

Accreditation Report

Reaccreditation at the

German University in Cairo

International Bachelor and Master's Programs

Materials Engineering (B.Sc./M.Sc.)

I Procedure

First accreditation on: June 23rd, 2009 through: ACQUIN, until: September 30th, 2014, preliminary accreditation until September 30th, 2015 after submission of the self-evaluation report

Date of contract: March 17th, 2015

Receipt of self-evaluation report: September 30th, 2014

Date of the on-site-visit: May 31st – June 1st, 2015

Standing Expert Committee: "Engineering Sciences"

Attendance by ACQUIN office: Marion Moser

Accreditation decision: September 29th, 2015

Members of the peer group:

- **Matthias Nick**, student of Materials Engineering at RWTH Aachen
- **Professor Dr. Rudolf Stauber**, University of Erlangen-Nuremberg, Joint Institute of Advanced Materials and Processes
- **Professor Dr. Pedro Portella**, Federal Institute for Materials Research and Testing, Berlin
- **Professor Dr. Alexander Wanner**, Karlsruhe Institute of Technology (KIT), Professor of Materials Science and Engineering, Vice President for Higher Education and Academic Affairs

The evaluation report of the peer group is based on the self-evaluation report of the higher education institution and extensive discussions with the head of the study programs, staff representatives and students.

Evaluation criteria have been the “Rules for the Accreditation of Study Programs and for System Accreditation” (resolution of the Accreditation Council of December 8th, 2009, last amended on February 20th, 2013).

The applicant will initially receive the report in parts I-III to comment on it. Part IV entitled “Recommendations for the Accreditation Commission” will be received by the relevant and responsible Standing Expert Committee and Accreditation Commission only.

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II Introduction

1 Short Profile of the German University in Cairo

The German University in Cairo (GUC) was established in 2002 as an Egyptian private university under the patronage of the University of Ulm and the University of Stuttgart.

GUC opened its doors to students in October 2003. In the first intake, 956 students enrolled in the study programs. Since then, the number of students has been steadily increasing, which shows the strong reputation and attractiveness of GUC. The number of students in the 2014 admission intake was 2,290 students.

GUC consists of the following 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 Applied Sciences and Arts and the Faculty of Postgraduate Studies. The latter is the only postgraduate and research faculty awarding MSc and PhD degrees at a private university in Egypt.

For the future, the establishment of a Faculty of Basic Sciences and a Faculty of Human Sciences and Languages is planned.

GUC's vision is to build a center of excellence in teaching and research. It strives to provide a high quality state-of-the-art education which meets the needs of students and employers nationally and internationally. GUC also develops its position as a leader in selected academic programs and in research. To promote its international activities, GUC opened its Berlin branch in 2013.

The teaching language is English, but German is additionally taught to allow the exchange of GUC students with other German universities and to facilitate their training in German companies.

In order to establish international compatibility and to facilitate academic recognition according to European standards, the European Credit Transfer System (ECTS) is used at GUC.

In 2014/2015, over 9,200 students were enrolled in the undergraduate programs at GUC. The total number of Master's students is 349. In addition, there are 107 PhD students registered in the Faculty of Postgraduate Studies.

2 The Programs in their Faculty Framework

The international Bachelor and Master's programs in "Materials Engineering" (B.Sc./M.Sc.) are offered by the Faculty of Engineering and Materials Science (EMS), which is subdivided into three departments: Department of Materials Engineering, Department of Design and Production Engineering and Department of Mechatronics Engineering. Currently 65 students are enrolled in the programs.

The international Bachelor program has a regular study period of eight semesters. The first semester of the program can be seen as a “foundation semester” to harmonize the knowledge of the students. The international Master’s program has a duration of three semesters.

Besides the “Materials Engineering” study courses, the EMS Faculty also offers the following Bachelor and Master’s programs:

- Design and Production Engineering
- Mechatronics Engineering
- Civil Engineering
- Architecture Engineering

3 Results of the First Accreditation

The Bachelor and Master’s programs “Materials Engineering” (B.Sc./M.Sc.) at the German University in Cairo were accredited on June 23rd, 2009 without conditions until September 30th, 2014.

