ACQUIN
AKKREDITIERUNGS-, CERTIFIZIERUNGS- UND QUALITÄTSSICHERUNGS-INSTITUT

Accreditation Report

Programme Accreditation of

German International University Cairo (GIU)

Faculty of Informatics and Computer Science

Informatics and Computer Science (Bachelor)

Informatics and Computer Science (Master)

I Procedure

Date of contract: 25 April 2024

Date of the submission of self-assessment report: 02 May 2024

Date of site visit: 05 – 07 June 2024

Attendance by ACQUIN office: Dr. Hanna Schösler

Accreditation decision: 12 September 2024

Peer review experts:

- **Prof. Dr. Tom Gross,** Otto-Friedrich-Universität Bamberg
- **Prof Dr. Rudolf Fleischer**, Heinrich Heine University Düsseldorf
- **Prof. Dr. Peter Trapp**, Hochschule München University of Applied Sciences Munich
- **Prof. Dr. Gordon Fraser**, University of Passau
- **Benedikt Faupel**, Bitkom e.V.
- **Christopher Bohlens**, Student of the Leuphana University of Lüneburg

Date of the publication: 12 October 2024

The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programmes, are considered.

Table of Contents

II Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study program(s), study program(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are considered.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study program(s).

1 The Higher Education System in Egypt

The higher education system in Egypt operates under the supervision of the Ministry of Higher Education and Scientific Research. This system comprises public universities, private universities, and specialized institutes. The system emphasizes maintaining and enhancing educational quality through a structured process of evaluation and accreditation.

The National Authority for Quality Assurance and Accreditation of Education (NAQAAE) is the primary body responsible for accrediting higher education institutions and their programmes in Egypt. NAQAAE ensures that institutions adhere to national and international quality standards. Accreditation is typically required every five to seven years, and the process involves comprehensive evaluations of institutional governance, academic programmes, faculty qualifications, infrastructure, and student services.

Universities must prepare detailed self-study reports, programme catalogues, and supporting documentation for external review. This documentation is assessed by accreditation panels composed of academic and industry experts. Feedback from these evaluations is provided to

institutions, which then use this input to enhance their programmes and align them more closely with market needs and academic standards.

The Supreme Council of Universities (SCU) also plays a critical role by recognizing programme bylaws and ensuring they meet national requirements. Additionally, continuous quality improvement is supported through annual surveys collecting feedback from graduates, employers, and other stakeholders. This feedback informs the ongoing enhancement of academic programmes and institutional practices.

Overall, the accreditation process in Egypt's higher education system aims to ensure that institutions deliver high-quality education, ensure academic excellence, and produce graduates who are well-equipped to meet the demands of the local and global job markets.

2 Short profile of HEI

The German International University is a non-for-profit institution headquartered in Cairo, Egypt, established based on the frame of the Cultural Agreement concluded between the Government of the Arab Republic of Egypt and the Government of the Federal Republic of Germany in 1960 and 1984 as well as the Establishment Agreement of 2018, and based on the Presidential Decree No. 55 of 2019 and the decision of the Minister of Foreign Affairs. The German International University (GIU) offers academic degrees based on the German study curricula, academic standards as well as study rules and regulations which are fully matching the Egyptian guidelines and recognized and accredited by the Egyptian Ministry of Higher Education and Research.

The University is established in close cooperation with its founding universities: HTW Berlin, Technical University of Ulm THU, Berlin School of Economics and Law HWR, Heilbronn University of Applied Sciences HHN, German University in Cairo GUC and Alliance of UAS7. The university is supported by many governmental entities among which: German Federal Foreign Office, German Federal Ministry of Education and Research, German Academic Exchange Service DAAD, Egyptian Ministry of Foreign Affairs, Egyptian Ministry of Higher Education and Scientific Research and German Embassy in Cairo.

