

## Accreditation Report

### Programme Accreditation

University	<b>German University in Cairo</b>
------------	-----------------------------------

<b>Study Programme 01</b>	<b>Applied Sciences and Arts</b>		
Degree	<b>Bachelor of Science</b>		
Form of Study	Full time mode	<input checked="" type="checkbox"/>	
Duration (Semesters)	<b>8 Semesters</b>		
ECTS-Points	<b>240</b>		
Master only:	consecutive	<input type="checkbox"/>	continuing <input type="checkbox"/>
Study Programme exits since (Date)			
Capacity (Maximum Number of Students)	Per Semester	<input type="checkbox"/>	250 Per Year <input checked="" type="checkbox"/>
Average Number* of new Students	Per Semester	<input type="checkbox"/>	243 Per Year <input checked="" type="checkbox"/>
Average Number* of Graduates	Per Semester	<input type="checkbox"/>	211 Per Year <input checked="" type="checkbox"/>
* reference periode	2019/2020		

Concept Accreditation	<input type="checkbox"/>
Initial Accreditation	<input checked="" type="checkbox"/>
Re-Accreditation No.	

<b>Study Programme 02</b>	<b>Applied Sciences and Arts</b>		
Degree	<b>Master of Science</b>		
Form of Study	Full time mode	<input checked="" type="checkbox"/>	
Duration (Semesters)	<b>3 Semesters</b>		
ECTS-Points	<b>90</b>		
Master only:	consecutive	<input checked="" type="checkbox"/>	continuing <input type="checkbox"/>
Study Programme exits since (Date)			
Capacity (Maximum Number of Students)	Per Semester	<input type="checkbox"/>	250 Per Year <input checked="" type="checkbox"/>
Average Number* of new Students	Per Semester	<input type="checkbox"/>	243 Per Year <input checked="" type="checkbox"/>
Average Number* of Graduates	Per Semester	<input type="checkbox"/>	211 Per Year <input checked="" type="checkbox"/>
* reference periode	2019/2020		

Concept Accreditation	<input type="checkbox"/>
Initial Accreditation	<input checked="" type="checkbox"/>
Re-Accreditation No.	

Responsible Agency	ACQUIN
Responsible Consultant	Tobias Auberger, Lisa Stemmler
Date of On-Site-Visit	7.-10.2019
Date of Accreditation Report	11.08.2020

## Content

<b>Short profile of the study programme .....</b>	<b>3</b>
<b>Summary of the review .....</b>	<b>4</b>
<b>I Formal criteria .....</b>	<b>5</b>
1 Structure, duration, and profile of the study programmes .....	5
2 Admission and enrolment .....	5
3 Degree .....	5
4 Module structure and ECTS .....	6
<b>II Review of the study programmes .....</b>	<b>7</b>
1 Focus of the review .....	7
2 Content-specific criteria .....	7
2.1 Objectives and level of the programme .....	7
2.2 Concept of the programme and its implementation .....	9
2.2.1 Curriculum .....	9
2.2.2 Mobility .....	13
2.2.3 Staff .....	15
2.2.4 Resources .....	16
2.2.5 Examinations .....	18
2.2.6 Student-centred learning .....	19
2.2.7 Particular Profile .....	20
2.3 Further Development .....	20
2.4 Quality Assurance .....	21
2.5 Gender Equality and Diversity .....	23
2.6 Cooperation with other HEIs .....	24
<b>III Review Procedure .....</b>	<b>25</b>
1 General Remarks .....	25
2 Legal Framework .....	25
3 Expert Group .....	25
<b>IV Decision of the ACQUIN Accreditation Commission .....</b>	<b>27</b>

### **Short profile of the study programme**

The German University in Cairo (GUC) was inaugurated in October 2003 with a first admission intake of 956 students. In comparison, the total of currently enrolled students in the undergraduate programmes is 11,010. The increase in total enrolment reflects the well-established reputation of GUC as well as the high demand for its study programmes. In addition, the overall average score of the newly admitted students is 95.27% over the last 10 years. Furthermore, the GUC offers scholarships to newly admitted students with high schools scores to attract academically outstanding students. The increasing number of students offered scholarships (69 students in 2003/2004 to 727 in 2018/2019) reflects the high quality of the students joining GUC. Today, the GUC consists of eight faculties with two further faculties in the planning stage.

The Faculty of Applied Sciences and Arts (FASA) at the GUC offers a study programme in three major fields of design: Graphic Design, Media Design and Product Design. The interdisciplinary studies open up a wide range of job opportunities to graduates in fields such as Advertising, Branding, Web or Editorial Design, Industrial Design, Product Development, Design Research and Design Management, as well as Documentary Film and Post-production.

The study programme (bachelor plus consecutive master) aims to educate young design professionals with a global awareness and local understanding. Far from conventionalism, the Faculty of Applied Sciences and Arts seeks to create individuals with a strong personality, an increasing capability to perceive and observe economic, ecological, technological and cultural scopes. With a general understanding of the functions of design and aesthetics, the faculty develops critical perspectives of research methods to bring insights into the needs and potentials of society.

Since designers initiate many future developments, the design programmes at GUC explore everyday challenges through intelligent, sustainable, humane and relevant concepts and projects. The teaching in the FASA encompass a combination of lectures, tutorials and practical sessions. These various forms include class participation, demonstration, brainstorming, hands-on work, collaborative discussions, receiving feedback, or combination of these. In the lectures and tutorials, students focus on Theory concepts, design concepts development, knowledge of techniques and materials and their implementation, presentation methods, concept generation, design specifications, brainstorming, proposing ideas, sketching and prototyping. The practical sessions offer hands on work, where students transform the proposed design into a final product. The practical sessions are conducted in the faculty's studios, workshops and the industrial park where students build and test their products, get feedback, critique sessions and iterate until reaching the final goal.

