

# Decision of the FIBAA Accreditation Committee for Programmes



**95<sup>th</sup> Meeting on June 19<sup>th</sup>, 2015**

**Project Number:** 13/099

**Higher Education Institution:** Beirut Arab University

**Study Programme:** Master of Business Administration (MBA)

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the study programme is accredited with one condition.

Period of Accreditation: June 19<sup>th</sup>, 2015 until August 31<sup>st</sup>, 2020

Condition:

The admission requirement that only Bachelor graduates with at least two years of relevant postgraduate work experience are enrolled in the MBA programme is published in the relevant regulations.

**The condition is fulfilled.**

**FIBAA-Accreditation-Commission at November 25<sup>th</sup>, 2016.**

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution (HEI):**

Beirut Arab University  
Campuses Beirut, Tripoli, Debbieh

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**Master study programme:**

Master of Business Administration

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**Qualification awarded on completion:**

Master of Business Administration (MBA)

# General Information on the study programme

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**Brief description of the study programme:**

The MBA programme prepares students for managerial and leadership responsibilities including the areas of finance, marketing, accounting, human resources, economics, and information systems. As such, the MBA programme develops a general management perspective based on a solid understanding of businesses. Equipped with a broad management perspective and solid understanding of the inter-relationship of core business disciplines, the MBA graduates are expected to develop in-depth business expertise across a range of key business subject areas.

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**Type of study programme:**

Master programme

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**Projected study time and number of ECTS points assigned to the study programme:**

2 years, 42 US credit hours

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**Mode of study:**

part-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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**Scope (planned number of parallel classes) and enrolment capacity:**

About 50 students; one class per campus

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**Programme cycle starts in:**

Fall and Spring terms

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**Initial start of the programme:**

2009

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**Type of accreditation:**

Initial accreditation

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# Procedure

A contract for the initial accreditation of the programme “Master of Business Administration” (MBA) was made between FIBAA and Beirut Arab University on February 5<sup>th</sup>, 2013. On October 7<sup>th</sup>, 2014, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

**Prof. Dr. Hasan Bicak**

National Commission of Academic Accreditation and Assessment, Saudi Arabia

**Prof. Dr. Andreas Altmann**

MCI Management Center Innsbruck  
Rector and Executive Director

**Dr. Markus Tomaschitz**

AVL GmbH  
HR Director

**Nehme Azoury, Ph.D.**

Université Saint-Esprit de Kaslik  
Dean

**Sven Hummel**

ESB Reutlingen  
Student of International Operation Management with specialisation in Logistics (M.Sc.)  
(finished: International Logistics Management (Bachelor))

FIBAA project manager:

Ass.jur. Lars Weber

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on March 23<sup>rd</sup>/24<sup>th</sup>, 2015] at the HEI's premises in Beirut, Lebanon. The same cluster included an appraisal of the programme “Bachelor of Business Administration” (BBA). On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 18<sup>th</sup>, 2015. The statement on the report was given up on May 29<sup>th</sup>, 2015, it has been taken into account in the report on hand.

# Summary

The programme “Master of Business Administration” (MBA) offered by Beirut Arab University] fulfils with one exception the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 19<sup>th</sup>, 2015 and finishing on August 31<sup>st</sup>, 2020, under one condition. The programme is in accordance with the national requirements and the FIBAA standards which are oriented towards the European Qualification Frameworks and the European Standards and Guidelines.

The panel members identified need for improvement regarding the admission regulations. They recommend the accreditation on condition of meeting the following requirement:

- Condition:  
The admission requirement that only Bachelor graduates with at least two years of relevant postgraduate work experience are enrolled in the MBA programme is published in the relevant regulations (see chapter 2).

Proof of meeting this requirement is to be supplied by March 19<sup>th</sup>, 2016.

Furthermore, the quality requirement that has not been fulfilled (Guest Lecturers, chapter 3.5.3) is not an asterisk criterion, so that a condition is not necessary. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed. The HEI should:

- undertake alumni-tracking studies more effective by recording und continuously updating exact numbers, status and occupational fields of alumni (see chapter 1.1);
- implement an obligatory relative grading in the diploma supplement, which allows HEI to ensure fair transfer and recognition of grades of its students who want to study abroad (see chapter 3.1);
- implement the rule, that, in case that BAU does not accept the course achievements of a student, BAU has to prove that the course achievements are substantially different from the learning outcomes of the corresponding BAU course (see chapter 3.1);
- point the relevant international and intercultural learning outcomes of courses more clearly in the course descriptions (see chapter 3.3);
- involve guest lecturers for courses and single lectures to bring more experience from the realms of business into the teaching (see chapter 3.5);
- increase the amount of electronic sources like e-books of the libraries (see chapter 4.4);
- prolong the opening hours of the libraries (see chapter 4.4); and
- extend the evaluation process of third parties (see chapter 5).

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

There are several criteria in which the programme exceeds the quality requirements:

- Foreign language content (chapter 3.3);
- Skills for Employment / Employability (chapter 3.6);
- Provision of Student Support / Coaching by Teaching Staff (chapter 4.1);
- Process Organisation and Administrative Support for Students and Teaching Staff (chapter 4.2);

- Advisory Body (Advisory Board) and its Structure and Responsibilities (chapter 4.2).

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

## Institutions Details

Beirut Arab University (BAU) was established in 1960 by the decree 17 of the Lebanese Higher Education Law. The Faculty of Business Administration (FBA) established in 1961, is one of the ten existing faculties of BAU which are all fully recognised by the Directorate General of Higher Education in the Ministry of Education and Higher Education in Lebanon. In addition to FBA, the faculties of BAU include Pharmacy, Medicine, Dentistry, Law and Political Science, Health Sciences, Architectural Engineering, Engineering, Science, and Arts.

BAU's history is rooted in the history of education of the region. It counts over 100,000 graduates over the last 50 years. BAU has currently over 10,000 students studying across 10 disciplines and has 456 full-time equivalent faculty members.

The academic departments of FBA are Accounting, Business Administration, and Economics. In 2002, it changed its entire curriculum of both mandatory and elective courses from Arabic to English in line with the fast developments in the field of Business Administration. In 2006, it adopted the credit hour system of the United States of America, thereby offering students much needed flexibility and simplicity in designing their own academic programmes in terms of course selection and schedules. FBA offers a Bachelor Programme "Business Administration" and the following Postgraduate Programmes:

- Master of Business Administration – MBA (the programme at hand)
- Master of Business Administration – Supply Chain Management
- Master of Sciences and PhD in the following specialisations: Accounting; Business Administration; or Economics.

# Description and appraisal in Detail

## 1. Strategy and Objectives

### 1.1 Logic and transparency of programme objectives (Asterisk Criterion)

The primary aim of the MBA programme at FBA is to equip students with the necessary skills and knowledge to compete in a rapidly changing national and international job market. The MBA programme takes into account the academic ability of the students but also their experience and their employability. In line with international standards, the curriculum of the MBA programme is designed to provide a mixture of learning outcomes including in the areas of knowledge and understanding, intellectual skills, practical and professional skills, and general and transferable skills.