For the further development of the study programs, the following recommendations were made in the first accreditation:

- *The research activities should be continuously supported and enhanced for the further development of the study programs, the Faculty EMS and the staff.*
- *The book stock in the library should be enhanced.*
- *For the further development of the curricula the experiences of the students (this should include not only the results of the evaluation of the lectures but also the results of alumni surveys and results of the evaluation of the study conditions) should be included. Also the experiences of external research partners should be integrated into the further development of the study programs.*
- *Only integral credit numbers should be used in the modules.*

Both study programs were preliminarily accredited until September 30th, 2015 after submission of the accreditation documents.

III Evaluation

1 Targets of the Higher Education Institution

GUC strives to develop and enhance its international scope and reputation as a nationally and internationally recognized leader in selected academic programs as well as in scientific research and creative activities. The long-term goal is to become a global player in the academic world. GUC also wants to strengthen the scientific, technological, economic and cultural cooperation between Germany and Egypt.

To achieve its vision, GUC has defined the following strategic goals:

- Recruit highly qualified students
- Attract, develop and retain excellent faculty and staff
- High-quality education meeting the requirements of the students and their employers
- High-quality academic and student support service
- Provide excellent facilities for teaching and learning as well as research
- Ensuring access to the latest state-of-the art IT applications
- Continuously improve the library facilities
- Develop and implement a communication and promotional plan

The strategic goals of GUC are developed and revised by the Board of Trustees, which comprises of German and Egyptian academic and public figures.

2 Objectives of the “Materials Engineering” Study Programs (B.Sc./M.Sc.)

2.1 Qualification Objectives and Further Development of Objectives

The qualification objectives for both the Bachelor program and Master’s program are clearly defined. Graduates of the “Materials Engineering” Bachelor program should be effective materials engineers and problem solvers with a sound knowledge of basic sciences, mechanical principles, materials engineering and production technologies. Besides problem solving competencies, students should also be able to design experiments and analyze and interpret data. After graduation, students should have acquired the necessary competencies to continue their education in a Master’s program or to get involved in research nationally and internationally. The acquired technical skills offer graduates an immediate entry into a variety of engineering careers in the areas of engineering design, testing, production and development.

After successful completion of the international Bachelor program, students have the possibility to deepen and broaden their knowledge of engineering sciences, mechanics and materials engineering principles in the international Master's program, which provides students with in-depth expertise in the fields of selection of materials, nanomaterials, biomaterials, renewable energy and materials behavior under application conditions as well as expertise in testing products and processes in technical practice.

Compared to the Bachelor program, students in the Master's program focus more on academic research activities, which enables them to analyze and edit a scientific task using scientific methods, interpret data and carry out research activities independently. Therefore, besides direct entry into the labor market, they are also well prepared to pursue further studies and research at GUC or elsewhere as they will be oriented to the concept of lifelong learning.

Besides subject-related knowledge and competencies, another part of GUC's mission is to provide students with relevant soft skills and personal competencies. Graduates should be open-minded and show considerable intercultural competence so that they are enabled to work successfully in an interdisciplinary and intercultural environment. To achieve this aim and to foster the German-Egyptian relationship, all students at GUC have to take German courses from the first to the fourth semester. In addition, students have to successfully complete the following courses: "Academic Study Skills", "Critical Thinking and Scientific Methodology", "Communication and Presentation Skills" and "Research Paper Writing".

Ethical issues are also part of the programs, so that students are sensitized to ethical issues. The peer group could see that the students not only engage rigorously in their academic studies, but also in civic activities. Several students are active in working groups that care for the civil society. Examples of the active working groups include the Big Buddy Society (helps new students get acquainted with university life), Zusammen (organizes charity work) and Echo (the campus magazine).