### **Summary of the review**

Upon reviewing the GUC's study documents, discussing the programmes with the lecturers and additional staff in charge and visiting the teaching rooms as well as workshops on site the expert group testifies good study conditions and a solid quality of education.

The expert group regards all standards as fulfilled.

For further development, the expert group recommends:

- For the further development of the study programme the university should consider to differentiate the major program in product design at an earlier stage.
- In order to encourage the design process and establish work spaces for the product design major the GUC should improve the workshop equipment for prototyping and design development.

## **I Formal criteria**

### **1 Structure, duration, and profile of the study programmes**

Both study programmes (bachelor and master) are offered in full time mode. The bachelor's programme consists of eight semesters and 240 ECTS-points while the consecutive master's programme consists of three semesters and 90 ECTS-points. Graduates accordingly reach 330 ECTS-Points in eleven semesters, resulting from the artistic profile of the study programme.

(The legal framework for Egyptian bachelor's degree demands four years of full-time studying, plus one additional year for the master's degree. However, since the Egyptian master's degree does not contain a comprehensive graduation project by default, the GUC decided to follow international standards by concluding its programme "Applied Sciences and Arts" (M.Sc.) with a graduation project.)

### **2 Admission and enrolment**

As an Egyptian private university, GUC complies with the admission regulations of the Supreme Council for Egyptian Universities and Private Universities Council of the Ministry of Higher Education. The Private Universities Council sets the general rules that regulate the admission to private universities including the minimum academic requirements for acceptance at private universities; these rules include minimum High School Scores, qualifying subjects required by each secondary school certificate for each study group, complete documentation for registration, etc.

During the GUC admission process, students complete the GUC Reasoning Test as well as the GUC Computerized English Language Test.

Admission to the master's programme is open to GUC bachelor's graduates who achieved a minimum GPA of "3" based on the German grading system and who are highly interested and strongly committed towards post-graduate studies and research.

In order to facilitate the exchange of students and recognition of learning results with partner universities, the GUC's study programmes are aligned with the German Higher Education system and designed in cooperation with German partner Universities.

### **3 Degree**

Upon successful completion of the study programmes the GUC awards the degrees Bachelor of Science and respectively Master of Science.

The GUC awards 15 ECTS-Points for the Bachelor Thesis and 30 ECTS-Points for the Master Thesis.

#### **4 Module structure and ECTS**

The organization of GUC's programmes makes use of modular components and the European Credit Transfer & Accumulation System (ECTS) with 30 credits allocated to one semester. In the bachelor's programme each semester consist of six to eight modules on average, whereas the regular master's semester consists of three modules – one of which is the Advanced Design Project.

Most modules show a workload of 4 to 5 ECTS-Points. Smaller workloads (e.g. 2 ECTS-Points) can result from the fact that the module is divided into two parts, bigger workloads (e.g. 8 ECTS-Points) usually result from practical work.

According to the bachelor's catalogue one ECTS-Point equals the workload of one hour.

The Module Catalogue of both study programmes provide information on semester number, type of course, prerequisites, workload, ECTS-Points, aims and learning outcomes, content, learning and teaching methods, required facilities, assessment, references and course coordinator.

#### **Conclusion**

The standards concerning structure, duration, profile, admission, enrolment, degree, module structure and ECTS are fulfilled for both study programmes.

## II Review of the study programmes

### 1 Focus of the review

In addition to the content structure of the study programmes, the evaluation focused on the equipment of the premises and workshops.

### 2 Content-specific criteria

#### 2.1 Objectives and level of the programme

##### **Bachelor**

##### **Documentation**

The GUC established the design programmes at the Faculty of Applied Sciences and Arts in order to face the growing demands and challenges of an increasingly globalized world. The three majors – Product Design, Media Design, and Graphic Design – are expected to integrate all necessary knowledge and skills that enable graduates to operate in a professional context. The GUC interprets interaction between the three major fields as an integrative process through an environment of cross-functional and cross-institutional collaboration. In addition to “learning-by-doing” and “learning-by-using”, the system of communication between the three major studies intends to provide an important input into the process of innovation through “learning by interacting”.

Therefore, the Faculty of Applied Sciences and Arts developed the following set of objectives for the bachelor’s programme:

- Acquiring and applying specialized knowledge relevant to design thinking and practice including relationships to other disciplines and to intercultural contexts,
- Recognizing and demonstrating the ability to analyse and synthesize the new product process,
- Applying design methods that enable the integration of specific experiences, to formulate and propose a research project,
- Developing a process for solving specific design issues and formulating a project proposal for Product design, Graphic design, and Media design,
- Communicating concepts and designing solutions with the necessary tools through case studies and projects,
- Demonstrating deeper insight into design elements, including form, language, and physical, cultural, economic and social factors.

These objectives are set out in the module Catalogue.

### **Assessment**

The aspects of knowledge and understanding (broadening, deepening and understanding knowledge), as well as generating knowledge, communication and cooperation are convincingly described and well implemented in the curriculum in accordance with the requirements of a bachelor's programme.

The study programme integrates the qualification for qualified employment through intensive project work and basic courses. The necessary development of the students' personality towards an independent designer personality is given. The fields of work defined in the module catalogue are well chosen and the students are adequately prepared for these fields. The career office provides support if needed.

Objectives and orientation of the contents correspond to international standards.