GIU awards Bachelor of Science (B.Sc.), Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) degrees in various fields of the faculties listed below:

1. Faculty of Engineering
2. Faculty of Informatics & Computer Science
3. Faculty of Economics and Business Administration
4. Faculty of Design

5. Faculty of Architectural Engineering

6. Faculty of Biotechnology

7. Faculty of Pharmaceutical Engineering & Technology

8. Faculty of Physical Therapy

Vision

The university's vision is as follows: "Consolidating a platform of German Higher Education System in Egypt, Middle East and the African Region, granting accessibility to the world class German University Education, promoting to industry and economy in the region through integrating practice-oriented education, academia, research and state-of-art technology, enhancing scientific, technical, economic and cultural cooperation between Germany and its partners all over the world."

Missions

The university has formulated several missions, the most important of which is to achieve excellence in teaching and research. The university aims to introduce an innovative German education approach that focuses on academic and professional expertise in order to nurture students' talents and competencies. Secondly, the university strives to offer world-class interdisciplinary curricula that are highly practice oriented. Thirdly, the goal is to develop competitive graduates with unique qualifications that align with the global job market. Furthermore, the university fosters internationality and aims to establish industrial and business networks with national and international industry leaders in Egypt, Germany, and beyond. The university invests in training and developing staff using up-to-date technology to create an intellectual atmosphere that adapts to the dynamic global industrial environment.

University Values

The University is based on 10 core values: Autonomy and Academic Freedom, Accessibility, Neutrality, Diversity and Equality, Openness, Innovation, Respect, Truth, Flexibility and Responsiveness

The Faculty of Informatics and Computer Science

The Faculty of Informatics and Computer Science offers Bachelor of Science and Master of Science degrees in Informatics and Computer Science. The faculty aims to achieve excellence in teaching and research, providing a unique educational experience through a German education approach. It offers interdisciplinary curricula, practical-oriented learning, and state-of-the-art infrastructure. The faculty focuses on developing strong foundations in core areas such as programming, algorithms, data structures, software engineering, and computer

systems. Graduates are equipped with both practical and theoretical knowledge to excel in the dynamic fields of Informatics and Computer Science, preparing them for competitive job markets nationally and internationally.

The total number of students at the faculty is 917, which is close to a quarter of the entire university (22.3 %). Of these, 27% are female, 73% are male.

3 General information on the study programs

3.1 Programme 1: Bachelor of Science in Informatics and Computer Science

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	September 2019
Faculty/ department	Informatics and Computer Science
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240
Number of study places	1600
Number of students currently enrolled	917
Average number of graduates per year	47
Target group(s)	
Admission requirements	final secondary education exam (Thanaweya Amma) or its equivalence (IGCSE, American Diploma, Abitur, others)
Form of study	Full-time / Dual
Tuition fee	

3.2 Programme 2: Master of Science in Informatics and Computer Science

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	September 2019
Faculty/ department	Informatics and Computer Science
Standard period of study(semesters)	3 semesters
Number of ECTS credits	90
Number of study places	
Number of students currently enrolled	917
Average number of graduates per year	
Target group(s)	
Admission requirements	Possession of a qualifying Bachelor’s degree
Form of study	Full-time / Dual
Tuition fee	

III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

The German International University adopted Total Quality Management (TQM) alongside the inauguration in 2019, to meet stakeholders' needs and expectations applying continuous quality improvement concept (plan-do-check-act). The university's internal quality assurance system applies a systematic way that aims to verify whether the ongoing activities are constituent with the quality assurance system objectives and in accordance with the national standards and the European Standards and Guidelines (ESG.) The programmes offered are to be continuously reviewed and evaluated to enhance the quality and standards of teaching and learning.

Mission and objectives of GIU quality system

Aligned with the core mission of GIU, the quality system is dedicated to fostering a distinctive university teaching and learning experience. Therefore, internationally approved practices in quality assurance are integrated, establishing and nurturing a pervasive quality culture. At the university, the system encompasses processes of both national and international accreditation, on programme and on system accreditation levels. This comprehensive approach ensures that the academic and professional programmes consistently meet the highest standards. Additionally, the university develops new courses and programmes, employing a forward-looking perspective to adapt to emerging educational needs and trends. According to the university, a fundamental aspect of the quality system is the facilitation of various types of evaluations and the solicitation of feedback from diverse stakeholders. In essence, the GIU quality system serves as a dynamic framework, engaging with students, faculty, industry partners, and the broader community.

