

## **Accreditation Report**

Accreditation at the

**German University in Cairo**

**“Management” (B.Sc./M.Sc.), “Master of Business Administration” (MBA) and  
“Business Informatics” (B.Sc./M.Sc.)**

### **I. Procedure**

**Date of contract:** 10 July 2017

**Receipt of self-evaluation report:** 28 May 2017

**Date of the on-site-visit:** 10 July 2017 until 11 July 2017

**Standing Expert Committee:** “Computer Science” and “Economics, Social Sciences and Law”

**Attendance by the ACQUIN office:** Clemens Bockmann

**Decision of the Accreditation Commission:** 26 September 2017

#### **Members of the peer group:**

- **Professor Dr. Markus Bick**, ESCP Europe, Campus Berlin, Chair of Business Information Systems
- **Professor Dr. Reinhard Bachmann**, Head of School of Finance and Management & Director of the “Centre for Trust Research” (CTR), SOAS, University of London
- **Professor Dr. Franz Rothlauf**, Professor of Information Systems, Chief Information Officer, Johannes-Gutenberg-University Mainz
- **Ms. Kristin Klenke**, student of “Business Management” (M.A.), University of Applied Sciences Erfurt
- **Mr. Felix Voigt**, T-Systems Multimedia Solutions GmbH, Digital Commerce, Head of Commerce & Configuration, Jena
- **Professor Dr. Christoph Weiser**, Martin Luther University Halle-Wittenberg, School of Law and Economics, Department of Economics and Business, Chair in Managerial Accounting

The **evaluation report** of the peer group is based on the self-evaluation report of the Higher Education Institution (HEI) and extensive discussions with the head of the study programmes, staff representatives and students.

**Evaluation criteria** have been the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) and the “Rules for the Accreditation of Study Programmes and for System Accreditation” of the Accreditation Council in the actual official version.

## Content

<b>I.</b>	<b>Procedure .....</b>	<b>1</b>
<b>II.</b>	<b>Introduction .....</b>	<b>4</b>
	1. Short profile of HEI .....	4
	2. The programmes and their faculties framework.....	5
<b>III.</b>	<b>Evaluation .....</b>	<b>6</b>
	1. Strategy of GUC .....	6
	1.1. Objectives of the HEI.....	6
	1.2. Strategy of the faculty.....	8
	2. Objectives and Concept of the study programmes “Management” (B.Sc./M.Sc.) .....	10
	2.1. Qualification Objectives.....	10
	2.2. Admission criteria and recognition of competences.....	11
	2.3. Concept of the study programmes.....	12
	2.4. ECTS and modularization .....	13
	2.5. Teaching methods and study contexts.....	13
	2.6. Conclusion.....	14
	3. Objectives and concept of the study programme “Master of Business Administration” (MBA).....	15
	3.1. Qualification objectives .....	15
	3.2. Admission criteria and recognition of competences.....	16
	3.3. Concept of the study programme .....	16
	3.4. ECTS and Modularization.....	17
	3.5. Teaching Methods and Study Contexts .....	18
	3.6. Conclusion.....	18
	4. Objectives and Concept of the study programmes “Business Informatics” (B.Sc./M.Sc.).....	19
	4.1. Qualification objectives .....	19
	4.2. Admission criteria and recognition of competences.....	20
	4.3. Concept of the study programmes.....	20
	4.4. ECTS and Modularization.....	21
	4.5. Teaching Methods and Study Contexts .....	22
	4.6. Conclusion.....	22
	5. Implementation .....	23
	5.1. Resources .....	23
	5.2. Organization, counselling and co-operation .....	24
	5.3. Examination system .....	24
	5.4. Documentation and Transparency.....	25
	5.5. Gender justice and compensation opportunities for disabled people .....	26

5.6.	Conclusion.....	26
6.	Quality Management .....	27
6.1.	Organisation of GUC's quality management .....	27
6.2.	Instruments of quality management.....	29
6.3.	Follow-up measures.....	31
6.4.	Conclusion.....	31
7.	Assessment of the criteria of the accreditation council.....	32
8.	Recommendation of the peer group.....	32
<b>IV.</b>	<b>Decisions of to the accreditation commission of ACQUIN .....</b>	<b>33</b>

## II. Introduction

### 1. Short profile of HEI

The German University in Cairo (GUC) is an independent, non-profit oriented Egyptian private institution, managed by a consortium of Germans and Egyptians with the vision of building a leading centre of excellence in teaching and research that will effectively contribute to the general welfare nationally and internationally and endeavour the scientific, technical, economic and cultural cooperation between Egypt and Germany.

GUC was founded in 2002 in cooperation with the State Universities of Ulm and Stuttgart, under the patronage of the Egyptian Ministry of Higher Education, the Ministry of Science, Research and Arts, State of Baden- Württemberg, Germany, and supported by the German Academic Exchange Service (DAAD), the German Embassy in Cairo, the Arab/German Chamber of Industry and Commerce (AHK), the Federal Ministry of Education and Research, Germany, The State University of Tübingen and The State University of Mannheim. GUC opened its gates to students in October 2003.

The GUC is now with roughly 12,500 students (summer 2017) a significant educational institution and is ranked according to the results of national examinations for university ranking among the best universities in Egypt. GUC attracts students mostly from Egypt, but other Arabian and African countries as well. Due to its reputation, GUC is able to select its students from the top 5% of each school year's graduates – one out of ten applicants is admitted to study at GUC.

GUC offers 31 undergraduate and 40 postgraduate study programmes including PhD-programmes in seven faculties: the Faculty of Pharmacy and Biotechnology, the Faculty of Engineering and Materials Science, the Faculty of Information Engineering and Technology, the Faculty of Management Technology, the Faculty of Media Engineering and Technology, the Faculty of Post-graduate Studies and Scientific Research, and the Faculty of Applied Sciences and Arts. The teaching language at GUC is English; while German is taught in addition to allow the exchange of GUC students with German universities and to facilitate their training in German companies. For the future the establishment of a Faculty of Basic Sciences and of a Faculty of Human Sciences and Languages is planned.

GUC is located on 577,000 m<sup>2</sup> in New Cairo City, an eastern suburb of Egypt's capital. The Campus includes a 70,400 m<sup>2</sup> sports area, 77,500 m<sup>2</sup> industrial park and a newly erected solar park. GUC has established a German campus in Berlin in 2013 to give students a better chance for a semester abroad in Germany and to attract more short term visiting scholars from Germany.

## 2. The programmes and their faculties framework

The study programmes “Management” (B.Sc./M.Sc.), “Master of Business Administration” (MBA) and “Business Informatics” (B.Sc./M.Sc.) are all offered by the “Faculty of Management Technology” (FMT). Besides these study programmes the FMT offers an undergraduate and a postgraduate programme in “Management Technology” (B.Sc./M.Sc.) and a PhD-programme.