The expert group concludes that the study programme meets the requirements of the Qualifications Framework for German University Degrees.

### **Conclusion**

The standard is fulfilled.

### **Master**

#### **Documentation**

The master's programme offered by the Faculty of Applied Sciences and Arts builds on one of three majors in the Bachelor: Graphic Design, Media Design and Product Design. The programme places its emphasis on theoretical and practical professional development. It demonstrates the student's ability to undertake independent research topics related to the field of design under guidance, and to use the established methods of research and analysis most appropriate to the areas of Graphic, Media, and Product Design. The programme aims at the following competencies:

- Applying the principles of design in the field of Graphic Design, Media Design, and Product Design with a sound exploration of multicultural approaches,
- Demonstrating the ability to create and develop design solutions in the light of current research findings,
- Utilizing a methodological approach to the human-centred design process and project implementation,



- Developing an understanding of different methods in design thinking and design research related to current philosophies and best practices in the field. 5. To be able to work in teams and communicate effectively, both verbally and in writing, in a multi-cultural environment to achieve objectives,
- Demonstrating the ability to document the design process and results and
- Building and refining personal skills in critical thinking, problem analysis and problem solving.

### **Assessment**

The aimed acquisition of competences is well implemented in the curriculum in accordance with the requirements of a master`s programme. All objectives and orientation of the contents correspond to international standards. The expert group considers all fields of work described in the module catalogue well chosen, and the students adequately prepared for their professional career.

The expert group did not detect any evidence contradicting that the study programme meets the requirements of the Qualifications Framework for German University Degrees.

### **Conclusion**

The standard is fulfilled.

## **2.2 Concept of the programme and its implementation**

### **2.2.1 Curriculum**

#### **Bachelor**

#### **Documentation**

Semester 1 to 4 are standardized foundation semesters for all the three majors. During these four semesters, all students take German language classes in the range of 3 ECTS-Points per Semester. Besides the language courses, the foundation semesters consist of the following modules:

Semester 1: "Visual Communication" (5 ECTS-Points), "Still Image" (5 ECTS-Points), "Visual Techniques" (4 ECTS-Points), "Form and Material" (6 ECTS-Points), "Digital Media I" (2 ECTS-Points), "Text, Language, Communication" (3 ECTS-Points), "Academic Study Skills" (2 ECTS-Points).

Semester 2: "Grid Structure and Color Systems" (5 ECTS-Points), "Photography" (5 ECTS-Points), "Bi-omic and Perception" (4 ECTS-Points), "Form Generation" (6 ECTS-Points), "Digital Media II" (2 ECTS-Points), "Culture History" (3 ECTS-Points), "Critical Thinking and Scientific Methodology" (2 ECTS-Points).

Semester 3: "Typography" (6 ECTS-Points), "Moving Image" (5 ECTS-Points), "Semantics" (6 ECTS-Points), "Design History" (4 ECTS-Points), "Design Research Methods" (4 ECTS-Points), "Communication and Presentation Skills" (2 ECTS-Points).

Semester 4: "Web Design" (3 ECTS-Points), "Design and Sciences" (3 ECTS-Points), "Design Theory" (3 ECTS-Points), "Research Paper Writing" (2 ECTS-Points) and two electives (each 8 ECTS-Points), each consisting of a project and its related computer tools.

Starting with the fifth semester, the programme splits into the three majors Graphic Design, Media Design and Product Design:

### **Graphic Design**

Graphic Design is defined as visual and verbal creation with a communicative intention. It enables the transmission of information in a more intelligible, convincing and effective manner. The focus of this major and its scientifically-based methodology is on learning, applying and refining the appropriate artistic, critical and technical means. The commercial nature of graphic design, together with the scope and form of our disciplines, clearly distinguishes our activities from disciplines such as fine art.

The foundation of the study programme is an in-depth examination of the basic processes of graphic design, their technical prerequisites and areas of application. In a wide variety of courses, students are introduced to the history and theory of design, art and popular culture, as well as to methods of project and design management. The practical training aims to promote skills in theoretical argumentation and criticism. The students discuss their personal designs and the designs of others in their manifold aspects (cultural, social, economic, technological, etc.). The ability to place oneself at a (theoretical or experimental) distance to traditional materials and the ways they are used stimulates innovative designs, which are not merely the continuation of existing traditions.

The major Graphic Design consists of the following modules:

Semester 5: "Corporate Design" (9 ECTS-Points), "Illustration" (4 ECTS-Points), "Font Design I (Latin)" (5 ECTS-Points), "Layout" (4 ECTS-Points), "Brand Identity" (4 ECTS-Points), "Social Sciences" (4 ECTS-Points).

Semester 6: "Global Communication I" (8 ECTS-Points), "Interaction Design I" (5 ECTS-Points), "Font Design II (Arabic)" (4 ECTS-Points), "Sign systems" (5 ECTS-Points), "Communication Theory" (4 ECTS-Points), "Culture Theory" (4 ECTS-Points).

Semester 7: "Global Communication II" (6 ECTS-Points), "Interaction Design II" (5 ECTS-Points), "Visual Information" (6 ECTS-Points), "Marketing" (5 ECTS-Points), "Media Theory" (4 ECTS-Points), "Seminar" (4 ECTS-Points).

## **Media Design**

Media Design deals with time-based media focusing video and animation. The key dimension is the design of processes in time. In addition, students acquaint themselves with a wide media spectrum covering photography, sound, interactive media as well as media installation.