Hence, the MBA programme prepares students for managerial and leadership responsibilities including the areas of finance, marketing, accounting, human resources, economics, and information systems. As such, the MBA programme develops a general management perspective based on a solid understanding of businesses. Equipped with a broad management perspective and solid understanding of the inter-relationship of core business disciplines, the MBA graduates are expected to develop in-depth business expertise across a range of key business subject areas. More specifically, the benefits of the MBA programme are as follows:

- develop a general management perspective based on a solid understanding of key business functional areas and their interdependence;
- develop a broad-based, senior-level strategic approach to business decision-making;
- build collaborative and leadership skills by working in teams under the supervision and guidance of a faculty member; and
- draw on the knowledge and experience of both experienced faculty and fellow students in a stimulating and dynamic learning environment.

The University monitors the further development its graduates through evaluations after finishing the programme and regular communication and invitations to events (see chapter 4.5).

### Appraisal:

The objectives of the programme are explained in an intelligible manner and set out consistently in relation to the occupational area of management. They are based on subject-specific and generic learning outcomes which are in line with the academic state of the art and the level of the qualification to be awarded on completion.

The panel also comes to the conclusion that the areas empowerment, employability, academic ability and personality/personal development are taken into account by the objectives of the programme.

In the view of the panel the Dublin Descriptors are adequately covered by the intended learning outcomes. Hence, the panel considers the learning outcomes of the programme to be at the appropriate level for Master degrees.

Regarding the graduates of the programme the reviewers recommend undertaking alumni-tracking studies more effectively by recording and continuously updating exact numbers, status and occupational fields of alumni.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programme Objectives			X		

## 1.2 Positioning of the programme

On a historical scale, BAU is perceived as a well-established University, similar to the American University of Beirut (AUB), the Lebanese American University (LAU), the University Saint-Joseph (USJ), and the Lebanese University (LU). Until 2000, BAU was among the very few universities operating in Lebanon. Since 2000, the number of universities has substantially increased and many existing universities have diversified (there are currently 46 HEI operating in Lebanon).

However, on a tuition fees scale – contrary to Universities like AUB – BAU and FBA are positioned to offer education to the middle and lower middle class in Lebanon and the region. From that perspective, the unique selling proposition of BAU and the MBA programme, is to provide quality education by a reputable and long-established university at affordable tuition fees for the middle class in Lebanon. For instance, offering education to the middle and lower middle class has always been an integral part of the university's mission since its establishment.

Furthermore, FBA has the following strengths:

- FBA was established, accredited, and fully recognised in 1961 when only very few universities were operating at both the national and regional level.
- FBA offers postgraduate studies (Diplomas, Master degrees and PhDs) since 1992.
- FBA has expanded geographically in Lebanon. BAU has 4 campuses and FBA currently operates in 3 geographical locations.
- FBA is among very few schools of business in Lebanon that rely on a large number of full-time faculties that are PhD holders. In addition, FBA relies on part-time lecturers from the corporate environment in order to highlight the practical dimension.
- FBA is among few business schools that have an Advisory Committee composed of members from the corporate environment. This Advisory Committee has a strong influence on the FBA's decisions.

The Faculty Council, in collaboration with the Advisory Committee, discusses periodically the emerging employment needs in the market and the necessary amendments to the programme's curriculum. The placement of the graduates on the job market is determined by the fact that MBA students already work in good positions. The main objective of the programme is to increase the chances of the students to take the next step in an already started career. This aim is reached, via the development of academic knowledge and skills and strong links between the professional education and the personal development of future managers. Due to the international orientation of the programme enables the graduates of the MBA programmes are in great demand on both the national and regional labour market.

In the strategy of the FBA the MBA programme extends and updates the study and educational programmes so that graduates who are already working get best positions to develop their careers.

## Appraisal:

The HEI analysed its competition in the education market and explained the situation of the programmes in the field of Business Administration in an intelligible manner. The panel came to the conclusion that the programme can compete on the Lebanese educational market because of BAU's self-imposed quality standards (e.g. the amount of PhD holding staff or close relations to companies). The panel appreciates the intention of offering high quality education for the Lebanese middle and lower middle class. The quality standards and the affordable tuition fees appear as the reason why students choose to study the MBA programme of BAU. This was confirmed by both students and alumni during an interview on-site.

Regarding the placement of the graduates on the job market the panel agrees with the HEI that the students increase their attractiveness to employers through studying the programme. (Regarding alumni tracking see chapter 1.1.)

The way in which the programme is incorporated into the HEI's overall strategy is described and the connection of theory and practice in the programme corresponds to the aim of FBA. The classical MBA programme enriches the portfolio of the University of Economics without question.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	<b>STRATEGY AND OBJECTIVES</b>					
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		

### 1.3 International orientation of the programme (Asterisk Criterion)

BAU wants to create an intercultural and global understanding of the students in the field of international business. Hence, the international orientation is one focus of the MBA programme's design and can be seen in the international content of several modules, an international scope of teaching, monitoring international trends in various fields, and the international experience of the teaching staff. Where needed, instructors use case studies of countries and businesses at the regional or international level (see also chapter 3.3).

The teaching language of the entire MBA programme is English. Aim of the programme is developing an international and intercultural dimension in the provision of education and services, international profiling and international quality standards.

The MBA programme includes study trips (for a few days) to Switzerland for student and lecturer exchange, for company visits, and to join students in mutual events with partner HEI in St. Gallen and Winterthur.

Furthermore, BAU and FBA are members in the international student mobility programme ELEMENT (Egypt-Lebanon-EU Mobility Exchange NeTwork) funded by the EU and the stu-

dent's mobility programmes ERASMUS and PEACE. Several faculty members in the programme participate in Tempus projects such as the University Network of Arab Managers (UNAM), and Access to Society for People with Individual Requirements (ASPIRE).

## Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching as well as graduate employability. Achieving this aim is specially nurtured through English as the teaching language. In opinion of the panel the programme equips graduates with the skills they need to perform the tasks required in an international environment by means of targeted knowledge and skills development. The panel appreciates the possibilities for students to participate in the study trips to Switzerland.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3*	International Dimension of the Programme			X		

## 1.4 Gender equality and equality of opportunity

According to its own statement, BAU is committed to eliminating all forms of discrimination in all of its activities, and in respect of all students, staff and relationships with the wider community.

The age distribution of students in the programme is varied. In addition, FBA does not discriminate on the basis of marital status, economic class, or religious affiliations. The programmes are open to all students whether national or international, female or male, lower middle or upper classes, young or old, and whether married or single. The selection of students that participate in FBA's regular councils are based on their GPA (Grade Point Average). Furthermore, every year, BAU provides direct financial support to students experiencing hardship in the form of tuition fees reductions.

