) Assessment of services | | X | | |
| (3) Further development of services | | | X | |

VI. Resources

In its self-evaluation report ULF describes the available buildings at the different campuses and states that classrooms, laboratories and other premises offer sufficient space for all the work in the provision of educational services and the implementation of educational programmes. They are furnished and equipped with modern infrastructure and technique, including computer and office equipment, allowing demonstrating presentations and conducting video conferences. They are provided with Internet access in every workplace. The buildings contain both room halls for lecture courses and compact classrooms for seminars, while users are provided with remote access to library resources from anywhere. They also include sports facilities. There are two laboratories in Deddeh with 12 computers each as well as 17 offices with laptops or PC. At the Tripoli campus ULF has one laboratory with laptops and 11 offices with laptops or PC.

The library at the main campus in Deddeh inclusive the Study Centre in Tripoli is equipped with workplaces and computers for research activities. Including the extension libraries per Faculty and the Study Centre in Tripoli, it holds approximately 8,000 volumes in Encyclopaedias, Manuals, Textbooks, Handbooks and Academic Papers, that refer to the degree programmes, academic majors and research facilities. It includes the e-library with access to the AUF Digital Library about CNF in Tripoli as well as the Emerald Digital Library and Data House based on annual inscriptions. Access to all licensed resources is open from all IP addresses of the ULF network.

The Lebanese Law enumerates the following functions for the academic staff: Chair Professor, Professor, Associate Professor, Assistant Professor, Lecturer, Adjunct Professor.

The full-time academic staff of ULF consists of 193 teaching persons. 33 of them are employed, the others are part-time academic staff. This academic staff comprises for all faculties: six professors, 32 associate professors, 58 assistant professors, 63 senior lecturers and 28 lecturers as well as six instructors. 137 are male, 56 are female.

The legal prerequisites (Art. 8 of the Law on Higher Education No, 285) for these positions are:

- The Chair Professor holds a PhD degree in the relevant discipline from a recognised university and has a minimum of 12 years of teaching experience in the discipline without interruption. He/she has a distinguished record of publications and research in leading journals (a minimum of three) after being awarded the PhD degree.
- The Professor holds a PhD degree in the relevant discipline from a recognised university and has a minimum of ten years of teaching experience in the discipline without interruption as well as five referred publications and research in leading journals after being awarded his/her PhD degree.
- An Associate Professor holds a PhD degree in the relevant discipline from a recognised university, has five years of teaching experience in their discipline without interruption and has five referred publications and research in leading journals or international conferences.
- The Assistant Professor holds a PhD degree in the relevant discipline from a recognised university, has three years of teaching experience in their discipline without interruption and has three referred publications and published research.
- A Lecturer holds a Master's degree (or its equivalent) in the relevant discipline from a recognised university.

Full-time faculty members are recruited for positions of instructors, lecturers, senior lecturers, assistant professors, associate professors, and professors. Based on the Law on Higher Education, prerequisites are valid qualifications, teaching experience as well as research records. Full-time faculty members are determined through a series of interviews and audited lecturer trails. All appointments are made by the University President based on the recommendations of the concerned Academic Chairperson and Dean of Faculty.

Promotion in the rank of full-time professors takes place through a peer review process according to specific criteria and governed by the Faculty Promotion Process. Following the President's approval, the Dean shall convene a committee to review the scholarly work of candidates for promotion. It shall be composed, at least, of three members elected from faculty professors and experienced professionals as external reviewers. The committee will submit a report to the University Council which will in turn make recommendations for promotion.

Part-time lecturers are selected upon the same criteria. ULF tries to select part-time lecturers with valid professional experience in addition to their masters degrees for selected course. The part-time teaching staff is involved in the Faculties' organisation referring to teaching operations on a regular basis. These lecturers have the same rights and duties depending on their position and are subject to the same requirements in application and hiring processes. They enrich the study programme with the practices and realities of the marketplace.

The administrative staff comprises 17 employees. They work on financing, admission of students, general services, social services, and library. Two employees work for each faculty.

The qualifications of the teaching staff are confirmed by the fact, that all professors (full, associate or assistant) have a Ph.D. The submitted curriculum vitae show that all of them have done research and published and have teaching experience.

ULF bylaws provide appropriate support for the advancement and development of faculty, including support for teaching (innovation in teaching methods and the use of new technologies), research and professional service. Most of ULF classes are equipped with teaching technologies and there is a continuous improvement process to ensure that all classrooms are adequately equipped with the needed technology. The use of these techniques requires further didactic training. Moreover, ULF encourages faculty mobility and exchange programmes at national and international levels (cf. self-evaluation report p. 70).