Students gain aesthetical, technical, methodological, and theoretical competences in the field of time-based media. In addition, the dynamics between creative idea, media specific conditions, narrative concepts and communicative strategies are investigated. Projects emphasize the theoretical competence in techniques, research methods, history, aesthetics, and theory of digital media. The practical work is inspired by and reflected in theoretical seminars focusing on theoretical, historical, philosophical, and cultural questions.

The major Media Design consists of the following modules:

Semester 5: "Video/Animation (real time)" (9 ECTS-Points), "Digital Editing" (4 ECTS-Points), "Script, Story, Storyboard" (4 ECTS-Points), "Video/Animation Techniques" (5 ECTS-Points), "Brand Identity" (4 ECTS-Points), "Social Sciences" (4 ECTS-Points).

Semester 6: "Moving Image/Interactive Design" (7 ECTS-Points), "Media Installation" (4 ECTS-Points), "Sound" (5 ECTS-Points), "Digital Composition-I" (2 ECTS-Points), "Montage" (4 ECTS-Points), "Communication Theory" (4 ECTS-Points), "Culture Theory" (4 ECTS-Points).

Semester 7: "Hybrid Media" (16 ECTS-Points), "Digital Composition-II" (6 ECTS-Points), "Media Theory" (4 ECTS-Points), "Seminar" (4 ECTS-Points).

## **Product Design**

In a rapidly changing as well as connected world, the GUC Product Design Department aims to educate designers who are able to conduct research and apply knowledge.

The process of design involves identifying problems and developing solutions guided by a strong sensitivity for environmental concerns, human-centered aesthetics, cultural and functional needs. Therefore, the designer needs to have an excellent ability to understand and visualize human emotions in order to address human perception. Students are enabled to develop concepts and specifications that optimize the function and value within a system for the mutual benefit of both user and manufacturer. The integration of the Product Design Department into the total educational landscape of the GUC encourages different processes for research and the development of an interdisciplinary work. The use of workshops as well as new technology enables students to expand their application of the design process and fosters the motivation to develop their own understanding of what design is.

The major Product Design consists of the following modules:

Semester 5: "Furniture Design" (5 ECTS-Points), "Industrial Products" (5 ECTS-Points), "CAD-I" (4 ECTS-Points), "Techniques of Presentation" (2 ECTS-Points), "Usability" (4 ECTS-Points), "Design Planning" (2 ECTS-Points), "Brand Identity" (4 ECTS-Points), "Social Sciences" (4 ECTS-Points).

Semester 6: "Exhibition Design" (5 ECTS-Points), "Lighting Design" (5 ECTS-Points), "CAD-II" (4 ECTS-Points), "Production Techniques" (4 ECTS-Points), "Material Sciences" (4 ECTS-Points), "Communication Theory" (4 ECTS-Points), "Culture Theory" (4 ECTS-Points).

Semester 7: "Public Design" (8 ECTS-Points), "Mobility" (7 ECTS-Points), "CAD-III" (2 ECTS-Points), "Marketing" (5 ECTS-Points), "Media Theory" (4 ECTS-Points), "Seminar" (4 ECTS-Points).

The eighth and last semester consists for all majors equally of the modules "B.Sc. Thesis/Project" (15 ECTS-Points) and "Internship/Training" (15 ECTS-Points) according to their content orientation.

### **Assessment**

The expert group assesses the structure of the bachelor's programme as goal-oriented and appropriate. Students can first explore their interests and talents by gaining first impressions in all three areas. By the end of the third semester, students drop one major, in semester four they determine, which major they want to specialize in. The students of different majors still work together, since all three majors are interdependent (for example product design needs communication design for branding and packaging etc.).

The integrated design curriculum aims to convey competence in 2D, 3D and multimedia design. Since it can be very challenging for students and teaching staff to build the necessary skills within the bachelor's programme, the expert group concludes for the field of product design, that the first contact with complex expertise in the third year seems to happen rather late. Nowadays, product designers need a very broad but also specialized scientific and practical knowledge base (e.g. product design driven material science, basics of technical engineering, sustainability economy, human factors etc.). In order to master complex challenges of product design, sufficient projects for simulation and practice are necessary. Thus the expert group recommends differentiating the major programme in product design at an earlier stage.

The main teaching methods are lectures, seminars (up to 25 students), practical/labs, tutorials, projects, and internships. Workload based on practical performance is awarded with ECTS-points in a reasonable extent.

### **Conclusion**

The standard is fulfilled. The expert group recommends:

- For the further development of the study programme the university should consider to differentiate the major program in product design at an earlier stage.

## **Master**

### **Documentation**

The master's programme builds on the bachelor's programme by focusing on major projects. The master's programme consists of the following advanced modules:

- Semester 1: "Advanced Research Methods" (4 ECTS-Points), "Communication Strategies" (4 ECTS-Points), "Advanced Design Project-I" (22 ECTS-Points).
- Semester 2: "Design and Organization" (4 ECTS-Points), "Design and Economy" (4 ECTS-Points), "Advanced Design Project-II" (22 ECTS-Points).
- Semester 3: Master Thesis (30 ECTS-Points).

### **Assessment**

The structure of the study programme is coherent and corresponds to its objectives. The large module size of the project modules is plausible due to the scope of work and, according to the students, has no effect on a manageable course of study. By concentrating on their own projects, students can form individual profiles and participate in shaping their own learning processes.

Overall the expert group concludes, that the consecutive master's programme corresponds to German standards in the field of "Applied Sciences and Arts".

### **Conclusion**

The standard is fulfilled.

## **2.2.2 Mobility**

### **Documentation**

Since the GUC always aims for their graduates to be open to foreign expertise and cultures in order to enrich technical and human cultural knowledge, it strongly encourages students' exchange and supports the possibility of completing the bachelor and/or master thesis at a German partner university.