The objectives lie in the following areas:

- ensuring the quality of education and academic programmes and maintaining international accreditation as well as national accreditation
- implementation of self-assessment and continuous improvement processes to achieve the required quality assurance standards in all academic and administrative fields
- promoting and enhancing the diffusion of quality culture among the University's staff

Structure of the Quality Management & Assurance System at the GIU

The structure of the Quality Management and assurance system is composed of three levels (Board, University and Faculty). The Board Level Committee (QMAC) supervises the Quality Assurance and Accreditation Center. The University level Quality Assurance and Accreditation Center (QAAC) supervises the Quality Committees inside the faculties headed by quality representatives from the faculties' academic staff. Each of the 8 faculties disposes over its own Quality Committee.

The Students' Curriculum Committee (CC) is a supporting committee headed by academic staff and including representatives of the students from each programme, meeting at least twice per semester. The objectives of the Curriculum Committee are to involve students in the internal quality assurance system at the university and serving as a communication channel between all university levels. Further supporting services are the Advising System for students who cannot follow the regular study track and the Mentoring system for students with educational difficulties.

Internal quality assurance

The university's internal quality assurance system focuses on academic programme enhancement. The programme performance review is conducted by the faculty for each academic semester in terms of different indicators such as staff achievement/development or student performance. The entire academic staff, including heads, academics and teaching assistants (TAs), participate in quality management processes as part of their ongoing academic activities. The Plan-Do-Check-Act cycle is used for executing continuous quality improvement (CQI) for each programme according to scheduled dates.

In addition, the university follows its academic integrity policy to preserve academic and research values. As stipulated in article 7 of the study and examination regulations of the GIU, violations of academic integrity are intolerable at the GIU.

Research

The university has developed a research strategy and is committed to open channels for Egyptian-German cooperation in higher education and in basic and industrial research. According to the university, this contributes towards achieving the GIU mission of making the university an esteemed member of the international scientific community. For the university, both quality of teaching and quality of research are central. Following the achievement of the first academic years of teaching of undergraduate studies, careful consideration was given to scientific research and the establishment of post graduate studies as well as an active cooperative research plan with leading German industrial institutions.

1.2 Assessment

The Panel commends the university for having an internal quality assurance system that focuses on academic programme enhancement. However, the Panel feels that this endeavor could greatly benefit from clearer policies and more precisely defined duties and responsibilities.

In general, the university lacks a comprehensive policy framework, meaning a foundational document that outlines how all other organizational policies are structured, created, approved and implemented within the university. This document should serve as a guiding framework for maintaining consistency and coherence in policy creation and execution. Currently, there exist a few isolated policies (e.g., a Quality Management Policy and Procedures, Study and Examination Regulations Bachelor of Science, Bachelor Thesis Regulations, Code of Conduct, etc.) and a few independent documents detailing certain procedures (e.g., a checklist for promotions, Process for Reviewing Examination Results), but these documents do not suffice to clearly define how the study programmes are actually organized, monitored and managed, and who is involved in decision processes. The experts missed for example a policy on programme review, a policy on hiring academic staff, or a student grievance policy. Most documents lack clarity on formal aspects of the policies and process descriptions (e.g., who approves the policy or process, what is the review cycle, who is responsible for conducting these reviews). Similarly, none of the Committees tasked with monitoring the study programmes (e.g., the Curriculum Committee) have clearly defined Terms of References detailing committee membership, the scope of the committee duties and responsibilities, and the decision processes in the committee.

The Panel was surprised that basically none of the students interviewed seemed to be aware of even the most fundamental policies governing their study programme although they had been provided with these policies at the time they entered the university. Apparently, the policies that might be relevant for students are not easily available on the university websites.

The Panel therefore recommends the university strengthen its policy framework in terms of maintenance and reviews and think of better ways to make the policies known to students.

After the on-site visit, GIU reported that to ensure students are well-informed and aware of the university policies, regular communication campaigns via emails, newsletters, and information sessions are held throughout the academic year.