The study programme of “Management” (B.Sc.) was established with the opening of the GUC in the winter semester of 2003/04. Every winter semester around 400 students are allowed to enrol in the study programme with a duration of seven semesters (210 ECTS-points).

The master programme “Management” (M.Sc.) comprises four semesters (120 ECTS-points).

The study programme of “Business Informatics” (B.Sc.) was established in 2005. Every winter semester around 70-100 students are allowed to enrol in the study programme with a duration of seven semesters (210 ECTS-points).

The master programme “Business Informatics” (M.Sc.) comprises four semesters (120 ECTS-points).

The study programme of “Master in Business Administration” (MBA) was established at the opening of the GUC in the winter semester of 2003/04. Every winter semester around 200 students are allowed to enrol in the part time study programme with a duration of four semesters (80 ECTS-points).

### III. Evaluation

#### 1. Strategy of GUC

##### 1.1. Objectives of the HEI

The vision and mission statement along with philosophy and values are published on the internet and give a clear picture of GUC's grand strategy. GUC's vision is: "Building a leading centre of excellence in teaching and research that will effectively contribute to the general welfare nationally and internationally and endeavour the scientific, technical, economic and cultural cooperation between Egypt and Germany." This vision is coherent to the mission statement, which serves as guideline for the conduct of affairs:

- Achieve excellence in teaching and research.
- Offer non-traditional study programmes in science and technology that are built on modern curricula in collaboration with the German State Universities and other international institutions.
- Produce the most comprehensively prepared, multidisciplinary and innovative graduates being able to interact effectively with the challenges and competitions created by global economy and being competent to play leading roles in their areas of specialisations.
- Attract students of high potentialities.
- Provide the chance for students from neighbouring countries to pursue their studies and obtain their academic degrees at international standards.
- Award annual scholarships for distinguished students, thus promoting talent and excellence among students.
- Create an excellent and self-contained intellectual atmosphere of work and study for both staff and students.
- Develop scientific, cultural and business links with the national and international institutions in Egypt, Germany and other countries.
- Apply state-of-the-art information technology in teaching and research.
- Open new channels for Egyptian-German cooperation in higher education and in basic and industrial research.
- Provide continuous training and professional services to the public, thus helping individuals to acquire up-to-date knowledge and experience.

- Commit itself to the training and development of academic and non-academic staff as key resources to the success of GUC.

Derived from these mission statement, GUC has set several goals to accomplish:

- To provide high quality education that meets the needs of our students and their employers in Egypt and the region and internationally.
- To develop and enhance the international scope and reputation of GUC as a nationally and internationally recognised leader in selected academic programs as well as in scientific research and creative activities.
- To recruit highly qualified and academically prepared students.
- To attract, develop, and retain excellent faculty and staff.
- To ensure that students receive high quality academic and student support services appropriate to their needs, interests and goals
- To enhance the university and community through partnership with public, private, and non-profit sector organisation (local & international) knowledge transfer, and cultural resources.
- To maintain an overall sound financial position.
- To maintain quality of physical plant and ensure the efficient and appropriate utilisation of GUC instructional and laboratory facilities as well as faculty and staff offices and workshops.
- To ensure that students, faculty, and staff have access to the latest, state-of-the-art IT applications in teaching, learning, and research.
- To develop, maintain and continue to improve library facilities in order to enhance the quality of teaching, learning, and research through providing students, faculty, and staff with access to the up-to-date books, references, research materials, periodicals and journals.
- To develop and implement communication and promotional plan consistent with the University strategic plan.

The first decade of GUC has seen a rapid expansion both in study programmes as well as in student numbers. By now, GUC has entered a consolidation phase. Although there will be an expansion into the field of Humanities and a constant rise of student numbers up to 25,000 in the long run, the focus for the next decades is set on PhD-programmes and expansion of the research capacities. Although less than 1% of all Egyptian studying at GUC, the university's output of scientific papers is more than 8% of the research papers published in Egypt. GUC aims at more papers published in peer-reviewed international journals. The peer group welcomes such efforts.

## 1.2. Strategy of the faculty

The Faculty of Management Technology (FMT) has presented an own vision and mission statement and set strategic objectives that are in line with the overall strategy of the GUC. In its vision the FMT “endeavours to be recognized as a leading business school in the Middle East, meeting German and international standards for excellence in business education.”<sup>1</sup> The main mission of the Faculty of Management Technology is “to educate, train and continuously develop its students in order to provide the labour market with highly needed managers, professionals, and business specialists who can contribute to the social and economic development of the society in which they live. This can best be achieved by building strong and positive links with the business community in the country, and by acting as a catalyst for the dissemination of the knowledge and expertise that help enhance effectiveness and productivity.”<sup>2</sup>

The main objective of the FMT is to deliver world-class business knowledge and solutions, both practical and theoretical, to our students and clients, and to continue generating high quality research and scholarly outputs. The objectives of the faculty include:

- Teaching & Learning
  - Providing state-of-the-art business education using the most advanced computer and audio-visual technologies to foster student learning and enhance teamwork;
  - Forming ethical, competent and confident students who have relevant skills, including critical thinking, leadership and ability to work in a team;
  - Offering a curriculum designed to take into account modern thinking in leading German and other international highly regarded schools, thus ensuring relevance to current world practices as well as the Egyptian business environment;
  - Providing field training and practical application programmes for students;
  - Adhering to quality standards in the educational process. Continuing to recruit, retain, and develop highly qualified faculty and staff who are dedicated to their profession and who are equipped to utilise modern methods and technology in the delivery of knowledge in their fields of specialisation.
- Research
  - Establishing a research base capable of contributing effectively to the development of the Egyptian economy and enriching human knowledge;
  - Promoting high quality basic and applied research;
  - Enhancing the visibility of Research;
  - Sustaining a thriving postgraduate research culture.
- Service

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<sup>1</sup> See: <http://mgt.guc.edu.eg/About/Mission.aspx> (September 5th, 2017)

<sup>2</sup> Ibid.

- Disseminating knowledge and strengthen relations between the faculty and the community;
- Enhancing communication channels with alumni;
- Highlighting through the media the faculty's role in community service and development;
- Continuing to provide leadership support and quality service to the university.

Since a bachelor degree to be accepted in Egypt requires at least four years of study, most students extend their efforts to study an additional major in case of the management study programmes or a set of advanced courses combining theory and practice of IT applications in case of the study programmes in Business Informatics. Nonetheless, for an international recognition and a better chance to start consecutive postgraduate studies abroad the structure of the international study programmes are set for seven semesters of studying.