Furthermore, GUC arranges summer courses, internships, and trips in Germany to allow its students to learn more about and get familiar with the German culture. More than 42% of all students travelled to Germany over the past 5 years to write their bachelor thesis, participate in study courses or internships, and improve their German language skills. The students can choose from more than 66 cooperating German Universities and institutions.

On the other hand, GUC regularly receives German students, mainly from universities in Baden-Württemberg. In addition, in 2007 the GUC inaugurated its own Guest House in Ulm and in 2012 even a

GUC Berlin Branch, which facilitates the exchange between Cairo and Germany for both, students and academic staff. Another purpose of the GUC branch in Berlin is the promotion of international activities on professional level by offering study semesters for GUC students, hosting research events, tapping into new fields of applied and theoretical research, and other activities that would foster the next generation of research and researchers.

Transfer students from other higher education institutions are accepted at GUC, provided that they meet the following:

1. They fulfil GUC regular admission requirements including the attainment of high school certificate (Al-Thanaweya Al-Amma or its equivalent) with a score complying with the Supreme Council of the Egyptian Universities regulations for the year during which this certificate was obtained.
2. Submit Official records (Official Transcript) of the courses taken with detailed course descriptions stamped from an accredited university - including the credit hours and grades achieved.
3. Comply with GUC admission requirements including passing the admission tests (the reasoning and the English Language tests) and obtaining the qualifying subjects for the required field of study.
4. Submit the brochure / Catalogue of the institution.

### **Assessment**

The expert group considers all existing mechanisms for promoting student mobility to be appropriate. A dedicated English language department at the GUC offers courses in academic English, text reading, scientific methodology, communication and presentation skills, as well as research paper writing. A German language department provides German language courses and offers students the necessary language skills needed to study at a German university. The language department integrated into GUC fosters student exchange with foreign universities, as interviews during the on-site visit in Cairo revealed that around 2/3 of the bachelor students in Media Engineering and Technology actually complete their Bachelor's thesis at a German university. Soft skills are strengthened in exchange trips to the GUC Berlin Campus as well as language trips.

### **Conclusion**

The standard is fulfilled.

### 2.2.3 Staff

#### Documentation

The faculty of Applied Sciences and Arts is led by the faculty dean and two vice deans. The faculty consists of five academic departments namely; Graphic Department (GD), Media Department (MD), Product Department (PD), Theory Department (TD) and Design Workshops Department (WS).

There are currently 51 academic staff members and 53 teaching assistants; humanities courses are taught by professors from the humanities departments respectively.

The overall vision of the GUC is to build a distinguished centre of excellence in teaching and research that extends beyond the regional borders. The university is planning to achieve this by selectively appointing staff members with an established national and international reputation from both (German and Egyptian) sides, who additionally pursue advanced study and research in their particular academic field in accordance with the research plans of the departments.

The GUC Selection Committee criteria therefore includes the following aspects:

- Teaching, with special regard to the development of the discipline through innovation and academic leadership.
- Research, as evidenced by scholarly publication, research supervision, and successful winning and completion of research grants and contracts; with recognition of innovation, versatility, leadership and management.
- External contribution, with special regard to involvement in professional bodies, consultancy activity, acting for professional journals, service with Research Councils and other bodies connected with higher education, membership of governing bodies or community bodies relating to education, seminars and invited lectures, and liaison with other institutions.
- Multicultural experience and
- The reputation at national or at international level.

Furthermore, the GUC is committed to staff development as an integral part of its commitment to delivering high quality teaching and research activities and strongly encourages its academic staff to take part in periodical training and development programmes to meet teaching and research needs. Newly appointed full-time members as well as continuing Egyptian and German academic staff receive training by the standard and assessment center.

#### Assessment

The teaching staff consists of highly qualified academics mainly from state universities in Germany and other countries. All teaching staff is pre-screened, interviewed and selected by a German Committee

consisting of the German Deans and academic staff from the Universities of Ulm and Stuttgart and the German cooperating Universities.

The permanent teaching staff seems to be engaged in an intense teaching workload. Several lecturers on full-time basis teach the core competencies of the curriculum. Seemingly, they are working in positions normally fulfilled by academic staff on university level, on which one would assume time for research and further qualification. However, for the permanent teaching staff self-qualification and permanent learning seems rather limited.

Since the GUC strives for sustainable staff management with long term appointments it might be desirable to provide sufficient time for the further development of research and teaching skills for the academic employees. As an excellent university, the GUC should aim to enable its staff for interdisciplinary and international cooperation with different partners and promote them into positions that meet their teaching duties and skills in the faculty.

## **Conclusion**

The standard is fulfilled.

### **2.2.4 Resources**

#### **Documentation**

The GUC Library offers a variety of collections including textbooks, periodicals, references, online databases, also CDs that cover different disciplines and books in different fields. Available collections are in German, English and Arabic language as well as a small collection in French. The library is a member of the South-West Library Association in the State of Baden-Wurttemberg in Germany, the Egyptian Libraries Association, and the International Committee of Libraries in Egypt. It connects with the KIZ online library Ulm, where GUC staff and students are recognized members of the network at Ulm and able to use services available in Ulm (especially e-journals). The library also connects with to the Egyptian Universities Online Network and has access to most major online databases. The library provides 200 seats and accessibility to more than 2000 PCs directly connected to the Library.

The GUC IT-Center maintains a wireless and wired network for fixed computers as well as students' devices with 100% coverage in lecture halls and classrooms. Furthermore, GUC offers computer labs on campus as well as design-specific laboratories, studios and workshops (Photography Studio, Book-binding Workshop, Type/Letterpress Workshop, Illustration/Printing Workshop, Modelling/Ceramics Workshop, Molding/Gypsum Workshop and a Wood Workshop).