FBA allows students with disability as well as students with some specific health conditions for extra time during assessments and allocate some people to write on behalf of students who have writing problems.

The following tables show the statistical data of the study years 2012/13 and 2013/14:

First year		No. of Students	No. of Female	% Female	Non Lebanese	% Foreign	Nationalities
2012/2013	Fall	62	28	45.16%	5	8.06%	5
	Spring	25	12	48.00%	2	8.00%	3
2013/2014	Fall	34	14	41.18%	4	11.76%	4
	Spring	30	15	50.00%	3	10.00%	3

Second year		No. of Students	No. of Female	% Female	Non Lebanese	% Foreign	Nationalities
2012/2013	Fall	87	50	0.574713	7	8.05%	4
	Spring	75	46	0.613333	3	4.00%	3
2013/2014	Fall	49	26	0.530612	0	0.00%	1
	Spring	43	26	0.604651	0	0.00%	1

## Appraisal:

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by the BAU. The aim is to create a learning and working environment that ensures equal opportunities for all students and employees of the Faculty. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as foreign students, are particularly assisted.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	Gender equality and equality of opportunity			X		

## 2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)

Applicants for the MBA must hold a Bachelor Degree obtained from Beirut Arab University or any recognised university with a minimum GPA of “2.33” for credit hour system students and “Good” for academic year system students. If the applicant’s average is less than the required average, he/she needs a professional experience of at least two working years after graduation. The holders of non-business Bachelor degrees may apply to the programme but they must take additional courses before starting the programme (Principles of Management, Principles of Accounting, Principles of Economics).

Required Documents for Admission to the MBA programme are:

- a certified photocopy of the High School Certificate or an equivalent degree;
- a certified photocopy of the Bachelor Degree along with a transcript of the courses studied and the grades obtained at BAU or any university accredited by the Equivalence Committee of the Lebanese Ministry of Education;
- a certified photocopy of the Individual Civil Status Record or the passport; and
- two recent photos certified by an official entity.

Since the programme and examinations of the MBA are set in English, the postgraduate applicants should show a level of proficiency in the English language by obtaining a minimum score on any of the tests shown below:

TOEFL (paper and pencil)	500
TOEFL (internet-based)	61
TOEFL (computer-based)	173
SAT I (writing section)	380
IELTS	5
BAU English Language Admission Exam	60%

Applicants who did not pass the BAU English Language Admission Exam will be asked to take remedial English courses at the Language Centre of BAU.

There are two possible dates for taking the BAU English Language Admission Exam, and these are publicly announced on the university's website. The announcement is made at least two months prior to the admission exams in order to allow enough time for students to organise and get prepared. The preparation of the English test is provided by the Faculty of Arts (English Literature Department) and the Language Centre and is organised by the Student Affairs Department. Within 2 weeks after the test, the results are published on the university's website.

The admission process is described in the rules and regulations "Postgraduate Studies By-laws" of BAU" and the Status Report of the MBA programme (see chapter 3.1). All information on the admission requirements and procedures are also published on the University's website and in information brochures ("Undergraduate admission to BAU", "Why BAU?")

### Appraisal:

The panel considers the admission requirements as reasonable for a postgraduate Master programme except for the fact, that BAU allows students with particularly good results in their Bachelor studies to enrol in the MBA programme without having two years of relevant postgraduate work experience. This goes against the EQUAL MBA Guidelines, which demand a minimum of two to three years of relevant postgraduate work experience. The panel recommends the following **condition**:

The admission requirement that only Bachelor graduates with at least two years of relevant postgraduate work experience are enrolled in the MBA programme is published in the relevant regulations (see chapter 2).

Nonetheless, all the other requirements are in line with formal Lebanese regulations and safeguard that students of the MBA programme will be adequately qualified with a view to the intended learning outcomes.

The selection procedure on the basis of the Bachelor degree results and the proved level of English language skills ensure the acquisition of particularly qualified students in line with the goal of the programme. Different standardised language tests are accepted and for each of them specific minimum results are defined. This selection guarantees that all enrolled students are able to participate actively in the English taught MBA programme.

The admission procedure is described and documented in binding regulations and accessible on the University's website and in information brochures. The admission decision is based on transparent criteria and is published on the website.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE) AND OBJECTIVES</b>					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)				condition	
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

## 3. Implementation

### 3.1 Structure

HEI in Lebanon are free to implement the American credit hour system or the European credit point system. The MBA programme follows the credit-hour system of the United States. For instance, the implementation of the credits, workload, grading and other educational characteristics are all in accordance with the American credit-hour system. The MBA programme offers a two years education with a total of 42 credit hours. The first and the second semester are credited with 12 credit hours (4 courses with 3 credit hours) and the third and fourth semester are credited with 9 credit hours (three courses) per week.

A semester credit hour is based on one hour of contact hours (lectures) and two hours of guided self-study per week over a term structured into 16 weeks. A 3 credit hour course is based on 3 hours of class and six hours of self-studying (homework, studying notes, supplementary readings, preparation of examinations) per week.

In normal circumstances, for the MBA programme, the workload per week is 12 or 9 credit hours (= 36/27 academic hours and 27(20,25 time hours per week). BAU's regulation also says, that the maximum workload of postgraduate students is 15 credit hours and should not be less than 6 credit hours per week (which corresponds to a maximum workload of 45 academic hours/33,75 time hours in one week).

The curriculum of the programme is divided into course units. All courses are mandatory. The whole curriculum is centred on learning outcomes and estimation of the workload necessary to achieve these learning outcomes.

The MBA programme's "Status Report" includes a detailed description of the structure of the programme including (among others): information about BAU and FBA, the curriculum, the objectives and learning outcomes, career opportunities, information on the degree, information about the involved faculty members, their specialisations and research activities.

The Status Report also contains course specifications of every course which include: course title, credit hours, prerequisites, academic level and term, objectives and learning outcomes, teaching and learning methods, literature recommendations and a semester schedule which shows the content of every semester's week and timeframe for the course examinations during the semester.

Examination forms at BAU are: written exams, oral exams, true-false tests, multiple-choice tests, projects, case studies, presentations, or essays. Regarding the assessment requirements, the following table shows the appropriate number, frequency of examinations as well as grading percentages.

<b>Assessment No.</b>	<b>Type</b>	<b>Start Week No.</b>	<b>Submit Week No.</b>	<b>Weight %</b>
1	7 <sup>th</sup> Week Evaluation	1	7	30
2	12 <sup>th</sup> Week Evaluation	8	12	30
4	Final Examination		16	40
<b>Total</b>				100

The MBA programme includes a research project in the fourth semester which is credited with 3 credit hours. After finishing all courses the graduates receive their diploma supplement which includes all examination results and the GPA. A relative grading is possible but not obligatory part of the diploma supplementations.