## 2. Objectives and Concept of the study programmes “Management” (B.Sc./M.Sc.)

### 2.1. Qualification Objectives

The competencies that the graduates of this bachelor and master programme acquire are well defined. The programme offers “a flexible and a broadly generalist and managerial degree instead of a narrow and functional one. Thus, our students will move effortlessly from one functional area to another and work smoothly with colleagues in all areas. It will enable students to develop a broad-based range of business skills and concepts needed to effectively manage the functional areas of a company. The program fosters an understanding for the interdependencies of decisions made in the company and how value can be created by these decisions.”<sup>3</sup> The graduates are equipped with hybrid blend of professional, conceptual and common knowledge and skills necessary for enabling them to positively contribute to society and compete in a dynamic global economy. The overall objectives of the B.Sc. are defined as:

- Provide students with solid education in the various fields of management that will qualify them for a wide range of successful careers in the dynamic business environment;
- Enhance students’ analytical, problem solving, decision-making and critical thinking skills for the purpose of understanding and solving business problems;
- Develop students' skills, both technical and personal, that will allow them to communicate successfully in the multicultural, and rapidly changing environment;
- Provide students with an understanding of research methodology and the skills for research designs in order to investigate and conduct research in various fields of management;
- Enable graduates to have excellent opportunities to pursue their postgraduate studies and research at GUC or other top international universities.

The consecutive master programme “Management” (M.Sc.), has been designed to equip students with advanced research and analytical skills that enable them to handle current issues in Management in a scientific and ethical manner. The programme prepares students to pursue further PhD studies and to do research nationally and internationally. The overall study programme objectives are to:

- Provide students with specialized education in selected fields of management (or economics) that will qualify them for successful careers in higher ranks;
- Develop advanced capabilities for scientific thinking and business research;
- Lay the foundations and qualify the student to proceed with PhD studies;

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<sup>3</sup> See: <http://mgt.guc.edu.eg/About/Programs.aspx> (September 5th, 2017)

- Develop students' reflection skills, both technical and personal, that will allow them to communicate and lead successfully in multi-cultural and rapidly changing environment.

The objectives of both, the bachelor and the master programme fully meet international standards. On an international level, the demand for such qualifications is very high and job opportunities are excellent. Students obtain advanced education in the field of management that qualifies them for an academic career and/or for research-oriented and leadership positions in which the graduates can depend on their broad knowledge as well as their proven scientific and self-dependent research skills. Therefore, graduates find an employment very easily. Many of the graduates work for international companies, a relationship that often started during internships sponsored by GUC's good cooperation with the industries.

For the bachelor, the target group are students which expect to be innovative entrepreneurs and can reach leading positions, especially in multi-national companies, because they develop the skills, both technical and personal, that allow them to communicate successfully in the multicultural, rapidly changing global environment. Some 300 students start annually this programme. The drop-out rate is very low compared to similar German study programmes (below 1% in 2016/17).

The master programme "Management" (M.Sc.) is consecutive to the bachelor programme and the target group are the graduates of the bachelor programme. The number of students overall as well as the number of students in the regular study period is optimal and comparatively higher than in the business informatics programmes (III.4).

## **2.2. Admission criteria and recognition of competences**

According to GUC mission, the university seeks to attract academically outstanding, creative and dynamic high school graduates to pursue academic excellence in studying and research, as well as to develop their personal capabilities and potentialities. GUC Philosophy is to build on points of strength in students. This is reflected in the evaluation process of applicants, which includes- in addition to the final high school scores-the GUC Admission Tests which consist of GUC Reasoning Test and GUC Computerized English Language Test. Passing GUC Admission Tests is a prerequisite for admission. The students who are admitted at GUC are those who pass both the Reasoning and English Admission Tests as well as meet GUC's academic requirements. These requirements include having had the qualified subjects in high-school and obtaining at least 5% higher than the minimum score set by the Council of Private Universities of the Ministry of Higher Education for the chosen study group.

Admission to the master programme is only open to GUC Bachelor graduates who achieve a minimum of "C" overall grade and who are highly interested and strongly committed towards post-graduate studies and research. The final selection of the students will be based on the GPA

ranking and on availability of M.Sc. topics. Applicants, who have graduated from other universities, can apply to the postgraduate admission committee that evaluates the candidates on individual basis according to their qualifications and credentials and decides on the extent to which the candidate requires pre-Masters courses in order to be eligible to enrol in the GUC master programme.

The recognition of competences is secured by using the GPA scoring. Related to other programmes at GUC the Management programme has a high and stable GPA-Score (2,06 in 2016 – stable since 2014).

### **2.3. Concept of the study programmes**

The courses offered in the study programmes are a combination of economics, management, law and business informatics.

An internship of at least six weeks is required during the bachelor programme. The internship should take place after the fourth semester in part during the lecture-free periods. The internship must be practical and related to the student's majors; the students have the option to apply for industrial, research or corporate internships. The aim of the internship is to link the academic courses with their actual implementation in the practical field. Additionally, it helps the students expanding their areas of knowledge and having a clear vision about possible career options.

During the last years of study students choose at least one of the following majors: Accounting & Financial Control, Economics, Finance, Human Resources and Organisational Behaviour, Information Systems, International Business, Innovation and Technology Management, Production and Operations Management, Marketing, Strategic Management. A bachelor thesis has to be written during the last semester as part of the bachelor degree. The students have three months to finalise their thesis. The students are allowed to combine their bachelor project with the bachelor thesis. Most of the graduates write their bachelor thesis in cooperation with a company. According to the peer group's assessment, the content of the study programme is appropriate. The module sequence follows a logical and good structure.

Graduates with a Bachelor of Science from GUC will receive a waiver for certain ECTS-points of the master programme to finish both the bachelor as well as the master programme within five years of time (300 ECTS-points).

For the master programme, students attend some general courses and are trained in scientific and research skills. Most classes are advanced courses which are economic and management focussed with a small part of information systems. The master programme includes the following modules:

- General Studies (21 ECTS-points),
- Scientific Skills (including Seminar) (16 ECTS-points),
- Advanced Scientific Skills (13 ECTS-points),

- Major A: core courses from selected Major (20 ECTS-points),
- Major B: core courses from selected Major or from Elective course list (20 ECTS-points),
- Master Thesis & Defense (30 ECTS-points).

As a consequence, students are free in choosing classes as their majors and in building up their own strengths in different areas. The content of the classes is appropriate.

Soft skills are integrated in the bachelor as well as the master programme. Explicit courses that aim at improving the scientific skills of students are included in the master programme as well as in the bachelor programme. The curriculum of both, the bachelor and the master programme, are in good shape and they meet international standards.

#### **2.4. ECTS and modularization**

Both study programmes are completely modularised and organised in accord with the relevant criteria of the Bologna process and the regulations of the German Accreditation Council. The bachelor programme consists of 44 modules and the Bachelor Thesis. The majority of the courses have five ECTS-points, ten less (with 2 or 3 ECTS-points) and three more (with 6 or 8 ECTS-points). One ECTS-point comprises 30 hours of time. The modules with less than five ECTS-points are all language or soft skill courses that require a special examination. From the experts point of view the variation from the five-ECTS-point-rule is totally acceptable.

The relation of attendance time in classes and self study time is also adequate. The workload is nearly identical between the different semesters. The workload of the students is realistic.