In order to link science and industry, GUC has developed unique facilities such as the industrial park and the Digital Media Campus. The Industrial Park is the first of its type in Egypt and covers an area of



40.000 m<sup>2</sup> on the GUC campus, its high technologies preparing graduates for the real life industry. For this purpose the GUC entered a strategic alliance with leading German multinational companies such as TRUMPF, FESTO Company, DECKEL MAHO GILDEMEISTER Group, FELDER, WALTER, ZWICK, ZEISS and others. Through this unique facility, GUC is contributing to the Industry in many areas such as: Human resources training programmes and qualifying Trainers, R&D, Product designs, Design of Corporate Identity, Know how transfer, Prototyping and consultancies, Testing, Assembling, Arbitration and Open Houses for German Industries.

In line with its vision and mission, the GUC considers its staff as valuable key to success. Hence, the human resources department is aiming at assembling a workforce consisting of highly qualified non-academic staff by continuous training and development. Staff members undertake general and specialized individual training upon identification of his/her needs for improvement through regular evaluation and assessment. The GUC also offers regular staff trainings on standard software programmes, presentation techniques, behavioral techniques etc.

### **Assessment**

The expert group considers all infrastructure of the design faculty sufficient to meet the educational aims. For students majoring in product design it is essential to develop an aesthetic driven, three-dimensional form finding sensibility. Despite increasing assistance by computer-aided design tools, the core competence of product designer remains the manual design development on three-dimensional, real material models. The most important place to teach, learn and train those skills are modelling workshops with different equipment and characteristics. Therefore, it is desirable for design departments to offer more of those learning spaces for the complete period of the design process (at other faculties the GUC already offers high-end production workshop facilities). However, professional training in product design needs individual working spaces with permanent access to low-threshold model making workshops as well as tools for metal, wood and plastics and – ideally – with glass and ceramic without intense and permanent assistance by workshop staff.

A great advantage of the GUC lies in its academic size. There are already other product related scientific fields established at campus. Besides the involvement of the faculties of engineering, materials science and architecture, further faculties could also be considered. Intensifying this kind of collaboration in education as well as in research could additionally enhance the quality in the field of product design education as well as multimedia and 2D-desig. Moreover, boosting the existing research collaborations with non-academic partners could foster the international reputation of the study programmes. Those collaborations are a great impulse for the further development of product design.

### **Conclusion**

The standard is fulfilled.

The expert group recommends:

- In order to encourage the design process and establish work spaces for the product design major the GUC should improve the workshop equipment for prototyping and design development.

## 2.2.5 Examinations

### Documentation

The examination system of the bachelor's and the master's programme consists of assessment of theoretical and practical courses:

#### Theoretical Courses

Forms of course assessment include assignments, class work, reports or presentations. According to the specifications of the GUC, the total grade does not weigh more than 30% of the total course grade.

Mid-semester exams cover approximately half the course material. The grade of this exam does not weigh more than 30% of the total course grade.

Final semester subject examinations are held during the last two weeks of every semester. The grade of this exam does not weigh more than 50% of the total course work.

#### Practical Courses

Course assessment also includes practical assignments, projects and presentations divided into weights that cover the course submissions throughout the semester.

### Assessment

The expert group considers the variety of assessment forms for the bachelor's and the master's programme as adequate. The offered forms of assessment are suitable to verify the acquisition of written, oral and practical skills pursued in the studies. Extent, duration and forms of assessment are adapted well depending on the size and contents of each module.

The workload resulting from the examinations of a semester seems reasonable; the students did not report any disproportionate burdens or expectations. All assessments are subject to periodic evaluation surveys and therefore in a constant process of development.

According to the "Study and Examination Regulations for undergraduate Degrees" failed subject examinations can be repeated twice.

### Conclusion

The standard is fulfilled.

## 2.2.6 Student-centred learning

### Documentation

Both reviewed study programmes are under the supervision of the faculty of Applied Sciences and Arts. 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. Several faculty committees support the Faculty Council to perform its obligations.

In almost all of the GUC study programmes, students' curriculum committees are implemented as an internal advising system. The major aim of this advising process is to support students struggling to follow the regular track. At the beginning of each semester, these students are encouraged to meet with their advisors in order to discuss their academic situation and advise them on an efficient plan to graduation. The committee usually meets twice per month to gather the students' feedback regarding course content, teaching methods, assessment methods, student workload per course, courses prerequisites, repetition and redundancy of courses or topics, etc. The students' feedback is an ongoing process.

The GUC provides the following counseling services:

- Counselling services for high school students regarding admission procedures and choice of areas of study,
- Assisting new entrants to make first steps at the GUC including orientation programmes,
- Information on courses at all faculties.

In 2011, the Review Committee arose from the requirement to enhance the handling of students' complaints and to speed up the handling process. The head of the committee is the GUC vice president for students' affairs. The members are representatives of different departments: complaint center, examination office, students' affairs, finance, coordinators and Quality Management and Accreditation Committee (QMAC). The Review Committee's main task is to revise existing policies, propose amendments to running policies and recommend new policies based on students' complaints (if needed). QMAC representatives participate in committee meetings in order to solve problems related to ECTS-points, students' workload, etc. The QMAC executive committee played a major role in initiating and sustaining the mentoring system. The mentoring system started in 2011 as a pilot project to provide help and support for students facing difficulties regarding their progress in the study programme, effecting their graduation as well as their GPA. The QMAC team together with volunteering academic members and teaching assistants offered academic and administrative support to these students.