ULF is a non-profit University that relies on the tuitions and fees of its students to its funding up to 95 %. ULF also works with local social agencies to provide partial funds towards students' tuitions and fees. This preserves and enhances ULF's financial resources (cf. self-evaluation report p. 86).

ULF states it is financially stable (cf. self-evaluation report p. 87). The governing board reviews and approves the University's financial plans. ULF dedicates sufficient resources to the support of its academic purposes and programmes. The governing board regularly and systematically reviews the effectiveness of ULF financial aid policy.

ULF's budget breakdown is as follows: Revenues come from tuitions and fees as well as from other receipts such as fees for applications, registrations, graduations, dormitories, community services, gifts, and endowment. ULF's expenses include salaries and benefits, supplies and materials, utilities and communication, maintenance and repair, travel and transportation, depreciation expenses, books, periodicals, e-data, software, miscellaneous expenditure, scholarships, faculty and staff development, equipment, and furniture.

Upon request of the panel ULF has presented a Five-Year Financial Sustainability Plan, future budgets for the next three years as well as audit related annual accounts of the last three years. These files reveal that ULF estimates to gain a reliable yearly surplus and will be capable to meet its mission's demands and objectives with reference to teaching and learning as well as to research including the student services.

Appraisal „Resources“:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the University's building. ULF has provided a virtual tour presenting the University's premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of the University is ensured regarding the capacities for teaching, research, studies, and administration at the different campuses.

The expert panel is convinced that the qualifications of the full-time and the part-time academic staff correspond to the requirements of study, teaching, and research. In particular, the panel welcomes that the members of the academic staff have in most cases much teaching experience and from previous occupations practical experience. The number of full-time professors matches the scope of tasks in teaching and research.

The part-time teaching staff is involved in the organisation of faculty's teaching operations in a suitable manner. It has the same rights and duties and is subject to the same requirements in application and hiring processes.

The human resources in the different areas of performance allow for an adequate fulfilment of tasks. Professional development takes place for all staff groups and contributes to their qualification in terms of support for the advancement and development of faculty, including support for teaching (innovation in teaching methods and the use of new technologies).

As a private University ULF is financed by tuition and fees. The future budgets and the estimate of the development of future student numbers appear realistic. Therefore, the expert panel is convinced that - based on the documents provided to the panel - for the accreditation period the financing of all performance areas is ensured. However, despite these positive financial perspectives, ULF's high dependency on student tuition fees for the income should be reduced. The panel recommends ULF finding additional adequate financial revenues.

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|------------------------------|-------------|----------------------------------|--------------------------------|--|
| VI. RESOURCES | | | | |
| (1) Rooms and facilities | | | X | |
| (2) Full-time teaching staff | | | X | |
| (3) Part-time teaching staff | | | X | |
| (4) Human resources | | | X | |
| (5) Financing | | | X | |

VII. Publication / Public

The ULF website⁶ (hereafter website) contains a variety of institutional data. Official announcements and updates are published on the website for prospective and current students, faculty, staff, parents, alumni, partners as well as the general audience. The website contains, amongst others, information on admission requirements. Student support and career development services are also published on the website. ULF also uses mass and social media to inform the public about its structure, programmes, services and important events.

There is a "Student Guide", a comprehensive document that covers all aspects of student life at the University. It includes (1) details of the University's administration, (2) the registration process from admissions to advising, transfer credits policies, scholarships process and to registration, how studies are organised and distributed, the teaching and learning methods adopted at the University according to the ECTS, and (3) how studies begin at the University, advising the process before registration in classes, the requirements for graduation, and requirements for the graduation research project (4) the student life at the University, the social contract between the student and the University (5) information for the students about international agreements with other universities (7) the University's research themes (6) information about each Faculty at the University (8) the language centre, its operations and requirements (9) the University services and departments and (10) list of faculty. Circulars

⁶ <http://ulf.edu.lb/>

and announcements are made within the University to inform the University community (faculty, staff, and students).

ULF has predefined regulations covering all phases of the student life cycle from admissions, class registrations, grading, examinations, and degree graduation completion requirements specifying the credits and period of studies needed (Academic Rules and Regulations). These regulations have been presented to the panel, but as such they have not been published on the website.

Information about ULF's study programmes as well as about activities, quality status and services are given to schools, technical institutions, selected corporations to meet prospective students' for the undergraduate and graduate programmes. ULF is also active in displaying information on the University in the social media network, in print media such as newspapers and scientific magazines.