In summary, the programmes are well structured and the workload is appropriate. All information is described in details in the module handbook of each study programme. The module handbook gives information about module code, number and title, prerequisites, course content, module outcomes, number of ECTS-points, number of lecture hours, teaching methods, references and textbooks and examination methods. The module descriptions, therefore, are complete and well described for both bachelor and master programme.

#### **2.5. Teaching methods and study contexts**

All courses and teaching methods (lectures, tutorials and exercises) in both the bachelor and master programme are related to enhancing skills in solving practical problems among different business areas. The teaching methods are adequate and include group work – which is quite outstanding given the large number of students in the bachelor programme.

The FMT makes use of electronical devices and an CMS as storage of papers as well as works of students and lecturers. Case studies are used in several modules.

The overall learning environment is satisfying.

## 2.6. Conclusion

The numbers of the graduates (quite stable over 340 since 2010) and the low drop-out rates prove that the GUC and especially the FTM have established a prestigious and well accepted bachelor and master programme in management.

The admission policy of the GUC allows attracting the very best high school graduates and suitable candidates for the programme. Both programmes cover all necessary topics of management, the modularisation concept is well-thought and the teaching methods appropriate to the international level of bachelor programmes and master courses, respectively. Both programmes translate the well-defined goals and anticipated competencies into the practice.

he study programmes meet international standards. This observation is proven by graduates who are working at international companies in Egypt or abroad and those who have chosen an academic career at world class universities and stable industry cooperation.

### **3. Objectives and concept of the study programme “Master of Business Administration” (MBA)**

#### **3.1. Qualification objectives**

Graduates from this MBA programme are able to profoundly understand and analyse a large variety of structures and processes which occur within and between business organisations. Also, they acquire leadership and entrepreneurial skills. The overall objectives of the MBA programme are:

- Develop students’ understanding of organisational management within increasingly global and competitive environments;
- Enable students to lead and advocate organisational progress and reform;
- Develop students’ strategic, entrepreneurial and innovative thinking;
- Develop students’ leadership and interpersonal working skills;
- Encourage critical thinking. Lifelong learning and personal development;
- Contribute to Egypt’s economic development.

This MBA programme is designed for part-time students who can take modules in a flexible manner so that they can finish their studies within a timeframe that fits to the circumstances in their regular full-time employment. All students continue to work full-time (if they are in employment) and all courses of this programme are taught in the evening. Classes are held either from 6:15 pm to 8:15 pm or from 8:30 pm to 10:30 pm depending on the class schedule each semester. In the Summer Semester classes are held from 6.30 pm to 9.30 pm.

The MBA programme offers majors in the following subjects:

- Strategic Management
- Finance
- Human Resources and Organisation Behaviour
- Entrepreneurship and Technological Innovation
- Information Systems
- International Business
- Accounting and Financial Control
- Marketing
- Operations Management

The demands of the labour market are well met by the structure and contents of this MBA programme. A variety of professional positions are accessible for graduates of this programme. Many students will remain in their business organization after finishing their studies but most likely in a higher position. Generally, students will aim for middle and higher management posts in industry or business consultancy.

This MBA programme has grown fast in recent years. 824 students were enrolled in 2016/17 in this programme, 73.7% of which were male. The annual drop-out rate is very low (below 1% in 2016/17).

### **3.2. Admission criteria and recognition of competences**

Necessary conditions for applications are a Bachelor degree with overall grade of at least “good” from an accredited university, two years of working experience, proficiency in English – which will be tested through the GUC English Exam – and a satisfactory GMAT score (category M).

Applicants are pre-screened and if the applicant fulfils the admission requirements, an invitation to attend the GUC English Exam is sent via e-mail. Having passed the English Exam, the applicant is invited to an interview. An admissions committee will conduct the interview and finally decide about whether applicants are accepted.

The admission committee also decides, whether the students allocated to a ‘Non-Business Students Track’ and a ‘Business Students Track’ based on their undergraduate degree. The former have to accomplish additional courses (III.3.3).

### **3.3. Concept of the study programme**

The Students have to choose three out of the nine majors mentioned above (III.3.1). To complete a major, four courses and a seminar must be taken. One of the four is an elective course, i.e. can be taken from the major or replaced by any other course from any major. The seminar is mandatory for each major and aims to prepare the students for their Master Thesis. Three core courses and two additional electives complete the programme before writing and defending the Master Thesis. In totals 80 ECTS-points will be studied.

The ‘non-business’-students have a different syllabus. They skip one major and instead have to take eight basic courses as an introduction to business administration which the admission commission will define. In total, they study 90 ECTS-points. In the first semester they have to take Mathematics and Statistics, Advanced Accounting, Human Resources Management and Introduction to Business Economics. In the second semester they continue with Marketing Management, Operations Management, Corporate Finance, and Entrepreneurship. Only after completing these elementary course, the ‘non-business’-students are allowed to take their two majors.

Common Core Courses for both tracks are Academic Business Skills I-II, Decision Analysis, Research Methodology and Research Proposal Writing.

The following list contains all units modules per major:

- Strategic Management: Corporate Renewal/Change Management/ Organizational, Business Dynamics, Strategic Management, Strategic Analysis, Strategic Management Seminar;

- Finance: Portfolio management and Investment Analysis, Advanced Corporate Finance, Alternatively: Bank management and Credit Analysis, BOSS Bank Management, Simulation Crash Course, International Finance, Finance Seminar;
- Human Resources and Organization Behaviour: Leadership and Motivation, Compensation Management, Organizational Change/ Corporate Renewal, Staffing and Development, Seminar in Human Resources;
- Entrepreneurship and Technological Innovation: Technology Strategy, Managing the Innovation Process, Developing Novel Products and Services, Product and Process Innovation, Seminar in Innovation and Technology Management;
- Information Systems: Information Management, Electronic Business, Business Intelligence, IS Project Management, Seminar in IS;
- International Business: International Trade and Trade Policy, International Business, Economic Development and Development Economics, Transnational Management, Seminar in International Business;
- Accounting and Financial Control: Planning and Budgeting, Performance Measurement and Company Evaluation, Internal Auditing and Risk Management I-II, Seminar in Management Control;
- Marketing: Buyer Behaviour, Market Research, Strategic Marketing, International Marketing, Seminar in Marketing;
- Operations Management: Supply Chain Management, Manufacturing Strategy, Service Engineering and Production, Advanced Manufacturing, Seminar in Operations Management.

The courses offered in this programme cover the usual topics for an MBA programme. The module sequence follows a logical structure. Most of the students write their MBA thesis in cooperation with a business organization, which is often the one which they work for during (before and after) their studies.

### **3.4. ECTS and Modularization**

The bachelor programme consists of 17 taught modules plus thesis ('business students track') or 21 taught modules plus thesis ('non-business students track'). The workload can be arranged flexibly, between one and three courses per term. All courses – except for the two academic writing skills modules – carry four ECTS-points. Given the part-time and employment-related study programme, the deviation from the five ECTS-points-rule is acceptable. The overall workload per semester does not exceed 16-20 ECTS-points. All module descriptions are available, complete and detailed. The workload of the students is adequate and realistic.