The Students Careers and Alumni Development Office (SCAD office) aims to help GUC students to determine career goals, identify and find appropriate employment in the fields of their specializations whereby they can progress in their development as individuals and as constructive members of society. To achieve this aim, the SCAD office organizes activities towards cooperation and partnership with the industry in order to offer internships, fieldwork, development and employment opportunities.

### **Assessment**

The curriculum committee (which also includes students) discusses all necessary changes in the curriculum, meaning that students can take part in the (re)structuring of modules. The students find this concept transparently implemented and suitable. In addition, the lecturers discuss the feedback with the affected students. Each student receives an individual schedule to provide the highest possible transparency.

The workload is high but reasonable and within common guidelines. Goals and learning outcomes of each course are well documented and described in the module description. The requirements for successful completion of a course as well as general organizational matters are sufficiently described and documented in the "Study and Examination Regulations for Undergraduate Degrees". The expert group did not identify any lack of information in curricula or syllabi.

The extensive quality management system ensures that the workload of the students is adequate. It also ensures that there is enough time to prepare for the exams.

### **Conclusion**

The standard is fulfilled.

#### **2.2.7 Particular Profile**

Not relevant

### **2.3 Further Development**

#### **Documentation**

The research field of the Faculty of Applied Sciences and Arts depends on interdisciplinary and multidisciplinary research methodologies that aims to advance design as a mode of thinking as well as a practice that extends beyond the design professions currently constituted. This involves exposing and communicating the 'world-shaping' nature of design by investigating the propositions of Ontological Design ('design designs'; 'what we design designs us') in contexts of climatic, technological, social, cultural and economic change. As part of the GUC mission of enhancing the research and creative activities and

keeping up with innovations in science and research, the GUC encourages full-time academic staff to attend conferences on national but also international level.

The Quality Assurance and Accreditation Center (QAAC) is playing a major role in enhancing the process of revising, external reviewing and updating curricula. It encourages all academics to prepare a course file for each course and review the courses' specifications each semester as do external evaluators. The GUC also established course reports at the end of each semester. These course reports include enhancements based on the feedback of all stakeholders, such as students, external evaluators and industry feedback, etc. The entire academic staff (including heads, academics and TAs) participates in the quality management process as part of their ongoing academic activities, for example by reviewing all course files and preparing a self-evaluation report according to the parameters of accreditation. External peers of the same expertise from Germany review the GUC courses.

### **Assessment**

The academic staff has number of projects and is engaged in several challenging research topics. Due to staff activities and international connections, the expert group considers the quality of the study programmes as guaranteed. The organizational framework and qualification conditions for the teaching staff follow high university standards and are therefore appropriate. The teaching staff is not only well qualified but also highly engaged in the study programmes. Students and alumni reported that several teachers provide different opportunities to stay in contact.

The expert group testifies a solid implementation of the study programmes and their defined aims with the current staff.

### **Conclusion**

The standard is fulfilled.

## **2.4 Quality Assurance**

### **Documentation**

GUC is committed to the quality and the standards of the education offered. The university adopts a system of continuous monitoring, review and evaluation of all programmes to ensure the quality and standards of teaching and learning at GUC. The aims of the system are:

- To ensure that each programme is planned, operated and developed adequately to achieve the educational objectives as well as to ensure consistency of the educational objects with the university's overall goals,
- To convey qualifications in line with the needs and requirements of the market place,

- To monitor and ensure the progress of the study programme towards the desired objectives,
- To review and evaluate the progress and future development of the programmes,
- To use make use of peer reviewing in developing and continuously improving the quality of the study programmes by utilizing a wide range of expertise, both internal and external as well as German and Egyptian.

In addition to other tools, the QMAC uses three surveys for programme evaluation: the “Fresh Graduate Survey”, the “Alumni Survey”, and the “Employer Survey”.

The “Fresh Graduate Survey” distributed to fresh graduates after the graduation ceremony where they evaluate their undergraduate experience, programme outcomes, quality of instructions and faculty, and overall satisfaction. Graduates can also give information about their career plans. The “Alumni Survey” focuses on different aspects to provide insights about university quality improvements areas as well as measuring alumni experiences and satisfaction whereas the “Employer Survey” focuses employers’ feedback and possible improvements. Additionally, the “External Evaluation Report” of a study programme asks external evaluators on the course files’ content, including: course specifications, course report, course statistics, student feedback, lectures, tutorials, assignments, quizzes, mid- term and final exams with model answers and tables of exam specifications.

The GUC is continuously monitoring its students' progress throughout their studies via the Students Electronic Administration System as a measure of success. If a student achieves satisfactory results, the GUC regards this as an indicator that a student has reached the associated programme objective. The data collected by the Students Electronic Administration System enables continuous self-evaluation and measure their academic progress. This way the course instructors can evaluate their students` performance during the semester and detect deficiencies at an early stage to take counter measures like additional lectures, tutorials, or office hours if necessary.

The evaluation of a study programme also takes graduation rates, average scores as well as the evaluation of the B.Sc. thesis into account. The GUC compares evaluated data of different times and calculates programme performance indicators to give information on trends to determine whether the programme is fulfilling its outcomes and the needs of its constituents. This also reveals strengths and weaknesses of the programme, as well as the effect of changes.

Furthermore, the QAAC established new units within the GUC faculties. These units (“quality management coordinators”) shall act as a link between the center and the faculties by monitoring the quality activities and reporting. Further duties are to ensure publishing of lecture slides and related notes, regular visits of tutorials and labs to monitor the teaching activities of teaching assistants, conducting quizzes and assignments according to the course time plan, preparing table of specifications for midterm and final exams and design the exams accordingly.