ULF states that Deans and other academic chairpersons provide in-depth information about study programmes, studies and learning, programmes objectives, qualifications outcomes and its market conditions and suitability. Academic advisors give applicants in-depth information on programmes and registrations. ULF partners are updated with development at the University with reference to its academic and administrative services and operations through the established means of communications and scheduled regular visits. ULF updates partners on latest developments at the University and especially those who fund students and provide work opportunities (cf. self-evaluation report p. 90 f.). However, information on syllabi, study regulations, internships and libraries are not published.

ULF members are provided with information on the University, its activities, and developments through the regular meetings of its councils, committees, and workgroups. The entire community is also informed twice annually through the General Assembly at the beginning and the end of each academic year. The University President also holds regular meetings with Heads of departments and Deans to up-date them on status of the University and new developments.

ULF holds regular meetings with its partners, concerned syndicates, associations, and key players in the community to work on the development and modernisation of the local community. ULF up-dates its partners with its status and new development.

ULF relies on several media of communications with its public such as: conferences, exhibitions in specialised educational fairs, social media, local print media. ULF organises regular visits to high-schools, technical institutions, and professional syndicates to provide the appropriate information on the University, status, its programmes, and activities (cf. self-evaluation report p. 92).

ULF states that regarding quality managements' results and measures the University Quality Assurance Committee, Deans, Heads of departments, Faculty Committees, UC and AC disseminate information about quality issues to all involved who themselves inform their faculty, staff and students. Information on students' faculty evaluation, quality management systems, academic and administrative quality procedures, academic programmes, research, and faculty development are included in such information (cf. self-evaluation report p. 92).

However rules, strategy, system of the quality management as well as results of its quality management are not published and accessible on media such as on the website.

Appraisal „Publication / Public“:

The panel acknowledges ULF’s publications on study programmes and activities. However, it also has the view that the ULF members as well as external stakeholders and the public are not clearly and transparently informed on the competencies and responsibilities of the governance structure and the control system (see conditions in chapter II).

The expert panel has the view that ULF ensures consulting for prospective students, their parents and potential cooperation partners. The different consulting formats such as events, social media channels, and visits to schools, follow the needs of the target groups.

Regulations regarding the “student life cycle” are defined but not in all parts adequately published. The regulations regarding e.g. syllabi, internships, libraries, and examinations are not fully accessible to students on the website, which would be important, especially also in times of the pandemic. Therefore, the panel recommends the accreditation on the **condition** that ULF publishes the full content of regulations on the “student life cycle” on its website or other adequate channels in such a way that students, faculty, and other stakeholders get access to all necessary information.

ULF publishes information about the University’s activities and events. It is in ULF’s interest to inform the public about teaching, research as well as national and international relations for public relations reasons which can have a positive impact on the development of the student numbers. The panel recommends ULF to improve the information on its activities.

Based on the self-evaluation report and the interviews during the online conference, the panel noted that ULF’s policy on quality assurance is not sufficiently known to academic staff and students, especially referring to competencies and responsibilities within the control and quality assurance system. Therefore, the panel recommends the accreditation on the **condition** that ULF publishes information on its quality assurance system and the quality management results on its website.

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|--|-------------|----------------------------------|--------------------------------|--|
| VII. PUBLICATION / PUBLIC | | | | |
| (1) Competencies and responsibilities | | | | X (see condition in chapter II) |
| (2) documentation “student life cycle“ | | | | Condition |
| (3) Advise and information | | | X | |
| (4) Public relations | | | X | |
| (5) Results of quality management | | | | Condition |

Quality Profile

University of Technology and Applied Science, Lebanon (ULF)

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|--|-------------|----------------------------------|--------------------------------|--|
| I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES | | | | |
| (1) Mission Statement | | | X | |
| (2) Profile | | | X | |
| (3) Target Groups | | | X | |
| (4) Academic Freedom | | | X | |
| (5) Strategic Objectives | | | | Conditions |
| II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT | | | | |
| (1) Management Structure | | | X | |
| (2) Organisation of Localities | | X | | |
| (3) Quality Management Strategy | | | | Condition |
| (4) Quality Management System | | | | Condition |
| (5) Quality Management Instruments | | | | Condition |
| (6) Escalation Management | | | X | |
| (7) Participation | | | | Condition |
| III. STUDIES AND TEACHING | | | | |
| (1) Study offers and qualification objectives | | | X | |
| (2) Study programmes' quality | | | X | |
| (3) Research transfer to the areas of studies and teaching | | | X | |
| (4) Quality assurance | | | X | |
| (5) Cooperation | | X | | |
| IV. RESEARCH | | | | |
| (1) Research strategy | | | X | |
| (2) Research activities | | | X | |
| (3) Promotion of research | | | X | |
| (4) Good scientific practice | | | X | |
| (5) Quality assurance in research | | | | Condition |
| (6) Research cooperation | | | X | |
| V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT) | | | | |
| (1) Services | | | X | |
| (2) Assessment of services | | X | | |
| (3) Further development of services | | | X | |