### **3.5. Teaching Methods and Study Contexts**

All courses are oriented to practical problem solving (lectures and tutorials). The teaching methods are adequate and include group work. The thesis is always based on a concrete case and problem. The supervision of the thesis is appropriate. Topics can be given to students, but their own ideas are also highly welcome.

### **3.6. Conclusion**

In sum, This MBA programme is very successful. It delivers a high-quality student experience and produces highly employable students. The curriculum is in accordance with international standards. This programme is one of the best of its kind in Egypt and fits into the mission and strategy of the GUC as a whole.

#### **4. Objectives and Concept of the study programmes “Business Informatics” (B.Sc./M.Sc.)**

##### **4.1. Qualification objectives**

The competencies that the graduates of this bachelor and master programme in “Business Informatics” acquire are well defined; graduates in the bachelor programme are able to understand how firms are using information systems and information technologies to transform business models, develop new strategies, innovate with new services and products and achieve operational excellence. They are capable of developing, implementing and managing various information systems. The graduates obtain knowledge necessary to align information systems and IT infrastructure with business strategy. The overall objectives of the bachelor are defined as:

- Provide graduates with multi-dimensional (technical and business) knowledge and skills in designing, developing, implementing and managing information systems in organisations in order to support daily operations and decision making processes;
- Enhance students’ analytical, problem solving, decision-making and critical thinking skills for the purpose of understanding and solving business problems by using information systems effectively and efficiently;
- Enhance students’ design skills and innovative capabilities for the purpose of identifying and transforming IT potentials into business opportunities;
- Provide students with an understanding research methodology and the skills for research designs in order to investigate and conduct research in information systems and areas related to business informatics.

Different and above these objectives are the goals of the master programme in “Business Informatics” (M.Sc.). The consecutive master programme has been designed to equip students with advanced research and analytical skills that enable them to handle current issues in business informatics in a scientific and ethical manner. The programme prepares students to pursue further PhD-studies and to do research nationally and internationally. The overall study programme objectives are to:

- Provide students with specialized education in selected fields of Business Informatics that will qualify them for successful careers in higher ranks;
- Develop advanced capabilities for scientific thinking and information systems research;
- Lay the foundations and qualify the student to proceed with PhD studies;
- Develop students' reflection skills, both technical and personal, that will allow them to communicate and lead successfully in multi-cultural and rapidly changing environment.

The objectives of both, the bachelor and the master programme, fully met international standards. As the two programmes offered at GUC are the only business informatics programmes offered in Egypt, the working areas of the students after graduation are not yet well known in Egypt. Although the demand for graduates in this field is high, companies can often not articulate their demand for such types of graduates. Nevertheless, the students easily find jobs in industry and are well paid due to their interdisciplinary competencies. Most of them work on the interface between management and information technology. Many of the graduates work at international companies. Graduates in business informatics can work in both, management as well as technology domain. On an international level, the demand for such qualifications is very high and job opportunities are excellent. With his Berlin office GUC offers students the opportunity to enter the international job market and, more precisely, the German job market more easily.

For the bachelor, the target group are students interested in working on the interplay between management and technology. The drop-out rates are low, however about 20% of the students that start their bachelor degree (approx. 90-100) switch to the bachelor program in management after one year. As business informatics is not yet a well-established field in academia and the labour market in Egypt, this rate of students that change their field of study is viewed as normal.

As the master programme is consecutive and GUC is the only University in Egypt that offers a bachelor in business informatics, the target group of the master programme are the graduates of the bachelor programme. The number of students as well as the number of students in the regular study period is fine.

#### **4.2. Admission criteria and recognition of competences**

Like the admission to the study programme "Management" (B.Sc.) the admission to "Business Informatics" (B.Sc.) is based on standardized tests – the GUC Reasoning Test and GUC Computerized English Language Test. The GPA score of the admitted students is high ensuring a high quality of the students. Admission to the master programme is based on the bachelor grade with an overall "C" at least required. As it is a consecutive programme, admission is restricted to GUC graduates and GUC teaching assistants.

#### **4.3. Concept of the study programmes**

The courses offered in the study programme are a combination of computer science, management, and business informatics. The concept is very similar to business informatics as defined by the so called section Wirtschaftsinformatik as part of the German Academic Association for Business Research (VHB). The content of the programmes is appropriate. The module sequence follows a logical und good structure. In the bachelor programme, the students can combine their bachelor project with the Bachelor Thesis. Most of the graduates write their Bachelor Thesis in cooperation with a company.

For the master, students attend some general courses and are trained in scientific and research skills. The curriculum includes the following modules:

- General Studies (20 ECTS-points): Business Law, Organizational Behaviour, IT Project Management, Microeconomics;
- Scientific Skills (including Seminar) (17 ECTS-points): Scientific Methods, Research Paper Writing, Probability and Statistics, Research Methodology for BINF, Business Informatics Seminar;
- Advanced Scientific Skills (9 ECTS-points): Advanced Research Methodology and Advanced Information Systems;
- Advanced Courses in
  - Business Informatics (20 ECTS-points),
  - Management (10 ECTS-points),
  - Computer Science (14 ECTS-points),
- Master Thesis & Defence (30 ECTS-points).

The content of these classes is appropriate.

Soft skills are integrated in the bachelor as well as the master programme. Explicit courses aiming at improving the scientific skills of students are included in the master programme (and to a minor extent also in the bachelor programme). The workload of the students is realistic.

The curricula of both, the bachelor and the master programme, are in good shape and meet international standards.

#### **4.4. ECTS and Modularization**

The bachelor programme consists of 45 modules. The workload is nearly identical in each semester (30 ECTS-points). The normal workload per course is five ECTS-points, a normal semester consist of five courses an additional German languages course (three ECTS-points) and a soft-skill module (two ECTS-points). Sometimes, the workload in a course is higher (six ECTS-points) and is balanced by another course in the same semester of less workload (four ECTS-points). The module descriptions are available, complete, and well done.

The master consists of 18 mandatory courses and 3 elective courses. The normal size of a module is five ECTS-points, too. Deviations from the rule are mostly found in the scientific skill modules which seems appropriate to the peer group. The relation of mandatory to compulsory modules is well balanced. The students have some freedom in choosing classes in the different semesters. The workload of the students is appropriate.

In summary, the programmes are well structured and the workload is almost evenly distributed among the different semesters.

#### **4.5. Teaching Methods and Study Contexts**

The number of students in the two different programmes is low. Thus, the interaction between teaching staff and students is high. During the discussions of the peer group with the students and alumni both groups confirmed this assumption. Based on the course description, exercises are included in many courses (especially in the master programme). In the bachelor programme, an internship is integrated.