The objectives of both programs are formulated in a clear and comprehensive manner and fully meet international scientific standards. The programs have well-defined and valid objectives and respond to the requirements and opportunities of the job market. Materials science and engineering as a discipline is the key to numerous existing and emerging technologies. The demand for materials experts in Egypt is still limited, but is expected to increase steadily in the future, depending on the country's economic and industrial development.

The peer group evaluates the overall objectives of both study programs as positive. The objectives are in general in accordance with the relevant Egyptian and German regulations (e.g. Criteria for the Accreditation of Study Programs (resolution of the Accreditation Council of December 8th, 2009, last amended on February 20th, 2013)) and the German qualification framework. The aims

and intended learning outcomes of the programs are consistent with the type and level of studies and the offered qualification level.

The objectives of the study course have been proven valid, therefore no significant changes have been made since the last accreditation. The feedback of the alumni network activities and findings of the internal quality management system were included in the further development of the programs. Some changes were therefore made at course level to meet the objectives of the programs.

2.2 Admission Criteria and Recognition of Competences

GUC has a well-developed admission policy for all programs, including the “Materials Engineering” programs. According to state regulation, admission to GUC’s Bachelor programs is based on the marks of the high school score, which have to be 5% higher than the minimum score set by the Council of Private Universities of the Ministry of Higher Education for the chosen study group. The applicants are screened based on their online application and then undergo a standardized admission test (SAT), which includes an English Language Test as well as a Reasoning Test, where the individual strengths and intellectual capabilities of the applicants are assessed. Passing the GUC admission test is a prerequisite for admission to the Bachelor program.

A prerequisite for admission to the Master’s program is a Bachelor degree in “Materials Engineering”. Admission is based on the grade point average of the Bachelor degree and on an interview.

The admission requirements and procedures are clearly described and transparent. The key performance indicators gathered by GUC in this field over the five most recent admission periods prove that the admission process is effective, which can be seen in the low drop-out rates and the high number of students completing their program in the regular study period.

GUC encourages its students to spend one semester abroad, mostly at a German university for an internship and/or the Bachelor thesis. Competencies acquired at other universities are recognized if they comply with the respective study program. This is regulated in the Academic Regulations.

2.3 Concept of the Study Programs

The international Bachelor program has a regular study period of eight semesters and consists of 53 obligatory modules, enabling the students to enter the subsequent three-semester international Master’s program in “Materials Engineering”. Both the international Bachelor degree and the Master’s degree will enable GUC graduates to move directly to international follow-on programs (Master’s, PhD), giving them international compatibility. On the other hand,

having passed at least the first year of the international Master's program, students are also qualified for the Egyptian Bachelor degree, thus ensuring their employability in the national market.

The first year of the Bachelor program "Materials Engineering" is common to all engineering programs and covers fundamentals of mathematics, physics, computer science, chemistry, engineering drawing, etc. to provide students with a basic education in subjects relevant for engineering. In the following semesters, students acquire specialized knowledge in the area of materials engineering. The eighth semester is reserved for the internship (15 credits) with a duration of three months and the Bachelor thesis (12 credits plus three credits for the defense). For general skills, 22 credits are awarded. The peer group was impressed by the high proficiency in English of the students; also some comments in German were well understood.

The module sequence is in general adequate, with the courses increasing in complexity. To ensure a comprehensive engineering education in all relevant subjects and compatibility with the national regulations, all modules are compulsory.

In the Master's program, students deepen their knowledge and are more involved in research aspects. The program is composed of 14 modules plus the Master's thesis (30 credits), which is written in the last semester. In comparison to the Bachelor program, the Master's study course also offers electives, providing students with the opportunity to create their own individual qualification profile according to their personal interest. Students have to complete in total six compulsory modules (20 credits) and eight electives (40 credits). The elective module offering covers a broad spectrum of materials engineering topics; this gives the students considerable flexibility in designing their curriculum. The Master's program is currently only open to GUC graduates and GUC teaching or research assistants. There are internal discussions to open the program also to external graduates, but this is not possible at the moment because it would lead to staff capacity problems.