| Quality Requirements | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|--|-------------|----------------------------------|--------------------------------|--|
| VI. RESOURCES | | | | |
| (1) Rooms and facilities | | | X | |
| (2) Full-time teaching staff | | | X | |
| (3) Part-time teaching staff | | | X | |
| (4) Human resources | | | X | |
| (5) Financing | | | X | |
| VII. PUBLICATION / PUBLIC | | | | |
| (1) Competencies and responsibilities | | | | (see condition in chapter II) |
| (2) documentation "student life cycle" | | | | Condition |
| (3) Advise and information | | | X | |
| (4) Public relations | | | X | |
| (5) Results of quality management | | | | Condition |

Annexes: Curricula of MBA, Civil Engineering, Computer Science

Master of Business Administration

| Example 1 st Semester | | | | | | | | | | | | | |
|--|---|----------------------------|----|----|----|----|----|----|----------------|------------------|--|---------------------------------------|---------------------------------------|
| Module No. | Title of Module / Course Unit | 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 Module 1 | | | | | | | | | | | | | |
| M 1.1 | Course Unit 1 Research Methodologies | 5 | | | | | | | 25 | 100 | L | Exam Paper- On site (120 Min-180 Min) | 30-45 % |
| M 1.2 | Course Unit 2 Project Management | 3 | | | | | | | 20 | 55 | L | | |
| M 1.3 | Course Unit 3 Human Resource Management | 5 | | | | | | | 35 | 90 | L | | |
| M 1.4 | Course Unit 4 Financial Accounting for Managers | 5 | | | | | | | 35 | 90 | L | | |
| M 1.5 | Course Unit 5 Taxation & Fiscal policy | 3 | | | | | | | 25 | 50 | L | | |
| M 1.6 | Course Unit 6 Business Communication I | 5 | | | | | | | 35 | 90 | L | | |
| Example 2 nd Semester | | 26 | | | | | | | | | | | |
| M2 Module 2 | | | | | | | | | | | | | |
| M 2.1 | Course Unit 1 Marketing Management | 5 | | | | | | | 35 | 90 | L | Exam Paper- On site (120 Min-180 Min) | 30-45 % |
| M 2.2 | Course Unit 2 Sales Management & Industrial Marketing | 5 | | | | | | | 35 | 90 | L | | |
| M 2.3 | Course Unit 3 General Economic Analysis | 5 | | | | | | | 35 | 90 | L | | |
| M 2.4 | Course Unit 4 Financial policies | 5 | | | | | | | 35 | 90 | L | | |
| M 2.5 | Course Unit 5 Operations Management | 5 | | | | | | | 35 | 90 | L | | |
| M 2.6 | Course Unit 6 Management Development | 5 | | | | | | | 35 | 90 | L | | |
| M 2.7 | Course Unit 7 Business Communication II | 5 | | | | | | | 35 | 90 | L | | |
| Example 3rd Semester | | 35 | | | | | | | | | | | |
| M3 Module 3 | | | | | | | | | | | | | |
| M 3.1 | Course Unit 1 Entrepreneurial Management | 5 | | | | | | | 35 | 90 | L | Exam Paper- On site (120 Min-180 Min) | 30-45 % |
| M 3.2 | Course Unit 2 Organizational Behaviour & Business policy | 5 | | | | | | | 35 | 90 | L | | |
| M 3.3 | Course Unit 3 Leadership & Managing Change | 5 | | | | | | | 35 | 90 | L | | |
| M 3.4 | Course Unit 4 Productivity | 4 | | | | | | | 35 | 65 | L | | |
| M 3.5 | Course Unit 5 Total quality management | 5 | | | | | | | 35 | 90 | L | | |
| M 3.6 | Course Unit 6 Business Communication III | 5 | | | | | | | 35 | 90 | L | | |
| Example 4th Semester | | 29 | | | | | | | | | | | |
| M4 Module 4 | | | | | | | | | | | | | |
| M 4.1 | Course Unit 1 Thesis 1- Thesis Initiation Workshop 2 - Methodology & SPSS Workshops 3- Defense | 30 | | | | | | | 12 18 1 | | S + Workshops Continuous Supervision; 4-5 Months Student Research and Work | 60 Minutes-Defense | 100% |
| Note: Hours for Self-Study include: Final Project, Case Studies, Presentations, Assignments, Critique, Library | | | | | | | | | | | | | |