#### **4.6. Conclusion**

The GUC and the FMT have established a coherent and balanced bachelor and master programme in business informatics. It is in very good shape and appropriate to international standards. The admission policy of the GUC allows attracting the very best high school graduates and suitable candidates for the programme. Both programmes cover all necessary topics of business informatics. The modularisation concept is well-thought and the teaching methods appropriate to the international level of bachelor programmes and masters, respectively. Both translate the very well defined goals and anticipated competencies into the practice. The examination system monitors the development of the students' competencies efficiently.

## 5. Implementation

### 5.1. Resources

The FMT is divided in five departments: Department of Accounting and Finance, Department of Economics, Department of Management & Organisation, Department of Marketing, and Department of Business Informatics and Operations. The human resources of 31 Professors, Associate Professors / Assistant Professors, and 80 teaching assistants are sufficient for the number of enrolled students (2,696). In general in FMT is the ration of teaching staff vs. students 1:15 considering the fact that several basic courses like Mathematics or Scientific Methods and German Language courses are taught by professors from the respective departments.

The organisational framework and qualification conditions for the teaching staff (31 PhD-holders) for the study programmes follow high university standards and are therefore entirely sufficient. The teaching staff is well qualified and also highly engaged in the study programmes. Students and alumni reported that several teachers provide their mobile numbers to stay in contact. From the peer group's point of view it is possible to implement the programmes and their defined aims with this current staff. The teaching load of the professors is eight hours per week, comparable to German standards. Associate professors/lecturers have to teach twelve hours.

The academic staff of the FMT has a very good number of international publications and is engaged in several challenging research topics. To intensify these activities, the peer group would appreciate the recruitment of international top researchers to assure high level research at GUC.

As a private university GUC is financed by tuition fees and by definition does not have comparable funding to public universities with respect to reliability. Nevertheless the financing situation of the GUC is quite comfortable. Currently, GUC is able to promote top students by reducing or even cancelling the tuition fees altogether – around 50% of the total number of GUC students take advantage of on sort of scholarships. The peer group is convinced that financing is assured for the time of accreditation. In our humble opinion this holds all the more true as GUC obviously focusses on quality of applicants and not just aims at maximum capacity. For example 2016/2017 capacity of new intakes – given by the Egyptian government – was 2,624 students, but only 2,331 applicants were admitted which obtained an overall average score of 95.25%.

The campus of GUC offers more than sufficient space for teaching as well as research activities. Furthermore, there is plenty of construction ongoing.

The IT infrastructure resources are very good as well offering several computer and language labs including sufficient and recent software licenses (e.g., SAP Software Alliance membership, SPSS, MS-Project, NVIVO etc.) to ensure teaching of topical software components. The library of GUC offers many periodicals (besides books and eBooks) taking advantage of its cooperation with the University of Ulm and its connected to the Egyptian Universities Online Network. Besides students

have the opportunity to access taped video lectures on the computers of the library if they might want to repeat some content or missed a class. According to the discussion with the students the facilities in the library and the access to online resources is good.

The peer group considers the resources fully appropriate for the five programmes, i.e. B.Sc./M.Sc. Management and B.Sc./M.Sc. Business Informatics and MBA.

## **5.2. Organization, counselling and co-operation**

All reviewed study programmes are under the supervision of the FMT. The faculty is organized in the following way: The Faculty Council comprises the dean, the vice dean for academic affairs, who supervises the study programme directors, and the vice dean for student affairs. The academic coordinators for each study programme are responsible to the dean and the respective study programme directors. Within the faculty, five departments have been established: Accounting and Finance, Economics, Management & Organisation, Marketing and Business Informatics & Operations. There is a nucleus for a department of law as well. In addition there is the Basic Sciences Department (Mathematics, Computer Science) and the Humanities (Academic English and Scientific Methods, German). Several faculty committees support the Faculty Council to perform its obligations. All tasks responsibilities have been clearly defined for the peer group.

The FMT maintains strong co-operations with German universities and Egyptian companies, respectively. As the study programmes were originally developed in Germany by the founding/partner universities, there are strong ties between the professors on an institutional level as well as personally. Co-operation agreements between these universities and the GUC were presented to the peer group. In addition, via the Berlin campus, academic ties to Germany were strengthened over the last couple of years. Academic co-operations to other countries, especially in the Middle East, could not be explored to that extent given the difficult political circumstances in the Levant.

To promote employability, provide internship opportunities and exchange with the industries, the FMT organises an annual fair for companies on the campus, to which alumni are invited as well. The FMT tries to keep in touch with their alumni to link academics with industries in a better way.

## **5.3. Examination system**

The examination system consists of course work (including assignments, seminars, projects and presentations), Quizzes and midterm and final term exams. Various methods of examination, including oral, written and practical are used. Also those methods are module-related as well as knowledge and competence oriented. Although there is one final exam for each module, the final grade also includes other works which are not graded (mid-terms, assignments, etc). The assessments of the total grades are clearly stated in the respective course syllabi. Examination dates and results can be accessed by the students through the GUC's self-developed administration system.

As for the final exams, GUC is making major efforts to ensure equal treatment of all students. In compliance with Egyptian law, the university uses a system of anonymized examination materials. Examiners do not have access to the examinee's names or IDs before having entered the exam results. Examinees are granted the right to review the graded exams by asking for a re-evaluation of exams. If the re-examination does not lead to a different grade, the students have to pay a fee of 300 Egyptian pounds (some 12 Euros).

There are special regulations for handicapped students. The latter may be granted more time for answering exam questions and/or receive additional support depending on their specific impairment.

Considering the midterm exams and other quizzes during the semester in addition to the final exam the students at the FMT have a high workload. However, students agree that it is doable and indeed, feasible. The workload for all programs is within the recommended range. The MBA offers a very flexible schedule according to the student's career. The exam schedule is posted ahead of time. Students find enough resources throughout the campus. A large amount of students is graduating within the recommended study period. Overall, the peer group is satisfied with the organisation, the variety and the amount of examinations to monitor the students' success in enhancing their competences.

#### **5.4. Documentation and Transparency**

The peer group had access to all documents concerning the bachelor and master programmes such as diploma supplementa, study and examination rules, module descriptions and course plans. The peer group states that the documentary aspects are fulfilled sufficiently.

The information and counselling services of the GUC are very good. The GUC has a dedicated office called Students Career and Alumni Development Office (SCAD) that does offer individual guidance for the students in all important aspects of their studies such as external/international internships, studies abroad etc. Furthermore, the SCAD office implemented an elaborated online system which offers a multitude of information to the students, such as tracking examination performance, selected courses, timetables and many other services. There are 28 student clubs and organisations listed that enhance the academic and competitive activities of the students as well as social life at the GUC.

Therefore, the students could collect information of their study programmes from a broad range of different sources as well as from multiple counselling services and advisory bodies. However, the faculty website could provide more information to the students whom they should address in the first place. The design of the faculty's website does not comply with the layout of the GUC website, some departments are listed via link from the lecturers' website, some not. For applicants and students, an overview could be presented in a better way. This statement does not contradict

the excellent underlying services which the FMT provides, it should only turn the attention to this one field for optimisation.