The rules and regulations "Postgraduate Studies Bylaws" of BAU contain the regulations about the credit-hour-system, the admission, the semester schedules, the prerequisites for graduation, the tuition fees, the evaluation and grading, as well as course transfer. The "BAU Guidelines for Effective Student Assessment" contain detailed information about the examination system.

Regarding course transfer BAU has the following regulations:

- the transferred courses should be equivalent to the courses of the relevant program and are required to get the degree according to the rules that govern courses transfer;
- the student has already passed these courses with a minimum of "C+" or its percentage equivalent in the yearly system;
- the total number of credit hours of the transferred courses should not exceed 30% of the total credit hours for courses needed to obtain the degree;
- it is not allowed to transfer courses that the student has studied at another recognised university more than 5 years ago.

Student's attendance must be at least 80%. FBA has also prepared study plans for the MBA programme and contract sheets which allow students to keep track of their progress in line with the structural requirements of the programme. These are communicated to students to be able to plan their workload.

Due to the fact that the MBA is a part-time study programme and the participants work besides their studies, the courses of the programme are all scheduled after 4pm.

As to office hours, each faculty member is expected to allocate a minimum of 6 office hours per week. In terms of general student support, the administrative staff of FBA (Registrar, Ex-

ective Officers and Secretary) as well as those of BAU (for common multi-faculty student services) are available during regular office hours.

## Appraisal:

The structure of the programme follows the credit system of the United States. Hence, the amount of contact hours in class and of self-study hours that are necessary to achieve the goals of the courses are reflected in the amount of credit hours of each course. The regular size of three credit hours per course, which represent courses with a total workload of nine hours per week, corresponds to the American system. In the view of the panel the structure of courses and workload in the programme is comprehensible and appears reasonable to enable the students to achieve the intended objectives of the programme in the designated time. There are no optional courses in the programme. But this is comprehensible to the panel due to the necessary broad content of an MBA programme and the short study time.

The workload is evenly spread over the first and over the second year, while the workload in the first year is higher than in the second. Altogether, in the view of the panel the programme's structure allows to set the objectives of the student workload and the students to acquire the aspired skills. Due to the fact that there are no courses with a duration over two semesters, the student's mobility is warranted. Furthermore, the programme's structure is in line with the requirements of the Ministry of Education and Higher Education in Lebanon.

Regarding the diploma supplements the panel learned a relative grading is not an obligatory part of the supplements but is set in it if students ask for it. The panel recommends implementing an obligatory relative grading, which allows HEI to ensure fair transfer and recognition of grades of its students who want to study abroad.

The Status Report contains general information about the programme and detailed information for all courses (like content, learning outcomes, credit hours and examinations).

Examination regulations exist and regulate the structural requirements for the programme. Furthermore, the panel learned that BAU was one of a few HEI in Lebanon that was involved in the process of establishing the national requirements which were officially implemented by the Ministry.

BAU has formulated detailed regulations regarding the recognition of course achievements and credit transfer from other HEI. Even Lebanon has not ratified the Lisbon Convention, the panel learned that BAU is willing to follow the Conventions rules. Therefore, the panel recommends implementing the rule, that, in case that BAU does not accept the course achievements of a student, BAU has to prove that the course achievements are substantially different from the learning outcomes of the corresponding BAU course.

There are several aspects that promote the feasibility of the BBA programme. The admission requirements ensure that students are enrolled who have the necessary English skills. Subject-specific and general support is provided to the students. The number and frequency of examinations is high but manageable due to the fact that the time schedules and preparation information is announced early via the "Status Reports" (regarding the system of continuous examinations see also chapter 3.2). The HEI evaluates all courses with an evaluation sheet that contains questions regarding the quality of the course content and outcomes as well as the educational quality (course organisation and lecturer). In addition, BAU just implemented a second questionnaire for the course evaluation that contains questions whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, examination). Altogether the panel comes to the conclusion that the student workload seems feasible.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X <sup>1</sup>		
3.1.3*	Study and Examination Regulations			X		
3.1.4*	Student workload			X		

## 3.2 Content

The course structure of the study programme is shown in the following illustrations:

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<sup>1</sup> BAU implemented the US course and credit hour system.

### **First Semester:**

<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>
MBA 601	Organization, Management and Leadership	3 Credits
MBA 603	Managerial Economics	3 Credits
MBA 605	Accounting and Financial Reporting	3 Credits
MBA 607	Financial Management	3 Credits

### **Second Semester:**

<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>
MBA 602	Human Resources Management	3 Credits
MBA 604	Marketing and Brand Management	3 Credits
MBA 606	Operation and Quality Management	3 Credits
MBA 608	Investment and Portfolio Management	3 Credits

### **Third Semester:**

<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>
MBA 609	Managerial Accounting	3 Credits
MBA 613	Banking and Financial Institutions	3 Credits
MBA 615	Feasibility Study	3 Credits

### **Fourth Semester:**

<b>Course Code</b>	<b>Course Title</b>	<b>Number of Credits</b>
MBA 610	Strategic Management	3 Credits
MBA 612	Research Methodology and Statistical Analysis	3 Credits
MBA 620	Research Project	3 Credits

The curriculum of the MBA programme is composed on course units that are selected to ensure that the programme's graduates gain a mix of theoretical and practical skills which is necessary for managerial and leadership responsibilities. For instance, 12 courses of the curriculum cover the areas of management, marketing, accounting, finance, and economics. Among these, the course of Feasibility Study provides the student with practical skills to write a business plan. In addition, the curriculum includes a course of Research Methodology and Statistical Analysis that aims to enhance the student's ability to undertake research. These two courses are important for students to prepare for the Research Project which could take the form of a business plan or a dissertation of business problems in any of the abovementioned disciplines.

The curriculum of the programme is integrated to contain a balanced foundation in management (HR, operations, marketing), accounting, finance, economics, and some additional multidisciplinary courses. Therefore the HEI considers the programme description and the qualification title "Master of Business Administration" as appropriate.

The preparation of students for practice during the whole period of studies is the top priorities of the programme. This is among others achieved via:

- case examples as an integral part of the courses: demonstrations, PowerPoint presentations, real-life problems and case studies are widely used in order to enhance students understanding for different areas of the curriculum;
- most of the part-time lecturers are from the corporate environment;

- employers regularly take part in meetings of FBA such as the Advisory Committee meetings and the Faculty Council meetings. The Faculty is aware of the importance of strengthening its position with the corporate environment. From that perspective, FBA is constantly establishing partnerships with companies to have a fruitful impact on the students of the programme at hand;

The MBA programme provides interdisciplinarity through a balanced curriculum that includes most areas of management such as organisational behaviour, human resources management, marketing, strategic management marketing and brand management, and operations and quality management. In addition, the students gain substantial insights in other areas of the business such as economics, accounting, and finance. , Relevant aspects of Law are included in the courses Principles of Management and Human Resource Management.