Civil Engineering

Sample Curriculum Overview

Here: Civil Engineering Programme, 10 Semesters

Example 1st Semester

| Modul No. | Title of Module / Course Unit | 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 | | | |
| L1 Modul 1 | | | | | | | | | | | | | |
| L 1.1 | Course Unit 1 Circuits électriques | 4 | | | | | | | 40 | 56 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 1.2 | Course Unit 2 Chimie I | 4 | | | | | | | 40 | 56 | L | | |
| L 1.3 | Course Unit 3 Algorithmes | 4 | | | | | | | 40 | 56 | L | | |
| L 1.4 | Course Unit 4 Algèbre I | 4 | | | | | | | 48 | 50 | L | | |
| L 1.5 | Course Unit 5 Analyse I | 4 | | | | | | | 48 | 50 | L | | |
| L 1.6 | Course Unit 6 Mécanique du point | 4 | | | | | | | 40 | 56 | L | | |
| L 1.7 | Course Unit 7 Optique | 4 | | | | | | | 40 | 56 | L | | |
| L 1.8 | Course Unit 8 Bureautique | 2 | | | | | | | 20 | 26 | L | | |
| L 1.9 | Course Unit 9 Psychologie | 2 | | | | | | | 14 | 30 | L | | |
| L 1.10 | Course Unit 10 A1 | 2 | | | | | | | 20 | 26 | L | | |
| L 1.11 | Course Unit 11 F1 | 2 | | | | | | | 20 | 26 | L | | |
| Example 1st Semester | | 36 | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-------------------|---|---|--|--|--|--|--|--|----|----|---|----------------------------------|---------|
| L2 Modul 2 | | | | | | | | | | | | | |
| L 2.1 | Course Unit 1 Français I | 4 | | | | | | | 40 | 56 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 2.2 | Course Unit 2 Structures des données | 4 | | | | | | | 40 | 56 | L | | |
| L 2.3 | Course Unit 3 Chimie II + Lab | 4 | | | | | | | 44 | 50 | L | | |
| L 2.4 | Course Unit 4 Algèbre II | 4 | | | | | | | 48 | 50 | L | | |
| L 2.5 | Course Unit 5 Analyse II | 4 | | | | | | | 48 | 50 | L | | |

| | | | | | | | | | | | | | | |
|--------|--|---|--|--|--|--|--|--|--|----|----|---|--|--|
| L 2.6 | Course Unit 6 Mécanique du solide | 4 | | | | | | | | 40 | 56 | L | | |
| L 2.7 | Course Unit 7 Statique | 4 | | | | | | | | 40 | 56 | L | | |
| L 2.8 | Course Unit 8 Architecture de base | 2 | | | | | | | | 14 | 26 | L | | |
| L 2.9 | Course Unit 9 Arabe (Civilisation) | 2 | | | | | | | | 20 | 26 | L | | |
| L 2.10 | Course Unit 10 A2 | 2 | | | | | | | | 20 | 26 | L | | |
| L 2.11 | Course Unit 11 F2 | 2 | | | | | | | | 20 | 26 | L | | |

Example 2nd Semester 36

| | | | | | | | | | | | | | | |
|-------------------|--|---|--|--|--|--|--|--|--|----|----|---|-------------------------------------|---------|
| L3 Modul 3 | | | | | | | | | | | | | | |
| L 3.1 | Course Unit 1 Dessin Industriel | 2 | | | | | | | | 16 | 34 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 3.2 | Course Unit 2 Français II | 4 | | | | | | | | 40 | 56 | L | | |
| L 3.3 | Course Unit 3 Technique du Dessin | 2 | | | | | | | | 16 | 34 | L | | |
| L 3.4 | Course Unit 4 Interface et applications graphiques | 4 | | | | | | | | 40 | 56 | L | | |
| L 3.5 | Course Unit 5 Probabilité et statistique | 4 | | | | | | | | 48 | 50 | L | | |
| L 3.6 | Course Unit 6 Analyse III | 4 | | | | | | | | 48 | 50 | L | | |
| L 3.7 | Course Unit 7 Electrostatique et électromagnéti- sme | 4 | | | | | | | | 40 | 56 | L | | |
| L 3.8 | Course Unit 8 Thermodynamique + Laboratoire | 4 | | | | | | | | 44 | 56 | L | | |
| L 3.9 | Course Unit 9 Ethiques | 2 | | | | | | | | 14 | 26 | L | | |
| L 3.10 | Course Unit 10 Langue arabe | 2 | | | | | | | | 20 | 26 | L | | |
| L 3.11 | Course Unit 11 A3 | 3 | | | | | | | | 30 | 40 | L | | |
| L 3.12 | Course Unit 12 F3 | 3 | | | | | | | | 30 | 40 | L | | |