The programs' mission and vision are centered in a modern vision of materials as a key issue for a technology-based economy. The students are exposed to different classes of materials. However, the programs could be better balanced according to the defined objectives. In both study courses, there is a strong emphasis on metallic and polymer materials, but ceramic materials seem to be underrepresented in the modules compared to metallic and polymer materials. The focus in the programs lies more on structural applications/materials; functional aspects/materials are not yet integrated in the modules. These findings might be associated with the current teaching staff and their expertise. Considering the programs' objectives, the peer group recommends therefore to strengthen ceramic materials as well as functional aspects/materials in the curriculum. This could be done by external lecturers, but moreover the peers recommend to recruit also new permanent staff to strengthen these areas in both programs.

Research topics are integrated in the modules. In addition, extracurricular activities offer students the possibility to join the following research groups:

- ME.1 Structure-Property Relationship in Engineering Materials
- ME.2 Environmental Effects and Renewable Energies
- ME.3 Engineering Polymers and Advanced Materials
- ME.4 Failure Analysis and Life Assessment in Structural Composite Materials

The research activities of the department are strongly appreciated. The peer group encourages GUC to continue integrating research aspects into both curricula, in particular the involvement of undergraduate students in the research programs of the department should be further promoted.

2.4 ECTS and Modularization

Both study programs are completely modularized. The module handbook refers clearly to the ECTS system. Each ECTS credit is equivalent to 30 hours of students' workload. The size of the modules in the Bachelor program is in general between four to eight credits. There are only a few modules with fewer than four credits, mainly language and soft skills modules. The size of these smaller modules corresponds to their content and evaluated students' workload; creating bigger units would not be feasible.

There is a very well elaborated course catalog, which has been significantly improved since the last accreditation. Module descriptions provide detailed information about objectives, professional information, learning outcomes with a clear distinction between knowledge, understanding and skills to be achieved as well as references, teaching methods, student assessment methods and grading, required facilities and course coordinator.

According to the peers, the students' workload seems to be adequate. It has been evaluated through a student survey, and credit adjustments were made in several courses. The number of credits corresponds with the actual workload of the students. There is also a good balance between theory-oriented lectures, laboratory work and self-study time.

Concerning the Academic Regulations, the maximum study duration should not exceed 65% of the regular study duration, e.g. for the Bachelor programs 13 semesters (8+5 semesters). Full-time students must take no less than 60% of the regular study load per semester (30 credits). If a student has therefore fewer than 18 credits, he or she will not be considered as a full-time student and will not be registered with the Ministry of Higher Education.

Students with a low grade point average (less than 3.7) are placed on probation and these students have to consult the university adviser. Measures to improve the student's performance could be, for example, reduced academic workload per semester or offering extra courses.

2.5 Teaching Methods and Study Context

In both study programs, lectures and seminars which are supported by tutorials, team work and labs/practicals are used as teaching methods. Lab work in general is well organized. Students work in teams with two to three students on multiple lab benches. Currently there are also initial efforts to introduce more computer-based teaching elements into the programs, which is appreciated by the peers. The peer group encourages the department to integrate more new teaching tools. According to the peers, there is a balanced mix of teaching methods in both programs. Students also have the opportunity to participate in research projects or research-oriented courses, for example research methods or design of a research project. These activities are positively evaluated by the expert group and should be further strengthened.

An integral part of the Bachelor program is the three-month internship in the last semester. There is an excellent network of cooperating industrial partners in the Cairo area offering places for internships. They also demonstrate advanced industrial technologies to the students. The internship gives students the possibility to apply acquired skills and knowledge directly in practice, and provides an insight into the professional world and future career prospects. Most of the students remain in Egypt for their internship. Some students have the opportunity of an internship abroad, mainly in Germany. The internship is completed by an internship report and also evaluated by the host industrial partner as well as the academic supervisor.