Major academic events and processes such as “Examination”, “Add and Drop Courses”, “Bachelor Thesis Selection and Registration”, etc. are announced through the official channels to students with detailed steps, timeline and regulations related to the process from the Student

Affairs department. Also, students receive reminder emails to make sure they are following the timeline.

The university holds several on site orientations for students once they are admitted to the university (New comers' orientations) to get them acquainted with the university rules, regulations and IT system.

The university also holds orientations prior to some of the major academic processes such as Bachelor Thesis, major declaration and others. This to make sure that students are familiar with the process and the importance of following the timeline. The academic orientation as well gives the students the chance to have an interactive collaborative discussion and get answers to their questions.

There are different dedicated departments to students' services that provides information and guidance to students such as student affairs, academic performance, student support center, and more each in a specific specialization

The panel found that GIU's Quality Assurance seems mainly focused on the aspect of delivering the study programmes, i.e., teaching quality, and it seems less focused on programme development. This may also be due to its novelty. To strengthen this aspect the Panel recommends that external stakeholders should be involved on a regular basis in the programme review and evaluation processes. In particular, the views of industry on the quality of GIU's computer science study programmes should be sought systematically. To this end, regular meetings with representatives from relevant industries should be conducted to gain a better understanding of the needs of the local IT industry. The Panel recommends the university institutionalizes an Industrial Advisory Board for the Faculty.

After the on-site visit, GIU reported to already have taken steps towards establishing this advisory board. It is planned to meet bi-annually providing input on curriculum development and industry trends and conducting regular workshops and networking events to strengthen the collaboration between faculty and industry.

1.3 Conclusion

The criterion is **fulfilled.**

Recommendations:

- The university should strengthen its policy framework in terms of maintenance and reviews.

2 ESG Standard 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

2.1 Implementation

The GIU takes a strategic approach to programme design, development, and approval to ensure it fits the overall institutional vision considering programme provisions. A proper cycle of approvals is sought prior to offering any new degree programme. Stakeholders involved with the cycle of approvals are (1) board of trustees, (2) faculty deans, (3) external reviewers. The acquired approval is based on a proper market survey, the academic planning and resource allocation. Finally, the recognitions of the ministry of higher education as well as the Supreme Council of Universities is also required.

The areas of employment for computer scientists are very diverse and are constantly growing, both in terms of the type of activities and in a wide range of industries. An excerpt of typical activities of graduates includes the design and development of software systems in a wide variety of application areas such as development of integrated systems, system analysis, project and IT management, process automation and data processing, IT system administration and DevOps, consulting, training and further education as well as software quality assurance.

2.1.1 Informatics and Computer Science (Bachelor of Science)

The Informatics and Computer Science programme goes beyond traditional academic confines, aiming to shape individuals into well-rounded computer science professionals. These individuals are not only equipped with the latest knowledge and skills but also actively involved in fostering positive growth and development within the broader tech community.

The programme consists of 40 courses (basic, specialization, humanities, elective, advanced, etc.) courses, a Bachelor thesis, and an internship. The standard period of study for the bachelor's degree is 8 semesters (4 years) of 240 ECTS credits, 60 ECTS credits per academic year (30 per semester).

The Faculty of Informatics and Computer Science at the German International University (GIU) offers the Bachelor of Science in Informatics and Computer Science with four majors. The four programmes of the Faculty of Informatics and Computer Science are organized over a study period of four academic years, where each academic year has two main semesters, the Winter semester and the Spring semester. Each academic year of study is equivalent to about 60

ECTS (about 30 ECTS per semester). Thus, the maximum total points earned by the student after completing the entire 8 semesters are 240 ECTS.