Example 3rd Semester 38

| | | | | | | | | | | | | | | |
|-------------------|----------------------------|---|--|--|--|--|--|--|--|----|----|---|-------------------------------------|---------|
| L4 Modul 4 | | | | | | | | | | | | | | |
| L 4.1 | Course Unit 1 Anglais I | 4 | | | | | | | | 40 | 56 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 4.2 | Course Unit 2 A4 | 3 | | | | | | | | 30 | 40 | L | | |
| L 4.3 | Course Unit 3 F4 | 3 | | | | | | | | 30 | 40 | L | | |

| | | | | | | | | | | | | | | |
|--------|---|---|--|--|--|--|--|--|--|----|----|---|--|--|
| L 4.4 | Course Unit 4 Matériaux de construction | 4 | | | | | | | | 40 | 56 | L | | |
| L 4.5 | Course Unit 5 Installation électrique | 4 | | | | | | | | 40 | 56 | L | | |
| L 4.6 | Course Unit 6 Résistance des matériaux | 4 | | | | | | | | 40 | 56 | L | | |
| L 4.7 | Course Unit 7 Sciences des matériaux | 4 | | | | | | | | 40 | 56 | L | | |
| L 4.8 | Course Unit 8 Physique Moderne | 4 | | | | | | | | 40 | 56 | L | | |
| L 4.9 | Course Unit 9 DAO | 4 | | | | | | | | 40 | 56 | L | | |
| L 4.10 | Course Unit 10 REVIT | 2 | | | | | | | | 20 | 26 | L | | |
| L 4.11 | Course Unit 11 Histoire d'architecture | 2 | | | | | | | | 16 | 30 | L | | |

Example 4th Semester 38

| L5 Modul 5 | | | | | | | | | | | | | | |
|------------|--|---|--|--|--|--|--|--|--|----|----|---|----------------------------------|---------|
| L 5.1 | Course Unit 1 Anglais II | 4 | | | | | | | | 40 | 56 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 5.2 | Course Unit 2 Ingénierie des bétons | 2 | | | | | | | | 20 | 26 | L | | |
| L 5.3 | Course Unit 3 Mécanique des Sols 1 + Laboratoire | 4 | | | | | | | | 44 | 50 | L | | |
| L 5.4 | Course Unit 4 Analyse des Structures 1 | 4 | | | | | | | | 40 | 56 | L | | |
| L 5.5 | Course Unit 5 Béton Armé 1 | 4 | | | | | | | | 40 | 56 | L | | |
| L 5.6 | Course Unit 6 Transferts thermiques + LAB | 4 | | | | | | | | 44 | 50 | L | | |
| L 5.7 | Course Unit 7 Recherche opérationnelle | 4 | | | | | | | | 40 | 56 | L | | |
| L 5.8 | Course Unit 8 Résistance des matériaux avancée | 4 | | | | | | | | 40 | 56 | L | | |

Example 5th Semester 30

| L6 Modul 6 | | | | | | | | | | | | | | |
|------------|--|---|--|--|--|--|--|--|--|----|----|---|----------------------------------|---------|
| L 6.1 | Course Unit 1 Procédés généraux de construction | 4 | | | | | | | | 40 | 56 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 6.2 | Course Unit 2 Béton Armé 2 + Lab | 4 | | | | | | | | 40 | 56 | L | | |
| L 6.3 | Course Unit 3 Analyse des Structures 2 | 4 | | | | | | | | 40 | 56 | L | | |
| L 6.4 | Course Unit 4 Laboratoire Analyse des Structures | 2 | | | | | | | | 24 | 26 | L | | |
| L 6.5 | Course Unit 5 Architecture 1 | 4 | | | | | | | | 40 | 56 | L | | |