2.6 Further Development and Conclusion

Since the last accreditation, a large number of well-documented changes and substantial improvements were made in both programs according to the findings of the internal quality management system. Course names were changed to better reflect the objective of the course content (e.g. "Casting Technology" was renamed "Casting Metallurgy and Processes"), credits were adjusted according to the estimated workload (also only integral credit numbers are used now), semester of courses changed (for example the module "Production Technology Workshop" was moved from the second semester to the first semester, the module "Engineering Drawing and Design" was moved from the third to the second semester), some modules were deleted, and new ones, like for example "Biodegradable Polymers", were added to the curriculum.

The subjects and modules cover the relevant content and competencies to meet the programs' objectives; they prepare the graduates well for their professional activities. The structure of both programs is logical and the workload is feasible; over 85% of the students finish the study programs in the regular study period. The drop-out rate is very low at approximately 2.5%. After graduation, students work in industry in their family business or as an employee of a company. About 21% stay in academia for a Master's or PhD degree. The peers gained a positive impression of both study programs. Content and forms of teaching are appropriate for the achievement of

the intended learning outcomes. Students acquire specialized and interdisciplinary knowledge as well as technical procedural and generic competencies.

3 Implementation

3.1 Resources

Currently, the number of academic staff members in the Faculty of Engineering and Materials Science (EMS) consists of 61 staff members (24 PhD holders and 37 teaching assistants, out of whom 25 are GUC graduates). In addition, the basic science courses (mathematics/physics/chemistry) and humanities courses including scientific methods courses and German language courses are taught by academic staff from the basic science and humanities departments, respectively. The number of academic staff is adequate for both programs. All faculty members are well qualified and also highly engaged in the study programs. Measures for personal development and further qualification of staff are provided by the Standards and Assessment Center, which offers training on up-to-date teaching methods and assessment techniques.

The teaching load of the professors is eight hours per week, while associate professors/lecturers have to teach twelve hours. The teaching load of teaching assistants varies between 8, 14, 18 and 24 hours/week. Members of academic staff are expected not only to pursue advanced study but also research in their particular academic field in accordance with the research strategy of the department. Due to the political situation in Egypt, the recruitment of new (international) academic staff was difficult in the past. This might be the reason why aspects like ceramic materials are not strongly represented in the programs.

GUC strives now to recruit highly qualified Egyptian academics from abroad to promote excellent graduates, giving them the opportunity to start with a PhD abroad. The peer group strongly encourages GUC to continue with its strategy. The EMS Faculty should implement an intensive program for the recruitment and appointment of new academic staff members.

GUC as a private university does not have state funding like public universities and therefore relies on tuition fees. Nevertheless, the financing situation of GUC is relatively comfortable due to its strong reputation and therefore high number of applicants. Faculties do not have their own fixed budget. Funds are allocated to them according to their financial plans. Furthermore, the faculties can apply for additional funds if the need arises. The peer group is convinced that financing is assured for the time of reaccreditation.

The lab infrastructure is in good shape, as is the state-of-the-art IT infrastructure. Students can also use technical equipment at cooperating industrial partners, both for education purposes and

also during their internships. The library offers a variety of collections in different languages (German, English and Arabic and a small collection in French) that include textbooks, periodicals, references, online databases and also CDs. Students and staff also have access to different databases (for example to the KIZ online library at Ulm University). The literature stock has improved since the first accreditation.

The peer group considers the resources fully appropriate for the Bachelor and Master's "Materials Engineering" programs.

3.2 Organization, Counselling, Cooperation

The faculty is led by the faculty dean and two vice-deans. The Faculty Council is responsible for the running of the scientific, research and administrative affairs of the faculty. It approves, for example, the scientific content of the curricula, defines examination schedules, and suggests the appointment and delegation of teaching staff.

There are several committees to ensure the proper implementation of the programs and their objectives and learning outcomes. One of the most important committees is the Curriculum Committee, which discusses changes in the study programs according to the results of labor market feedback and students' feedback to teaching methods, assessment methods, workload and redundancy of content. Students are encouraged to participate in the development of the educational process through taking part in the Curriculum Committee.

Other committees are for example the Advising Committee (advice on semester schedules for students with failed courses, medical cases, drop in attendance cases, internally and externally transferred students), the Probation Committee (identification of students with serious academic problems; this committee can be seen as an "early warning system") and the Mentoring Committee (providing mentors for students).