The four programmes are:

- B.Sc. in Informatics & Computer Science majoring in Data Science
- B.Sc. in Informatics & Computer Science majoring in IT Security
- B.Sc. in Informatics & Computer Science majoring in Media Informatics
- B.Sc. in Informatics & Computer Science majoring in Software Engineering

Learning Outcomes are specified as follows:

1. Demonstrate knowledge and competence in fundamental areas of computer science such as: algorithms, design and analysis, computational theory, computer architecture, and software-based systems.
2. Apply mathematical foundations, algorithmic principles, and computer science theory in the modelling and design, implementation, evaluation, and evolution of computer-based systems.
3. Apply knowledge of mathematics and science to real-world problems; as well as to analyze and interpret data.
4. Demonstrate the analytic skills necessary to effectively evaluate the relative merits of software and computer systems, and algorithmic approaches.
5. Understand and apply a wide range of principles and tools of software engineering, such as design methodologies, choice of algorithm, language, software libraries, and user interface techniques.
6. Practice research techniques and methods of investigation as an inherent part of learning.
7. Have a solid understanding of the used concepts in computer science to be able to pursue further learning, whether as graduate students or on their own.
8. Demonstrate an understanding of algorithms and data structures, computer organization and architecture, programming language concepts, compilers, networks, artificial intelligence, graphics, human computer interfaces, and databases, and identify and define the computing requirements for its solution.
9. Design, implement, and evaluate a computer-based system, process, component, or programme.
10. Use knowledge and understanding in the modelling and design of computer-based systems in a way that demonstrates comprehension of the trade-off involved in design choices.

11. Have a solid understanding of the representation of data and information inside computers.
12. Communicate effectively with a team to work together and solve problems.
13. Have general knowledge about the main concepts of data science, software engineering, information security, and media informatics.
14. Communicate effectively – graphically, verbally, and in writing – with a range of audiences using contemporary tools.
15. Media --- Design and evaluate, engaging and effective interactive interfaces, including games, and animations employing different media content such as images, videos and audio.
16. ITS --- Design and evaluate systems for securing information, applications, devices, and networks by satisfying confidentiality, integrity, and availability while maintaining authentication, authorization, and accounting.
17. SE --- Design, build and test software solutions that integrate all needed requirements and ensure the deployment and design of the most suitable architecture as well as the use of the best fitting design and deployment pipeline.
18. DS --- Produce different insights through implementing and employing different machine learning algorithms, including exploring and preparing data sets, dealing with big data pipelines, and employing the foundational mathematical and algorithmic principles.

Depending on the chosen major, students are qualified for work as Data Scientist, Data Analyst, Data Engineer, Machine Learning Engineer (major in Data Science); Cyber Security Engineer, Information Security Analyst, Security testing Engineer (major in IT Security); Software Architect and Engineer, Platform Architect, Web developer and Quality Engineer (major in Software Engineering). Lastly majors in Media Informatics are typically employed in Web Development and Design, UI/UX design, Game Development, Graphic Design and Mobile Design and Development.

2.1.2 Informatics and Computer Science (Master of Science)

The Informatics and Computer Science Master of Science programme emphasizes the essential skills and knowledge required by professionals in the field. This includes analytical reasoning, informed decision-making. Some courses focus on the intersection of technology and business, others prepare students to navigate the complexities of safeguarding digital environments in addition to robust and innovative approaches for software design. Creative dimensions are also explored in the programme. The programme is strategically crafted to

equip students with a comprehensive skill set, seamlessly connecting theoretical knowledge to practical applications in diverse technological realms.

The curriculum goes beyond teaching how to manage technological resources; it also nurtures strategic insights that improve the effectiveness and efficiency of computational operations. The programme consists of 10 courses including 2 elective courses in addition to a Master thesis. The standard period of study for the Master's degree is 3 semesters (1.5 years) of 90 ECTS credits, 60 ECTS credits per academic year (30 per semester). The Master's degree is consecutive.

The Learning Outcomes are specified as follows:

1. Develop a deep understanding of artificial intelligence (AI) algorithms, techniques, and frameworks.
2. Build and analyze different AI systems and models to be applied and used with agents from different domains.
3. Conduct in-depth review and analyses and build advanced critical thinking skills.
4. Demonstrate research findings by presenting them through written reports, oral presentations, and visual aids.
5. DS --- Utilizing sophisticated statistical modeling techniques, harnessing cloud-based analytics platforms, deploying data mining and business intelligence systems, and utilizing natural language processing methods to extract valuable insights and facilitate informed decision-making across a spectrum of data-centric applications.
6. ITS - Showcase a profound understanding of the social, legal, ethical, and technical dimensions of cybersecurity, employing critical thinking and analytical abilities to adeptly evaluate, mitigate, and address cyber threats across diverse organizational settings.
7. Media - Building interactive computer systems and graphics, creating extended reality applications, incorporating advanced game development methods with AI integration, and mastering digital video and sound processing, fostering innovation and excellence in the realm of digital media and interactive technology.
8. SE - Develop deep understanding of software engineering principles, encompassing software design, architecture, and development, culminating in the ability to conceptualize, design, implement, and manage sophisticated software solutions across diverse domains.