### **5.5. Gender justice and compensation opportunities for disabled people**

Students with special needs are provided with additional service and facilities. The GUC campus is barrier-free and special examination arrangements are made in individual cases (III.5.3). A disadvantage compensation is not fixed yet in the examination regulations, but in case of illness/special needs individual solutions are found.

No discrimination of a sex was detected at the GUC. The gender ratio in the study programmes is indeed not balanced, but far from controversial. In the bachelor programme of "Management" (B.Sc.) the ratio is 65:35 in women's favour; in "Business Informatics" (B.Sc.) 59:41. In the MBA programme, the ratio is different (26:73) and in favour to man due to the fact that more man are working in middle position in companies who are attracted to a postgraduate education programme.

### **5.6. Conclusion**

The resources and organisation of GUC and FMT contribute to the success of the study programmes. With a total staff number of 110, FMT provides not only excellent expertise on the level of professorship, but careful tuition on the level of teaching assistants and diligent care by the office staff. The organisation of the faculty and its departments including research groups clarifies the tasks and responsibilities of each faculty member.

Cooperation with German universities and Egyptian companies have enhanced GUCs level of excellence over the last decade and given multiple opportunities to the students to improve their intercultural competences and professional qualifications. A comprehensibly and feasible examination process monitors the students' enhancement in an appropriate way.

Documentation and transparency is achieved by a good information and counselling system. Nevertheless, certain aspects could be better presented on the GUC's and faculty's website, e.g. admission procedures.

GUC follow an equal rights policy towards women and handicapped people. In accordance to social responsibility, GUC provides stipends for a majority of its students and others as well, e.g. there is a Syrian refugee scholarship programme providing study capacities for ten students.

Overall the implementation of the reviewed study programmes has been successful achieved and the means available for the timespan of the accreditation are sufficient.

## 6. Quality Management

### 6.1. Organisation of GUC's quality management

#### 6.1.1 Organisation units on university level

GUC has adopted a system of continuous monitoring, review and evaluation of all programmes offered to ensure the quality and standards of teaching and learning at an international level.

The structure of the quality management (QM) system is composed of "QMAC Board Level Committee" which supervises two centres, the "ECTS Coordination Center" and the "Quality Assurance and Accreditation Center". QMAC operates on Board Level and has adopted Total Quality Management (TQM) concepts together with spreading a culture of TQM in which everyone is involved and committed to continuous enhancement. This is achieved through the following good practices that are used in education: Using the student-centred approach instead of the teacher-centred approach, the programme outcomes approach where the concept of learning outcomes is used for curriculum design as well as the assessment of student learning and workload.

QMAC has started the initiation of a new centre, the Six Sigma Centre, under its supervision. The aim of the new centre is to enhance the administrative and educational processes at GUC. A team is formed to be trained by a statistics and marketing consultant on applying Six Sigma approaches in different projects at GUC. During this initiation phase, learning by doing is applied. The team for Six Sigma is divided into sub teams. Each sub team proposed a project to work and apply Six Sigma approaches on it. The sub teams will work on the projects with the help of the consultant. The next phase would be to form another team of GUC employees where the existing team would help them initiate and perform Six Sigma projects related to their work. This process is planned to go on until the whole culture at GUC would be a Six Sigma culture.

The peer group welcomes the enthusiasm and commitment to QM at GUC, yet is unsure whether Six Sigma is the right technique for improvements in administration. During the on-site visit, staff members of GUC clarified that the Six Sigma centre is currently researching and learning about different methods of Lean Management, not necessarily only Six Sigma. The peer group does not recommend any different method and looks forward to see the results of this learning process.

The "ECTS Coordination Center" operates on university level. Its responsibilities are to deal with the academic and administrative aspects of ECTS, to enhance and facilitate the implementation process of ECTS and to ensure the commitment of the institution to ECTS principles and mechanisms. Furthermore, it aims to promote ECTS both within the institution and outside, e.g. within international cooperation programmes as well as to ensure the appropriate estimation of workload from academics and students' perspectives.

The “Quality Assurance and Accreditation Center” also operates on university level. Its responsibilities are firstly to apply and enhance the processes of developing, implementing, ongoing monitoring, documenting and continuous improvement of programs. Secondly, it is responsible for evaluating the programmes to detect their strengths and weaknesses and the elements necessary for generating study programmes of high quality.

The “Quality Assurance and Accreditation Center” has established eight quality assurance units inside the GUC faculties – one for each faculty. The head of each unit would be a quality representative from the faculties’ staff. These units would act as a link between the “Quality Assurance and Accreditation Center” and the faculties in delivering all the messages and monitoring the quality activities. New employees were hired and given the title quality management coordinators. Their responsibilities are to ensure the following tasks:

- Publishing of lecture slides and related notes in lecture by lecture bases;
- Regular visits of tutorials and labs by instructors to monitor the teaching activities of the teaching assistants;
- Conducting, marking and publishing quizzes and assignments according to the course time plan;
- Posting model answers for quizzes and assignments according to the time plan;
- Preparing table of specifications for midterm and final exams and design the exams accordingly.

#### 6.1.2 Organisation units on faculty level

In addition to these units on university level, there are bodies related to QM on faculty level as well. First to mention is the FMT’s Curriculum Committee (CC) which act as a subcommittee of the Faculty Board in issues related to curricula and degree programmes in the FMT. The CC is responsible for assuring the quality, currency and compliance with accreditation standards in the areas of curriculum content, curriculum planning and curriculum evaluation. The CC is especially, but not limited to, responsible for ensuring the quality and currency of the FMT core curriculum through reviews of the content, structure and resource implications of any new course proposals. This ensures inter-departmental coordination and avoids duplication. In coordination with academic departments, the FMT’s CC ensures that the FMT curricula comply with the Egyptian and International accreditation standards. Furthermore, it assists the academic departments in developing and refining learning goals and outcomes, and review and recommend approval of proposals submitted by stakeholders regarding the modifications, establishment and discontinuation of courses and curricula. Finally, the FMT’s CC monitors the implementation of the approved changes to curricula, including the updating of the online information, makes recommendations about the courses to be offered during the Summer Semester and acts on any other curricular issues referred to it by the Faculty Board.

Corresponding to the CC, there is a student curriculum committee (SCC). Its objectives are to enhance the quality assurance system at GUC and to offer support and feedback to students. The SCC meetings are held twice per month or according to need to gain the students feedback regarding course content, teaching methods, assessment methods, student workload per course, courses prerequisites, repetition and redundancy of courses or topics, etc. Further responsibilities include expressing their opinion regarding enhancement of running courses and programs. SCC student members also participate in discussions concerning prerequisites, repetition and redundancy of courses or topics. However, the SCC may not be widely known by the student body. It would help if topics discussed, resolved and initiated in SCC meetings would be published. Transparency would reduce individual inquiries and increase student participation in quality management.