## **Assessment**

The courses are subject to a continuous process of evaluation regarding quantity and quality. The QMAC, which monitors two subordinate bodies (ECTS Coordination Center and the QAAC), generally utilizes anonymized surveys to gain the data.

The QAAC established eight Quality Assurance units inside the GUC faculties. In each faculty separate quality assurance units are in place to evaluate the students' satisfaction and to keep enhancing the programme in close exchange with the "Students Curriculum Committee", which enables the students to participate in the further development of the study programme.

The GUC uses the results of the student surveys under strict data protection requirements. The measures in place seem to be efficient for a sustainable and continuous improvement of the teaching content and the implementation of the courses.

The university and the faculty have established extensive quality control systems to ensure that the programme is sustainable and the students are satisfied with the outcome and learnings.

## **Conclusion**

The standard is fulfilled.

## **2.5 Gender Equality and Diversity**

### **Documentation**

The GUC is open to all men and women without regard to race, ethnicity or disability. It offers a balanced range of scholarships to outstanding students during the years of academic study with the purpose of attracting and retaining highly qualified students as well as giving incentives to students for maintaining high standard of academic achievements. In cases of serious financial difficulties (force majeure) GUC can offer financial aid following a thorough inquiry on the social status conducted by the special committee in charge.

Furthermore, the GUC welcomes students with special needs and long-term medical conditions and provides additional services and facilities, including special examination arrangements in individual cases and ramp access to buildings, wide door elevators and sanitary facilities on campus. Students with special needs are also encouraged to visit the GUC before applying, in order to inspect the facilities provided by the university.

In addition, the department aims at providing high quality guidance, information, and support by offering the following services:

- Student Counselling Services

- Students Career and Alumni Development services
- Internships and Student Exchange Programmes
- International Students Services
- Accommodation Services
- Clinic
- Transportation Services
- Students with Special Needs
- Extracurricular Activities
- Sports Facilities and Services

### **Assessment**

Students with special needs can receive additional service and use appropriate barrier-free facilities. They can also apply for special examination arrangements in individual cases. A disadvantage compensation is not yet fixed in the examination regulations, but in case of illness or special needs the GUC strives for individual solutions.

The gender ratio in the study programmes is overall not balanced, but far from controversial, depending on the respective study programme.

### **Conclusion**

The standard is fulfilled.

## **2.6 Cooperation with other HEIs**

### **Documentation**

In line with the GUC programme objectives to have our graduates become open to foreign expertise and cultures in order to enrich the technical and human cultural knowledge, GUC encourages students' exchange and gives the students a chance to complete their bachelor and/or master thesis at the German partner universities. 27% of the Engineering students wrote their BSc theses in Germany.

Furthermore, GUC arranges summer courses, internships and trips in Germany for its students in order to allow them learn more about and get familiar with the German culture. Over 42% of the students travelled to Germany over the last 5 years. GUC cooperates with over 66 German Universities and institutions in the framework of study exchange (e.g. Bachelor-thesis, study courses, internships and German language).



On the other hand, the GUC receives German students from Hochschule Ulm for Practical study programme and the use of the GUC advanced "Festo" lab, as well as one-semester exchange programmes for students from Baden-Wuerttemberg Universities.

In addition, and as a development to encourage such activities to achieve this goal, the GUC had inaugurated the GUC Berlin Branch in 2012 to facilitate future students' and academics exchange between Cairo and Germany.

### **Assessment**

The expert group regards the above-described connections to institutions in Germany as a valuable addition to the existing study programme at the GUC.

Although highly recommended, students of both programmes are not required to participate in student exchange.

### **Conclusion**

The standard is fulfilled.

## **III Review Procedure**

### **1 General Remarks**

- This report has been created in reference to the MRVO (Musterrechtsverordnung gemäß Artikel 1 – 4 Studienakkreditierungsstaatsvertrag).

### **2 Legal Framework**

- Standards and Guidelines for Quality Assurance in the Higher Education Area (ESG 2015)
- ECTS Users' Guide (2015)

### **3 Expert Group**

- **Prof. Christian Fries;** Hochschule Furtwangen, Media Design
- **Prof. Dr. Dieter Hofmann;** Burg Giebichenstein Kunsthochschule Halle, Industrial Design & Product Design
- **Prof. Dr. Henning Rogge-Pott;** Hochschule Würzburg-Schweinfurt, Communication Design

- **Christian Hahn;** Designer, Büro für Erinnerungskultur, Babenhausen (practitioner)
- **Andreas Hutter;** Produktdesign (B.A.), Hochschule für Gestaltung, Schwäbisch Gmünd (student)



#### **IV Decision of the ACQUIN Accreditation Commission**

Based on the evaluation report of the peer group and the statement of the Standing Expert Committee the Accreditation Commission of ACQUIN decided on its meeting on 29 September 2020:

##### **Applied Sciences and Arts (B.Sc./M.Sc.)**

**The Bachelor`s programme “Applied Sciences and Arts” (B.Sc.) and the Master`s programme “Applied Sciences and Arts” (M.Sc.) are accredited for the first time without conditions.**

**The accreditation is valid until 30 September 2026.**

The profile of the Master`s program is classified as artistic. The following recommendations are made for further development of the study programme:

- For the further development of the study programme the university should consider to differentiate the major program in product design at an earlier stage.
- In order to encourage the design process and establish work spaces for the product design major the GUC should improve the workshop equipment for prototyping and design development.