Since its foundation in 2002, GUC has maintained strong ties to the Universities of Ulm, Stuttgart and Tübingen. The cooperation agreements have been extended and adapted. The German universities will support GUC in its development of curricula, in personal matters, and in exchanges of students and academic staff.

3.3 Examination System

The examination system of GUC is well organized. The study and examination regulations are clearly structured and were subjected to legal verification. Having established a Standards and Assessment Center, GUC is able to standardize its examination procedures. By using the barcode system for each single exam, the central examination office is well organized. The students are

informed about the examination dates via the internet and have the possibility to track the results of their exams online.

In both programs, a variety of different examination methods, e.g. written exams, homework, quizzes, term papers, practicals, project reports, mid-term and final exams are used. In both programs it seems that there are only a few oral examinations. Considering the requirements of the labor market, the peer group recommends to include also in the lectures/seminars oral presentations as an assessment form.

To reduce the students' workload at the end of the semester, exams and tests will be performed also during the semester to give students continuous feedback about their performance.

The examinations are module-related as well as knowledge- and competence-oriented. Through the different examination forms, the different competencies of the students can be adequately assessed. Students seemed to be satisfied with the examination system. Bad marks can be compensated for by the students through another exam within the same module. Failed exams can be repeated twice.

The peer group assesses the examination system of the study programs in general as appropriate for the learning outcomes. The chosen methods of examination are sufficiently balanced to assess the different competencies and learning outcomes.

3.4 Documentation and Transparency

All necessary information on the study programs is well documented. General information on the programs, requirements for admission as well as the admission procedure are transparent and easily accessible to students. Detailed course catalogs provide valuable information for students.

The experts gained the overall impression that the students receive very good support from GUC and its staff. On the central level, the Student Counselling Service provides support on matters related to entry requirements, admission procedures, choice of programs, program content and structure, etc. Academic staff are the contact persons for students at faculty level for study-related questions and problems. All staff members show strong engagement in terms of student support and counselling. The Mentoring Program helps students find a mentor to support them in enhancing their knowledge and skills. The Student Career and Alumni Development Office (SCAD) assists students in finding internship places, organizes career fairs, offers extracurricular soft skills training workshops and organizes the GUC alumni services. International students are supported by the International Student Service.

GUC also offers students scholarships to enable outstanding students to take part in a GUC study program.

3.5 Gender Justice and Compensation Opportunities for Disabled People

Students with special needs are provided with additional services and facilities. The GUC campus is barrier-free and special examination arrangements are made in individual cases. For students with special needs, individual solutions are always found and assured. No gender discrimination was detected at GUC.

3.6 Further Development and Conclusion

At GUC and the Faculty of Engineering and Materials Science, all requirements for the successful implementation of the “Materials Engineering” study programs are met. An adequate organizational and administrative framework is in place for the realization of the programs, including a suitable examination system. Necessary documents are available and decision-making processes are transparent.

4 Quality Management System

The primary body responsible for quality management at GUC is the Quality Management and Accreditation Committee (QMAC), which is composed of ten members under the supervision of the Chairman of GUC and which has been restructured since the first accreditation into the ECTS Coordination Unit and the Quality Assurance Unit.

The ECTS Coordination Unit is responsible for assuring the compatibility of study programs with the ECTS system, namely to implement a learning outcome-based approach and to assure a reasonable allocation of credits based on evaluated student workload.

The Quality Assurance Unit on the other hand supervises the evaluation of the courses as well as of the study programs. To assure close cooperation between the central and decentralized level in each faculty, a QMAC representative supports the respective faculty in its quality assurance measures and in the implementation of the ECTS system as well as the learning outcome-oriented approach.

Students anonymously evaluate each course online before receiving their exam results, which guarantees 100% feedback. The analyses and results of student evaluations will be discussed in the Curriculum Committee and, if necessary, a package of measures with activities, a set of targets, the names of persons responsible and a timeframe to improve the respective study program will be defined.