## **6.2. Instruments of quality management**

There are three main sources of information about the quality of the study programmes. Evaluations, data collections from KPIs and input from external partners.

### 6.2.1 Evaluations

The programme evaluation is well thought. Processes and responsibilities for both programme (re)design and continuous quality improvement of courses are defined and in place. For programme evaluation, QMAC uses several surveys.

- The Fresh Graduate Survey is distributed to fresh graduates after the graduation ceremony where they evaluate their undergraduate experience, programme outcomes, quality of instructions and faculty and overall satisfaction. They are also asked about their future plans and career.
- The Employer Survey collects the employers' feedback about the GUC graduates and programs as well as possible areas of improvements.
- The Alumni Survey focuses on different aspects to provide insights about university quality improvements areas as well as measuring alumni experiences and satisfaction. Alumni feedback is gathered by the SCAD office. This is a university-wide service and not limited to the faculty. Alumni and current students praise the implementation of graduates' feedback. The Alumni Survey is distributed during the employment fair once a year to all attending alumni. To prevent information overload for SCAD due to the continuously growing amount of graduates, the survey's frequency could be reduced. The peer group proposes surveys two and five years after graduation, but other intervals could also be used when properly thought through. This retrospect helps to collect high-quality information on how the studies at GUC have influenced the process of joining and moving through the workforce. Filling out the same survey each year, especially the rating of their student experience and program

outcomes, dramatically loses value after one or two years. Instead, the other questions, e.g. concerning employment status and postgraduate education could be electronically monitored through an alumni programme tailored to the faculty. Keeping in contact with alumni, also those unable to attend the employment fair, benefits all stakeholders. Alumni receive information on Master's programmes and get to know the current students as prospective employees. Students have more options on where to do the internship and can learn more about opportunities after graduation both in Egypt and abroad. Lecturers and the faculty can offer trips for students and are informed on the latest trends in technology.

- The course evaluation is taking place each semester, and for all courses taught. They are done online and are open from midterms on. However, most students seem unaware of this. To increase participation the GUC uses its vast online CMS. The final grades for each class are blocked from students to be seen until the students have evaluated the course. The professors and teaching assistants, as well as the head of department, receive the aggregated and anonymous results of each course's survey. So far, students are also not informed about the results of the course evaluation, yet would possibly benefit greatly from the feedback. It would help students to reflect whether their impressions of the course were rather personal or instead other students had the same thoughts. Being informed on the results and their consequences for the course and the lecturer would also increase involvement and acceptance of the course evaluation survey, making the – so far often forced – evaluations more honest and therefore more valuable.
- The internship evaluation is part of the student report as a recapitulation of the internship. The evaluation is filled by both the student and the direct supervisor in the company. The student evaluates the experience and how the courses at GUC have or have not correlated with the practical tasks during the internship. The employer rates the student on skills and professional attributes, technical background, language, and computer skills. He/she also gives general comments and recommendations. The survey is well-done. Maybe a question concerning the student's experience with SCAD and their help in obtaining an internship would be helpful to improve or openly praise SCAD's services.

The first three surveys mentioned include mostly ordinal scaled variables and could be redesigned for more information value.

### 6.2.2 Key performance indicators

Besides the evaluation a university-wide KPI system looks at student/faculty ratios, total enrolment, average high school graduation scores, total applicants and other key figures per academic year. For example:

- The average high-school score is given per cohort,

- The number of enrolled students is given per two-semester and gender,
- The Dropout rate is given per academic year,
- The number of graduated students is given per calendar,
- The average graduation GPA is given per calendar year.

In line with its commitment to ensure the quality of the teaching and research processes, GUC has a developed system with key performance indicators for monitoring and evaluating academic staff performance using various criteria including: Number of students per academic supervisor; Number of funded research the academic staff can attract from the industry annually; Participation in committees; Participation in other university activities; Number, standards, and type of published materials; End-of semester feedback report from students in each subject; Number of participation in social / cultural activities; Awards (scientific, social, others)

### 6.2.3 External partners

Input from alumni, external partners, current students as well as overall industry changes are influencing the content of many courses, especially in the master's programmes. Lecturers have not only academic but also industry background and follow recent developments to help students gain valuable skills.

### 6.3. Follow-up measures

Measures to improve course conditions are well-planned through action plans. This includes teacher training and mentoring, as well as follow-ups to check for improvement. If substantial problems with a lecturer arise, e.g. regarding the style of lecturing, there will be one-on-one talks between that lecturer and the head of department. Follow-up measures can be the result. In the most extreme way, GUC management let the contracts with the lecturers expire, as GUC – different to universities in Germany – does not employ lecturers on live-term basis, but three-years' contracts that revolve normally. Still, if circumstances require, a contract can be terminated.

However, both faculty members and students take pride in fostering an open and productive culture, especially regarding feedback. Due to the substantial student fees, the student expect eliminating of problems once they occur. The GUC staff is eager to help in any possible way. Therefore, if there are any problems, they are addressed head-on and resolved early in the semester.

### 6.4. Conclusion

The GUC as a whole as well as the faculty has many quality management mechanisms at work. All people involved clearly understood the importance of quality in education and are eager to keep the good quality up and improve further. As far as the peer group could evaluate the collaboration of the different units is fruitful.

## **7. Assessment of the criteria of the accreditation council**

The programmes “Management” (B.Sc./M.Sc.), “Master of Business Administration” (MBA) and “Business Informatics” (B.Sc./M.Sc.) have been assessed on the basis of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG). The reviewers come to the conclusion that the standards 1.1 (Policy for quality assurance), 1.2 (Design and approval of programmes), 1.3 (Student-centred learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programmes) and 1.10 (Cyclical external quality assurance) are fulfilled.

## **8. Recommendation of the peer group**

The peer group recommends the accreditation without conditions and recommendations.

#### **IV. Decisions of to the accreditation commission of ACQUIN**

Based on the report of the peer group and the statement of the standing expert committee, on September 26<sup>th</sup>, 2017 the accreditation commission took the following decisions:

##### **Management (B.Sc.)**

The bachelor programme "Management" (B.Sc.) is accredited for the first time without conditions and recommendations. The accreditation is valid until September 30<sup>th</sup>, 2022.

##### **Management (M.Sc.)**

The master programme "Management" (M.Sc.) is accredited for the first time without conditions and recommendations. The accreditation is valid until September 30<sup>th</sup>, 2022.

##### **Master of Business Administration (MBA)**

The master programme "Master of Business Administration" (MBA) is accredited for the first time without conditions and recommendations. The accreditation is valid until September 30<sup>th</sup>, 2022.

##### **Business Informatics (B.Sc.)**

The bachelor programme "Business Informatics" (B.Sc.) is accredited for the first time without conditions and recommendations. The accreditation is valid until September 30<sup>th</sup>, 2022.

##### **Business Informatics (M.Sc.)**

The master programme "Business Informatics" (M.Sc.) is accredited for the first time without conditions and recommendations. The accreditation is valid until September 30<sup>th</sup>, 2022.