The Master of Science in Informatics and Computer Science programme prepares its graduates for the labor market and promotes their personal development. Graduates of the Informatics and Computer Science study programme will have solid practical and theoretical knowledge in the fields of Informatics and Computer Science. This will qualify them for a wide

range of successful careers in the Computer Science industry worldwide, dependent on their chosen specialization.

- Specializing in Data Science can lead to employment in a diverse range of fields, including data analysis, machine learning, artificial intelligence, business intelligence, predictive analytics, and data engineering.
- Specializing in IT security can lead to employment in various roles within the cybersecurity field, including but not limited to, cybersecurity analyst, information security manager, network security engineer, penetration tester and security consultant.
- Specializing in Media Informatics can lead to employment in user experience (UX) design, interactive media development, digital content creation, multimedia production, virtual reality (VR) and augmented reality (AR) application development, web and mobile app design, and digital marketing.
- Specializing in Software Engineering can lead to employment in diverse and high-demand roles such as software developer, software engineer, systems architect, DevOps engineer, quality assurance analyst.

Potential employers include Technology companies (e.g., Google, Microsoft, Apple, Amazon, Facebook), Software development firms and Gaming companies. Financial institutions like banks and investment firms seek computer scientists for roles in algorithmic trading, quantitative analysis, and financial technology development.

2.2 Assessment

2.2.1 Bachelor of Informatics and Computer Science

Data Science

Data Science is "a concept to unify statistics, data analysis, informatics, and their related methods" to "understand and analyze actual phenomena" with data (Wikipedia, 2024). It employs methods from statistics and artificial intelligence (in particular machine learning) to analyze and structure large data sets and methods from computer graphics and vision to display the results in a meaningful way.

Consequently, the Data Science Major of the Bachelor of Informatics and Computer Science programme comprises courses on database programming, machine learning, computer vision, and statistics (as part of the elementary mathematics courses). These courses empower the students to acquire the basic principles of data science which form a strong foundation for the more advanced data science concepts taught in a Master’s programme on data science.

The course topics are well chosen and clearly explained in the Bachelor Module Handbook, including the assessment methods used to assess the students' learning progress. The choice of modules seems well balanced and well suited to train the students to become successful data scientists. The module descriptions in the Module Handbook are very detailed, the topic of every single lecture is predefined. It could be argued that this restricts the freedom of teachers to adapt the study material to their own preferences and research interests.

In the fifth and sixth semesters, students choose three data science electives and two electives from the other specialization streams every semester. This broadens their computer science education.

The Mission of the The Data Science major is to "teach students how to deal with data from different perspectives. This includes gaining the skills to analyze and extract knowledge from large complex datasets in addition to visualizing this knowledge in meaningful ways. Morever, students learn different machine learning, deep learning, and computer vision techniques. Accordingly, students will be able to select the most suitable technique to extract insights from the data." This mission can be achieved with the Data Science Bachelor programme.

IT Security

The main objectives of the study programme for the major “IT Security” are defined as securing information, application, devices and networks. For being able to fulfil these objectives, substantial knowledge of the security model (including the CIA Triad) is necessary. The compulsory modules of the lower semesters prepare the students to be able to follow the different modules from this specific major. Especially for IT security, a broad understanding of the underlying computing systems specifics is important. The modules from the major itself are typically structured as a combination of Lectures (L) and Practical Course work (P). Therefore, the gained knowledge can directly be applied to real world - and laboratory tasks. This heavily supports the learning process and outcome. The elective modules mainly range within the area of technical qualifications but are also striving for information management systems and business continuity. This enables students to follow the career paths specified in the self-assessment report and mentioned in Section 2.1.1.