| | | | | | | | | | | | | | | |
|-----------------------------|--|----|--|--|--|--|--|--|--|----|----|---|-------------------------------------|---------|
| L 6.6 | Course Unit 6 Fondations | 4 | | | | | | | | 40 | 56 | L | | |
| L 6.7 | Course Unit 7 Mécanique des fluides | 4 | | | | | | | | 40 | 56 | L | | |
| L 6.8 | Course Unit 8 Modélisation des structures | 4 | | | | | | | | 40 | 56 | L | | |
| Example 6th Semester | | 30 | | | | | | | | | | | | |
| L7 Modul 7 | | | | | | | | | | | | | | |
| L 7.1 | Course Unit 1 Géologie | 2 | | | | | | | | 20 | 26 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 7.2 | Course Unit 2 Langue Etrangère | 4 | | | | | | | | 40 | 56 | L | | |
| L 7.3 | Course Unit 3 Mécanique des Sols2 | 4 | | | | | | | | 40 | 56 | L | | |
| L 7.4 | Course Unit 4 Hydraulique | 4 | | | | | | | | 40 | 56 | L | | |
| L 7.5 | Course Unit 5 Laboratoire Hydraulique | 2 | | | | | | | | 24 | 24 | L | | |
| L 7.6 | Course Unit 6 Béton Précontraint | 4 | | | | | | | | 40 | 26 | L | | |
| L 7.7 | Course Unit 7 Sport | 2 | | | | | | | | 14 | 36 | L | | |
| L 7.8 | Course Unit 8 Construction Métallique/mixte/ bois | 4 | | | | | | | | 40 | 56 | L | | |
| L 7.9 | Course Unit 9 Modélisation numérique | 2 | | | | | | | | 20 | 26 | L | | |
| L 7.10 | Course Unit 10 Modélisation des structures avancée | 2 | | | | | | | | 20 | 26 | L | | |
| Example 7th Semester | | 30 | | | | | | | | | | | | |
| L8 Modul 8 | | | | | | | | | | | | | | |
| L 8.1 | Course Unit 1 Droit | 4 | | | | | | | | 30 | 66 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 8.2 | Course Unit 2 Installations sanitaires | 4 | | | | | | | | 40 | 56 | L | | |
| L 8.3 | Course Unit 3 Architecture (Projet Bâtiment) | 4 | | | | | | | | 24 | 72 | L | | |
| L 8.4 | Course Unit 4 Chauffage, ventilation et climatisation | 4 | | | | | | | | 40 | 56 | L | | |
| L 8.5 | Course Unit 5 Gestion des ressources humaines | 4 | | | | | | | | 40 | 56 | L | | |
| L 8.6 | Course Unit 6 Technologies de construction (Projet et Sécurité) | 4 | | | | | | | | 40 | 56 | L | | |

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|------------------------------|--|----|--|--|--|--|--|--|--|----|------------|---|----------------------------------|---------|
| L 8.7 | Course Unit 7 Stage en entreprise | 4 | | | | | | | | 10 | 140 | L | | |
| L 8.8 | Course Unit 8 Topographie | 2 | | | | | | | | 20 | 26 | L | | |
| Example 8th Semester | | 30 | | | | | | | | | | | | |
| L9 Modul 9 | | | | | | | | | | | | | | |
| L 9.1 | Course Unit 1 Anglais Scientifique | 4 | | | | | | | | 40 | 56 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 9.2 | Course Unit 2 Conception parasismique des structures | 4 | | | | | | | | 40 | 56 | L | | |
| L 9.3 | Course Unit 3 Plaques et Coques | 4 | | | | | | | | 40 | 56 | L | | |
| L 9.4 | Course Unit 4 Réhabilitation des bâtiments | 4 | | | | | | | | 40 | 56 | L | | |
| L 9.5 | Course Unit 5 Ponts et routes | 4 | | | | | | | | 40 | 56 | L | | |
| L 9.6 | Course Unit 6 Méthodologie et culture générale pour l'ingénieur | 4 | | | | | | | | 30 | 66 | L | | |
| L 9.7 | Course Unit 7 Ouvrage Hydrauliques | 4 | | | | | | | | 40 | 56 | L | | |
| L 9.8 | Course Unit 8 Urbanisme | 2 | | | | | | | | 20 | 26 | L | | |
| Example 9th Semester | | 30 | | | | | | | | | | | | |
| L10 Modul 10 | | | | | | | | | | | | | | |
| L 10.1 | Course Unit 1 Insertion professionnelle | 2 | | | | | | | | 20 | 24 | L | Exam Paper- On site (180 Min) | 40-50 % |
| L 10.2 | Course Unit 2 Projet de fin d'études | 28 | | | | | | | | | 4 a 6 mois | Projet recherche ou stage en entreprise | | |
| Example 10th Semester | | 30 | | | | | | | | | | | | |