An important element throughout the whole programme is the application of analytical and conceptual skills. Especially in the courses Research Methodology and Statistical Analysis and the Research Project the students improve their methodological competence through deepening their knowledge of methodological principles in the formulation of a topic, the default analysis, research the problem itself and the final evaluation of alternatives and justification of choice for application.

Students are tested on whether or not they achieve the intended learning outcomes of the programme through the tests and assignments during the programme. A system of continuous assessment is used and has the advantage of students receiving continuous feedback on their progress. The continuous monitoring of student progress means that problems which some individual students may have are identified sooner, and instructors can immediately refer these students to the study advisors for a meeting.

## Appraisal:

The curriculum correlates with the programme objectives of theoretical and practical knowledge and skills for management tasks. There is a balanced mixture of modules in terms of content and they are arranged in a logical sequence. They are aligned with the qualification and competence goals. The programme particularly corresponds to the outcome-based approach.

With regard to content, the programme is in line with the requirements of the EQUAL MBA Guidelines. Set against the management background, the programme description and the qualification title “Master in Business Administration” are in line with the focus of the programme content.

For the panel the link between theory and practice is an emphasis of the programme. Theoretical instruction and components related to practical application are clearly employed in combination to develop the students’ skills. The programme’s content also promotes interdisciplinary thinking.

Finally, the programme ensures that graduates refresh and deepen their methodological competencies, are empowered to conduct academic work and can understand and assimilate specialist literature. It is also indicated as learning objectives in the course descriptions.

The panel has seen a variety of assessments, e.g.: written tests, case studies, tests, etc. Assessment techniques comply with the subject matter to be tested. The level of performance in examinations are aligned with the learning outcomes of the module in terms of form and content. The requirements are in line with the level necessary to attain the qualification in question.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity			X		
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		

### 3.3 Internationality

The international focus of the programme reflects in various international and intercultural aspects. Disciplines such as Principles of Management, Human Resources Management, Marketing and Brand Management, Investment and Portfolio Management or Strategic Management are aimed at creating an international outlook of the graduates.

Several students in the MBA programme come from abroad or have two nationalities because of a multinational family background. In the MBA programme are currently studying students of 15 nationalities. The students nationalities are: Lebanese, Jordanian, Egyptian, American, and Palestinian. Teaching staff in the programme represent five nationalities: Lebanese, Egyptian, American, Palestinian and Syrian. In addition, most of the academic staff has an international experience. The Egyptian lecturers come from a wide variety of universities in Egypt i.e. Alexandria University, Cairo University, American University of Cairo, while others have graduated from HEI in the US or Germany. The Lebanese lecturers are also graduates of universities in France and the UK which bring an international dimension to the content and delivery of the course. In addition, most of the teaching staff have a practical experience at an international level and participate almost every year in international conferences and workshops in Lebanon and abroad.

Furthermore, the MBA programme is taught in English Language which ensures sufficient use of foreign language to better promote employability of graduates.

#### Appraisal:

The international orientation of the programme is shown in the curriculum of the programme and equips graduates with the skills they need to perform the tasks required in an international and inter-cultural environment. Hence, the panel is positive about the international and intercultural content but – due to transparency – recommends pointing out the relevant learning outcomes even more clearly in the course descriptions. A significant proportion of the student community comes from abroad or has an international background. Furthermore the

international composition of the teaching community corresponds to the requirements and affords the acquisition of skills. An emphasis of the international orientation of the programme is that the entire programme is taught in English language and according to this the use of foreign language material (literature, cases, ect.). The resulting English skills clearly promote the employability of the graduates in an international context.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community			X		
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content		X			

### 3.4 Additional acquisition of knowledge and skills

The content of the curriculum is aimed to cover the entire width of the field of business and management in both its professional and above professional level. There are several additional competencies that go beyond a narrow sectoral approach and border. Ethical aspects are part of several modules like Principles of Management, Organisation, Management and Leadership or Strategic Management. Business Administration as a discipline is not only pursuing profit maximisation, but the creation of social values, sustainable social responsibility with regard to the needs of society. The programme takes into account the behaviour of managers, employees, partners and customers, and their mutual interpersonal relationships.

Development of skills for communication and public speaking, as well as group work and acquisition of skills in conflict resolution are conducted with students of the programme on a regular basis:

- In the programme's courses there is active conversation between the lecturers and the students.
- The students have to work in teams on a regular basis.
- In many disciplines students are asked to present their solutions, to a task and lead a debate about it.
- The students are trained to form oral and written messages in logical, reasoned and clear manner.

#### Appraisal:

As the panel states, the development of generic skills such as ethical aspects, managerial skills and management concepts is provided on the programme on a consistent basis. Also, in various courses, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. Communication skills and public-speaking skills as well as team-work and conflict resolution are nurtured by means of knowledge and skills development on the programme and students practice the techniques individually during their classes.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or re-research-oriented skills (only for Master programmes in Germany)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

### 3.5 Teaching Methodology

BAU encourages the lecturers to use many different teaching methods, to enable a choice for the most effective methods and to connect to different teaching and learning methods. The teaching and learning methods are described in the Status Report so students can understand the logic of the programme and position themselves as active and affective learners. The courses comprise a combination of:

- lectures with direct reading;
- data shows;
- data analysis;
- case studies;
- project work;
- presentations; or
- group discussions

The case studies and project works are based on national and international business practices. The lectures can use white boards, overhead projectors, PowerPoint and personal computers for data shows.

The responsible lecturers for each course have developed descriptions of the courses which contain its aim, the basic literature and applied teaching methods. The students receive this information with the Status Reports of their major. Additional materials like lecture notes, textbooks and other materials for preparing the student's self-study time are presented by the lecturers during their courses or online via the student's portal "iConnect".

There are no guest lectures involved in the MBA programme.

#### Appraisal:

The logic of the teaching methodology is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme and tailored to the specific courses. What is more, case studies and project work are used as part of the curriculum and are aimed at developing the students' skills. Many of the used case studies are from abroad, especially the United States. This panel appreciates this with regard to the international orientation of the programme but also point out the importance of referring the cases to the Lebanese market and economic situation.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required Bachelor level. They are user-friendly and encourage students to engage in further independent studies. The materials are electronically accessible on the student's internet portal.

Due to the fact that there are no guest lecturers involved in the programme the panel strongly recommends involving those for courses and single lectures to bring even more experience from the realms of business into the teaching.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers				X	
3.5.4	Student Assistants involved in Teaching					X

### 3.6 Skills for employment / Employability (Asterisk Criterion)

Students come to the programme as Bachelor graduates and regularly have a certain practical experience from work. Being back to a HEI allows the students to see a wider context, to gain insight and possible suggestions for their own application. They already know many things, but the MBA programme shows them a deeper and broader context. In this context they may use a range of ideas, knowledge and new skills to better manage challenging elements of their work.

The programme helps to develop professional skills, but also to develop personality, the ability to discuss, to argue and defend their views and to share their experiences with others in the class. In terms of personal development, studying helps especially in a higher professional and personal perspective, insight and skills gap, seen in a wider context, to understand the depth of the problem.