For each study program, a quality report based on the data of the course reports, alumni surveys and the qualitative feedback from employers, students and alumni is also compiled. Necessary improvements are afterwards discussed at departmental level.

Alumni surveys are regularly carried out by the SCAD department. In 2015, an employer survey was also conducted. Key performance indicators give feedback on whether the strategic objectives in the area of teaching and learning are achieved.

In summary, the peer group assesses GUC's quality management system positively. The quality management system was comprehensively further developed since the last accreditation – for example study program evaluations involving external expertise were implemented. Both study programs were successfully revised based on the findings of the internal quality management system. GUC is encouraged to continue with the implementation of its quality management instruments.

5 Summary

The peers evaluate the international “Materials Engineering” Bachelor and Master's programs positively. Both programs have valid objectives, and the curriculum and the teaching methods are appropriate to achieve the defined objectives and learning outcomes. However, the area of ceramics should be strengthened in both programs. The rules of the German Accreditation Council and the Common Structural Guidelines of the Federal States for the Accreditation of Bachelor's and Master's Study Courses (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs) are in general considered. The implementation of the study programs is based on an appropriate infrastructure and an efficient organization. The quality management system was comprehensively further developed and the results of the internal quality assurance procedures are used systematically for the further improvement of the programs. In summary, the peers gained a very positive impression of the “Materials Engineering” programs.

6 Assessment of the criteria according to the “Criteria for the Accreditation of Study Programs” (resolution of the Accreditation Council of December 8th, 2008, last amended on February 20th, 2013)

Criterion 1: Qualification Objectives of the Study Program Concept

- criterion fulfilled

Criterion 2: Conceptual Integration of the Study Program in the System of Studies

- criterion fulfilled

Criterion 3: Study Program Concept

- criterion fulfilled

Criterion 4: Academic Feasibility

- criterion fulfilled

Criterion 5: Examination System

- criterion fulfilled

Criterion 6: Program-related Cooperation

- criterion fulfilled

Criterion 7: Facilities

- criterion fulfilled

Criterion 8: Transparency and Documentation

- criterion fulfilled

Criterion 9: Quality Assurance and Further Development

- criterion fulfilled

Criterion 10: Study Programs with a Special Profile Demand

- Not applicable

Criterion 11: Gender Justice and Equal Opportunities

- criterion fulfilled

7 Accreditation Recommendation of the Peer Group to the Accreditation Commission of ACQUIN

The peer group recommends the following accreditation of the international Bachelor and the international Master's program "Materials Engineering" at the German University in Cairo **without conditions.**

IV Decisions of the Accreditation Commission of ACQUIN¹

Based on the peer report, the statement of the university and the statement of the standing expert committee the accreditation commission took on September 29th, 2015 the following decision:

International Bachelor program "Materials Engineering" (B.Sc.)

The international Bachelor program "Materials Engineering" (B.Sc.) is accredited without conditions.

The accreditation is valid until September 30th, 2021.

International Master program "Materials Engineering" (B.Sc.)

The international Master program "Materials Engineering" (M.Sc.) is accredited without conditions.

The accreditation is valid until September 30th, 2021.

For both study programs the following recommendations are given:

- The area of ceramic materials as well as functional aspects/materials should be strengthened in the international Bachelor and Master program.
- Oral presentations should also be implemented as a type of assessment.
- The Faculty of Engineering and Materials Science should implement an intensive program for recruitment and appointment of new staff members.

¹ According to cl. 1.1.3 and cl. 1.1.6 of the "Rules for the Accreditation of Study Programms and for System Accreditation" of the Accreditation Council only the peer group evaluates the compliance of the study program with the criteria of the Accreditation Council. However, certain defects and critical remarks addressed by the peer group can be revised by the statement of the HEI to the evaluation report. On the other side, the Accreditation Commission can decide on new conditions based on their general perspective and/or reasons of consistency with previous accreditation decisions. Insofar, the decision of the Accreditation Commission can deviate from the accreditation recommendation made by the peer group