Computer Science

| Sample Curriculum Overview | | | | | | | | | | | | | FIBAA |
|---|--|----------------------------|----|----|----|----|----|----|----------------|------------------|--|---|---------------------------------------|
| Here: Computer Science Program, 6 Semesters | | | | | | | | | | | | | |
| Example 1 st Semester | | | | | | | | | | | | | |
| Modul No. | Title of Module / Course Unit | 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 | | | |
| L1 Modul 1 | | | | | | | | | | | | | |
| L.1.1 | Course Unit 1 F1 | 2 | | | | | | | 16 | 32 | L | Exam Paper (120 Min) + | 40% |
| L.1.2 | Course Unit 2 F2 | 3 | | | | | | | 24 | 48 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.1.3 | Course Unit 3 Informatique appliquée à la gestion | 5 | | | | | | | 30 | 90 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.1.4 | Course Unit 4 Analyse 1 | 5 | | | | | | | 36 | 84 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.1.5 | Course Unit 5 Principes du management et du leadership | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.1.6 | Course Unit 6 Algèbre | 5 | | | | | | | 36 | 84 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.1.7 | Course Unit 7 Economie | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| Example 1st Semester | | 30 | | | | | | | | | | | |
| L2 Modul 2 | | | | | | | | | | | | | |
| L.2.1 | Course Unit 1 F3 | 2 | | | | | | | 16 | 32 | L | Exam Paper (120 Min) + Midterm (90 Min) | 40% |
| L.2.2 | Course Unit 2 F4 | 3 | | | | | | | 24 | 48 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.2.3 | Course Unit 3 Programmation impérative | 5 | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.2.4 | Course Unit 4 Principes de Marketing | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.2.5 | Course Unit 5 Introduction générale au droit | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.2.6 | Course Unit 6 Gestion des ressources humaines | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.2.7 | Course Unit 7 Logique et programmation logique | 5 | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) | |
| Example 2nd Semester | | 30 | | | | | | | | | | | |
| L3 Modul 3 | | | | | | | | | | | | | |
| L.3.1 | Course Unit 1 Anglais 1 | 5 | | | | | | | 36 | 84 | L | Exam Paper (120 Min) + Midterm (90 Min) | 40% |
| L.3.2 | Course Unit 2 Statistiques | 5 | | | | | | | 32 | 88 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.3.3 | Course Unit 3 Algèbre linéaire | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.3.4 | Course Unit 4 Bases de données | 5 | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.3.5 | Course Unit 5 Programmation web 1 | 5 | | | | | | | 40 | 80 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L.3.6 | Course Unit 6 Programmation orientée objet | 5 | | | | | | | 40 | 80 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) | |
| Example 3rd Semester | | 30 | | | | | | | | | | | |
| L4 Modul 4 | | | | | | | | | | | | | |
| L.4.1 | Course Unit 1 Anglais 2 | 5 | | | | | | | 36 | 84 | L | Exam Paper (120 Min) + Midterm (90 Min) | 40% |
| L.4.2 | Course Unit 2 Réseaux 1 + TP | 5 | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L.4.3 | Course Unit 3 Programmation web 2 | 5 | | | | | | | 40 | 80 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L.4.4 | Course Unit 4 Civilisation - Culture | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.4.5 | Course Unit 5 Applications et interfaces homme-machine | 5 | | | | | | | 40 | 80 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L.4.6 | Course Unit 6 Architecture des ordinateurs | 5 | | | | | | | 30 | 90 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| Example 4th Semester | | 30 | | | | | | | | | | | |
| L5 Modul 5 | | | | | | | | | | | | | |
| L.5.1 | Course Unit 1 Systèmes d'exploitation | 5 | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | 40% |
| L.5.2 | Course Unit 2 Développement rapide d'applications | 5 | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L.5.3 | Course Unit 3 Méthodologie d'analyse | 5 | | | | | | | 40 | 80 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L.5.4 | Course Unit 4 Recherche Opérationnelle | 5 | | | | | | | 30 | 90 | L | Exam Paper (120 Min) + Midterm (90 Min) | |
| L.5.5 | Course Unit 5 Projet programmation | 5 | | | | | | | 30 | 90 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L.5.6 | Course Unit 6 Réseaux 2 | 5 | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| Example 5th Semester | | 30 | | | | | | | | | | | |

| L6 Modul 6 | | | | | | | | | | | | | | |
|-----------------------------|--|----|--|--|--|--|--|--|--|----|------------|---|---|------|
| L 6.1 | Course Unit 1 Programmation avancée | 5 | | | | | | | | 40 | 80 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) | 40% |
| L 6.2 | Course Unit 2 Programmation SQL avec ORACLE | 5 | | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L 6.3 | Course Unit 3 Administration des réseaux et systèmes | 5 | | | | | | | | 40 | 80 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | |
| L 6.4 | Course Unit 4 Veille technologique | 5 | | | | | | | | 36 | 84 | L + Lab. | Project + Defense (60 min) | 100% |
| L 6.5 | Course Unit 5 Client-Serveur | 5 | | | | | | | | 36 | 84 | L + Lab. | Exam Paper (120 Min) + Midterm (90 Min) + Project | 40% |
| L 6.6 | Course Unit 6 Projet professionnel | 5 | | | | | | | | 36 | 4 à 5 mois | Professional project or internship in a company | Report + Presentation | 100% |
| Example 6th Semester | | 30 | | | | | | | | | | | | |