#### Appraisal:

The students in the MBA programme already work and have shown their employability. The programme's aim is to increase the student's skills of their respective professional field. To reach this aim the programme has an emphasis in combining theoretical knowledge with practical application. Hence, the programme promotes the ability to take the broader view and to use the skills acquired actively in new areas of work and develop them further. Due to the close relation of FBA to its Advisory Committee and the resulting influence of the Committee members in the development process of the curriculum the programme is systematically aligned to the anticipated requirements of the job market and adapts to changes on the job market to a large extent. (Regarding alumni tracking see chapter 1.1).

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.6*	Skills for Employment / Employability		X			

## 4. Academic Environment and framework conditions

### 4.1 Teaching staff

The following table shows the structure and number of the MBA programme:

MBA Programme	Fall 2013-2014	Spring 2013-2014
<b>Full-time faculty</b>		
Number of academic staff members	14	14
% holding a doctoral degree	100%	100%
% non-nationals	75%	75%
Number of Nationalities	2	2
% faculty with foreign professional or study experience	90%	90%
<b>Part-time Faculty</b>		
Number of academic staff members	4	3
Number of Nationalities	3	2

The structure and number of teaching staff correspond with the programme requirements. A list of all involved lecturers shows the availability of the required capacity to implement the programme. According to the CVs the academic ability and the practical experience of the teaching staff is in line with the requirements of the BBA programme for teaching. Besides, a high number of lecturers have long-year experience in teaching. The staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. Altogether, the panel appreciates very much that FBA follows a very clear strategy when appointing new lecturers. A special focus is given to the academic qualifications which results in the high amount of PhD holding teaching staff. The panel learned that this fact is a clear advantage in the regional educational market.

The personal development of the lectures is ensured via regular workshops (e.g. regarding new teaching methods) and via possibilities of attaining conferences in Lebanon and abroad.

Internal collaboration and coordination is ensured by the dean and can be seen clearly in the meetings of the teaching staff. The panel appreciates especially the Faculty Councils in which the HEI's teaching staff participates on a regular basis.

As affirmed by students of the BBA Programme during the on-site visit, the counselling of students by teaching staff is intensive. Student support is an integral part of the services provided by the faculty. The lecturers are available for the students outside the specified office hours as well and e-mails are answered fairly quickly. Hence, the students are "fully content" with the support they receive and the Open Door Policy of the FBA.

## Appraisal:

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Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			

## 4.2 Programme Management

The programme is managed by the FBA's administration. The MBA programme is offered on three campuses of BAU (in Beirut, Debibeh and Tripoli). On each campus a programme director is responsible for the programme. Hence, each director runs the programme on the

day-to-day basis, takes actions if necessary, and controls the quality of education. The programme director is responsible of interviewing and selecting the staff of the programme and monitors the progress and performance of the involved part-time instructors. The director is supported by the heads of the departments and the faculty members.

Furthermore, there is one programme coordinator for the MBA programme. He is responsible for the achievement of a homogenous level regarding the teaching, examinations and grading process on all campuses. The process includes, among others, that at the end of every semester the several examinations (the two best, two mediocre and the two with the lowest results) are double-checked by the dean of FBA. Besides the coordinator's meetings with the programme directors, he weekly meets with the heads of the departments.

Teachers and students take part in the decision-making process which affects their area of activity as well. Faculty members can freely discuss with the programme director and the dean different issues related to their courses and activities. Students at the undergraduate and postgraduate levels are involved in the decision-making process by attending and participating (with voting rights) in the regular faculty councils. For instance, two student's representatives participate in the faculty's councils. This allows students to raise issues related to their own interests and ensures more transparency. Students are also encouraged to join the activities groups that established and managed by the university's student activities department.

FBA provides advising to students during their studies and especially for new students during the registration weeks of each term. The questions can be subject-specific questions or general questions about the overall academic progress of the student. The advising process is compulsory. Regular office hours of the administration are from 8:00 am till 4:00 pm but individual meetings can be arranged, too.

The Advisory Committee of FBA consists of representatives from the corporate field. The responsibilities of the Advisory Committee that meets once every term, is to raise issues from the corporate environment that are relevant to business education. From that perspective, they provide suggestions in terms of curriculum development of the programmes, employability, and quality assurance.

## Appraisal:

The programme directors coordinate the activities of everyone involved in the programme and ensure that the BBA programme runs smoothly on each campus. Through the function of the programme coordinator and measures like checking regularly on the quality of examinations the HEI guaranties that the same level is achieved no matter on which campus the students study.

The process organisation, administrative support as well as decision-making processes, skills and responsibilities are determined transparently. The lecturers and students are involved in the decision-making processes, which affect their areas of responsibility. In terms of both quality and quantity sufficient staff is available taking account of their involvement on other programmes so that the processes described can be implemented appropriately.

In addition, the core procedures and responsibilities laid down are described. The administration acts as a service provider for students and teaching staff. That was confirmed by students and faculty during the on-site visit. The HEI offers continuous professional development for the administrative staff. Electronic service-support possibilities are used to the best possible extent and supplement the advice provided on a one-to-one basis.

An Advisory Committee has been established in the FBA and its recommendations are used with regard to the programmes objectives and content. The responsibilities are laid down clearly (regarding the Advisory Committee see also chapter 3.6).

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities		X			

### 4.3 Cooperation and partnerships

The University has several contractual partner universities and colleges in the Arabic world, Europe and other continents. The potential of these partnerships offers a variety of exchange-options for students and lecturers. Like mentioned before BAU participates in exchange programmes like ERASMUS or ELEMENT (see also chapter 1.3).

Recently, FBA is working on cooperation agreements with 2 European universities and a university in the United States which should result in mutual study programmes and projects as well as student and lecturer exchange.

In the framework of the Tempus project “Innovation and Development of academic-industry partnerships through Efficient Administration in Lebanon” (IDEAL), as a member in the project, BAU is working on ways and procedures to be implemented to strengthen its cooperation with Enterprises. A faculty member of FBA is participating in the workshops organised in the framework of the project and is currently preparing a plan for the upcoming academic year which should allow more cooperation with enterprises and organisations.

The installed Advisory Committee proves the close contact of the HEI with the business field and industry as well. The well-functioning relation with companies enables BAU to offer internships in the most well-known companies in Lebanon.

#### Appraisal:

Cooperation with HEIs and other academic institutions as well as with companies are described and actively pursued. Results are, among others, activities such as internships, lecturer and student exchanges and a course, offered by a lecturer from another HEI. Overall, the cooperation have an impact on the programme and promote the development of the students' skills. The panel appreciates the efforts of BAU to increase their cooperation activities.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities

The FBA is situated at the main building of the university in Beirut as well as in Tripoli and at the campus of BAU in Debbieh. All campuses have dozens of classrooms in different sizes. The classrooms are equipped with modern multimedia facilities (projectors, whiteboards, and multimedia devices). The University offers free access to a highspeed Wi-Fi connection so that students can work on the campuses with their own laptops. The buildings are equipped with elevators.

Considering access to required literature, a library on each campus is available. According to FBA, each lecturer updates the library on the relevant books and textbooks s/he would like to use. Access to the literature and journals are geared to the programme content and are up-to-date. The main library in Beirut houses a growing collection of textbooks, 16,719 books at the time of the on site visit. Most of the books/textbooks are in Arabic or English language. Besides the books the libraries contain theses, specialised Periodicals, and journals as well as references, maps and CDs/DVDs. The libraries are also equipped with photocopiers and printers.

The library opening time is 8 am till 6 pm during term time and 8 am 4 pm otherwise. They are closed on the weekends except for the time when the students prepare for the final examinations. The staff of the libraries assists and supports the students in all matters regarding the libraries. At the beginning of semesters new students are invited to introduction lectures to get to know the libraries and its services. An online library catalogue provides students with information on the libraries' holdings and gives access to online databases and open access resources. A circulation of sources between the libraries is possible. The libraries include additional rooms which may be used by the students for self-directed learning. They are designated either for individual quiet study or group activity. In addition, desktop PCs for students who do not bring their own laptop are available, too.

### Appraisal:

In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme, also taking into account the use of resources for other programmes. Free access to a Wi-Fi network is available for students. The campuses are fully equipped with modern information technology. This was confirmed by students and lecturers of FBA as well as one panel member who visited the campus in Debbieh during an on-site visit of another accreditation procedure. The build-

ings are equipped with elevators. Nonetheless there are some barriers that impede the access for disabled people to parts or rooms of the building. But BAU sufficiently assured to provide barrier free access in case that disabled students are enrolled.

Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured, in line with the programme contents and up to date. But the panel recommends increasing the amount of electronic sources like e-books. The opening hours and the support service take into account the students' needs. There are sufficient library workstations available to students with sufficient technical equipment and space for group work.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		

## 4.5 Additional Services

The Alumni Affairs and Career Office communicates job vacancies and internships via e-mails and social media to alumni and potential graduates. Until now, the Office organised three workshops for 463 students. Such workshops entitled "Build your CV and Ace your Interview" were provided in collaboration with BLOM Shabeb. Moreover, the Alumni Affairs and Career Office provides students of the Accounting major with instruction on how to be a "Certified Accountant" in Lebanon.

The Office also organises events, workshops and seminars for the members of the Alumni Association. One of the organised events is the annual Job Fair in which the students of the programme at hand participate. The organisations that participate in the job fair also organise some job based workshops.

The student affairs department supports students through various activities such as:

- Financial Aids (e.g.: scholarships, reduction of fees or individual pay plans/rates),
- Psychological Support (every faculty has advisors for the students and the Department of Psychology offers a psychological service), and
- Health Care Support.

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. Sufficient resources are provided. The panel especially appreciates the organised job fairs which benefits from the companies-network of the FBA. An alumni organisation has been set up with the aim of developing an alumni network.

Counselling and welfare services are an integral part of the HEI's services and are offered on a regular basis.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students			X		

#### 4.6 Financial planning and financing of programme (Asterisk Criterion)

BAU is a private university, which sustains itself. As the HEI states, fees for education and donations constitute the main sources of BAU's income. As the HEI argues, financial activity is given by the facts that the number of students has been stable and through the existence of a reserve fund of the HEI. Altogether, BAU is in a position to secure funds for requisite investment, to cover the running costs over the planning periods and demonstrate that the continued financial viability of the BBA programme are guaranteed.

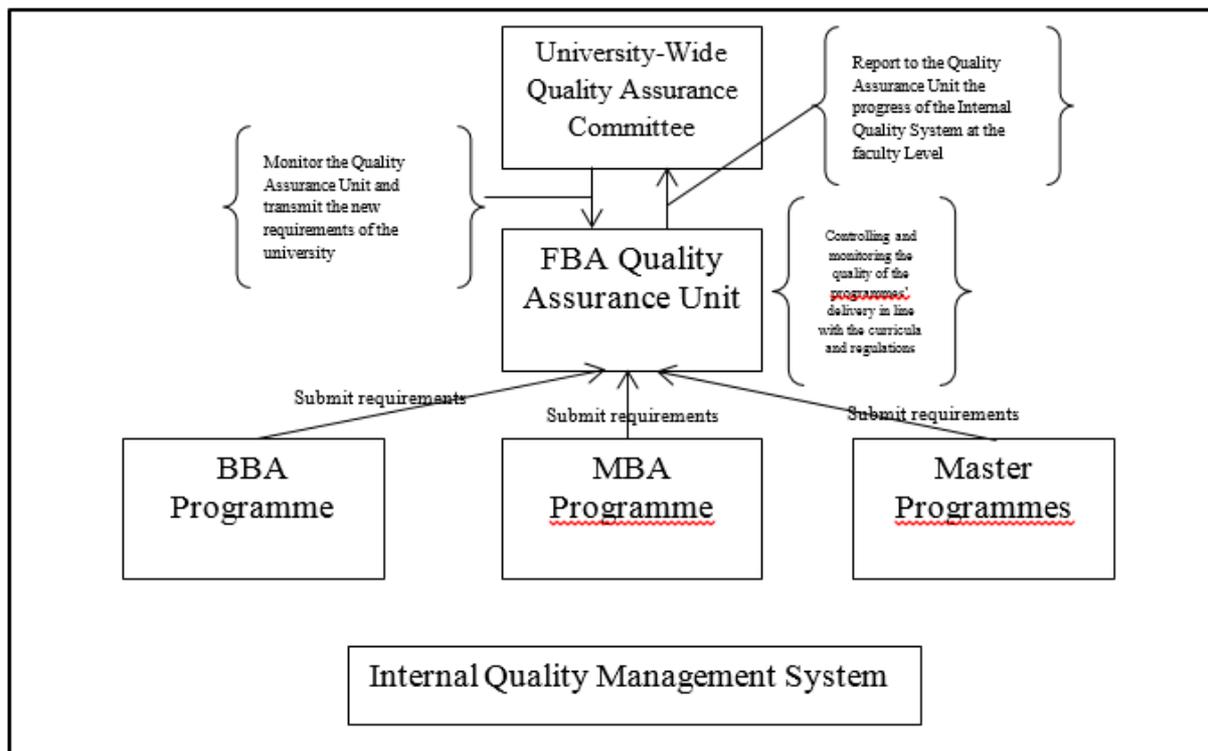
#### Appraisal:

The programme finances itself through tuition fees which cover the running costs. A reserve fund exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years and the existing reserve fund, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.6*	Financial Planning and Financing of Programme			X		

## 5. QUALITY ASSURANCE

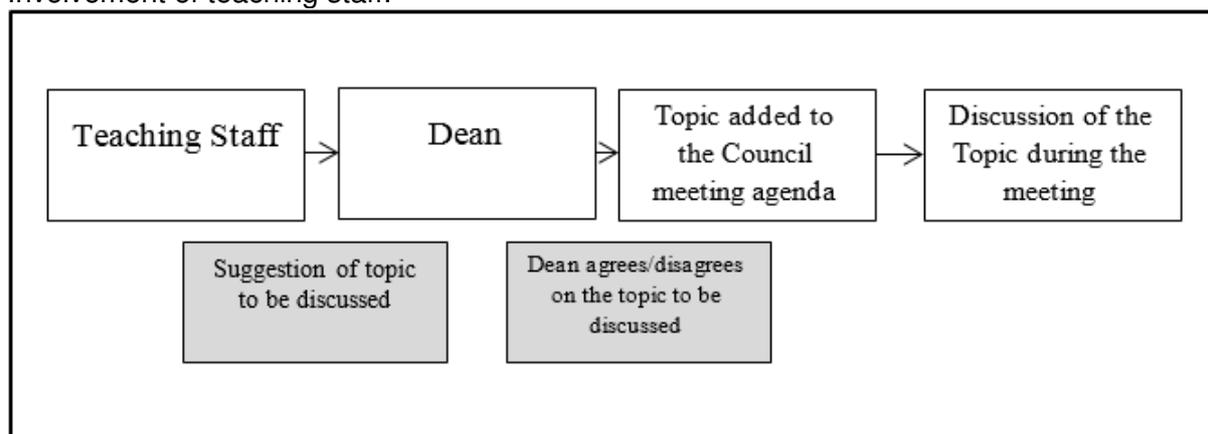
According to BAU, quality enhancement is one of the main pillars of the University. This was explicitly adopted in the University-wide strategic plan of 2013-2018. BAU has installed an Internal Quality Management System that ensures a continuous update of the quality management criteria and its objectives. The system aims to develop the study programmes curricula in line with the development of scientific knowledge, technologies, and job market needs and update the quality assurance process of the study programmes curricula and teaching plans. The University-wide Quality Assurance Committee has the role of continuously controlling and monitoring the quality of the programmes' delivery as well as the outcomes of the study programmes. Furthermore, each faculty at BAU, including FBA, has a Quality Assurance Unit (QAU) in charge of monitoring the delivery of the programmes offered. The monitoring occurs at the end of each term. Faculty members are expected to submit a list of required documents through which the QAU can make sure that the programme requirements as well as the faculty and university regulations are well respected. The QAUs are also monitored by a University-wide Quality Assurance Committee. For instance, anytime, the University-wide Quality Assurance Committee can visit the documents stored by the Faculty QAU in order to make sure that the criteria of monitoring are well respected.



In addition to the general quality assurance measures, FBA regularly checks on the programme's quality itself and develops it according to current standards. The procedure of developing study programmes is as follows: Concerning the programme, a committee is established at the faculty level (professors, heads of departments, etc.) to update and develop the curriculum. The committee prepares a benchmarking study of the curricula of several leading national and international universities. The benchmarking study is compared to the existing programme's requirements and the requirements were subsequently modified taking into consideration the needs of the Lebanese job market. As part of the process, the dean ensures the transmission of the requirements of the University-level committee to the programme-level committee. Once the first draft of the new curricula is ready, the dean organises a meeting with the heads of the departments to discuss changes. Suggestions are taken into consideration and further modifications is brought to the new curriculum.

Students' feedback and input are taken into consideration at two different levels. At the first level, since 2011, the university has required that student representatives attend and participate in the Faculty's Council meetings. At the second level, students are expected to fill a survey at the end of the semester to give their feedback on their overall satisfaction, and course-specific feedback. The questionnaire includes a question if the number of teaching hours was sufficient to cover all course items. The results of these surveys are collected by the Centre of Academic Development. These results are taken into consideration by the university-wide Quality Assurance Committee to feed into new criteria and measures through Quality Assurance Units and the deans of the faculties. Two years ago, BAU has established a new position known as the "the Dean of Student Affairs" in order to monitor among others the student satisfaction and come up with suggestions to improve the studying experience at BAU.

Involvement of teaching staff:



As shown in the above diagram, according to the university regulations, each faculty must meet once per month during term period. The teaching staff can request, upon permission from the dean, to discuss during FBA's monthly Council a specific topic that will then be added on the meeting agenda. During the meeting, this issue will then be discussed.

In order to enforce employers and third parties input into FBA's decisions, FBA has established the before mentioned Advisory Committee (see chapter 4.2) that meets with FBA each term to question its general progress and suggest recommendations based on the corporate experience of its members. In addition, a member of the Advisory Committee attends the regular FBA's meetings being held three times every term. The Advisory Committee of the Faculty of Business Administration provides high-level, strategic advice to the dean, faculty members and staff. It is worth mentioning that the Advisory Committee has alumni among its members.

Information on the objectives and content of the programme, its structure and the admission requirements are published and available for online access on the website of the BAU. The main source of information about the University, the programme, and the courses is the Status Report which is provided to the students at the beginning of every academic year. The programme and examination regulations are published in the student handbook which is available to students on the portal "iConnect". The handbook includes all necessary information on the credit-hour system including semester registration, academic advising, grading system, general rules, requirements of the programme etc.

BAU prepares an annual report at the university level. Each of the 10 faculties of BAU provides the details of all activities that took place in the previous academic year. These include student activities, new programmes, organised conferences, publications and paper conferences, and other activities.

## Appraisal:

The panel members came to the conclusion that BAU has formulated quality targets for the development of programmes and regularly assesses their implementation. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. A quality assurance and development procedure on faculty level exists as well and is used for constant improvement as well as for the strategic development of the programmes.

Evaluation by the students is carried out on a regular basis and in accordance with a described procedure. The questionnaires which are used for evaluation of the courses covers the key aspects of the programme (see chapter 3.1).

The teaching staff is involved in the further development of the programme through regular meetings and has the possibility to point out options for quality enhancement. Third parties (alumni and companies) are involved in the quality assurance system as well but the panel recommends to extend the evaluation processes.

As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. Also, the activities which take place during the academic year are continuously documented and published in annual reports.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		

# Quality Profile

Institution: Beirut Arab University

Master programme: Master of Business Administration (MBA)



Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1*	Logic and Transparency of Programme Objectives			X		
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		
1.3*	International Dimension of the Programme			X		
1.4	Gender equality and equality of opportunity			X		
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE)</b>					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)				condition	
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X see chapter 3.1		
3.1.3*	Study and Examination Regulations			X		
3.1.4*	Student workload			X		
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity			X		
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community			X		
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content		X			
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes in Germany)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers				X	
3.5.4	Student Assistants involved in Teaching					X
3.6*	Skills for Employment / Employability			X		
<b>4.</b>	<b>ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS</b>					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities		X			
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students			X		
4.6*	Financial Planning and Financing of Programme			X		
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		