For the major “IT Security” the expert recognized that the modules do often have multiple exams specified which are moreover often handled throughout the term. After some discussions with the teaching staff as well as the students it is concluded that this approach is common in Egypt and that it is highly appreciated by the students. Within each major elective modules from the other majors have to be selected. This supports the individual learning process and student personal development. As of the importance of the topic “IT Security” the expert would recommend to include basic but compulsory IT security modules in the other majors as well.

Overall, the bachelor study programme majors in “IT Security” is considered as well defined and suitable.

Software Engineering

The learning objectives of the Software Engineering major are to be able to design, build and test software solutions, covering the software development process from requirements engineering to developing adequate designs and architectures, and to the actual deployment of the software. These objectives are in-line with standard expectations for a software engineering degree and the demands of a Bachelor level. The modules offered fit these learning objectives very well: The core curriculum already provides an extensive programming education with three dedicated programming courses, a software engineering course, and a project course. The specialized modules for the major can thus build on a strong foundation, and target advanced but essential topics around design, testing, and specialized software engineering domains. The expert particularly values that software testing is tightly integrated into the curriculum, as this is an essential but often overlooked aspect of a thorough software engineering education.

An essential aspect of software engineering education is striking the balance between theory but also providing sufficient practical experience. All module courses of the Software Engineering major include projects, besides other types of assessment such as quizzes, assignments, and exams. Overall, this appears to be a great balance between practical and theoretical work, preparing students well for their later careers. The major is stated to target qualifications for careers as Software Architect, Platform Architect, Software Engineer, Web Developer, or Quality Engineer. The curriculum is an excellent match for these careers, and graduates should have ample career opportunities. The expected student workload is also defined and transparent and seems adequate for the respective modules.

Media Informatics

The learning objectives of the Bachelor specialization in media informatics are adequate with respect to the title “Media Informatics” and the demands of a Bachelor level. The modules of this specialization are Web Programming, Human Computer Interaction, Computer Graphics, 3D Design, Mobile Development, and Media Informatics Project. As can be seen from the module descriptions the contents of those modules fit very well with the learning objectives.

The qualifications for different careers that were mentioned are Web Development and Design, UI/UX designer, Game Developer, Graphic Designer, Mobile Design and Development. Graduates of this Bachelor programme should face great career opportunities.

The profile of this specialisation is strongly driven by the visions of internal stakeholders, but external stakeholders and students have also been involved in the initial development as well as in the continual evolution.

The expected student workload is defined and transparent and seems adequate for the respective modules. The teaching and learning methods are adequate and combine various formats across the modules such as projects, assignments, quizzes, and exams.

It is very positive that the six core modules include technical aspects of how to implement such systems, but also the design question of how to develop concepts for such systems as well as evaluation questions of how to test such systems with users. All those modules are offered by the same teacher who without any doubt is very competent, but it is very difficult to cover all those topics with one teacher. Therefore, it would be great for the students to get the modules from teachers with first hand research and teaching experience in those diverse fields. During the onsite visit, it was pointed out that cooperation with the Design Faculty is planned and that the design professors might then teach the design parts of this curriculum. This would certainly be very beneficial for the students.

2.2.2 Master of Informatics and Computer Science

Data Science

The Data Science specialization within the Master of Informatics and Computer Science programme canonically extends the Data Science specialization in the Bachelor programme by adding courses on advanced statistical methods, natural language processing, and data mining. Similarly to the Bachelor programme, students choose in the first two semesters two data science elective and one elective from the other specialization streams every semester.

The Module Handbook of the Master's programme is well written with clear module descriptions including learning outcomes and appropriate assessment methods. Teaching is usually divided between two hours teaching and two hours practical exercises every week. Like in the Bachelor programme, the module descriptions are very detailed and leave little room for teachers to include topics of their own.

The Master of Science in Informatics & Computer Science majoring in Data Science has the Mission to "focus on providing graduate students with advanced knowledge in data mining, predictive modelling, machine learning, intelligent systems and data engineering and visualization. Graduates learn to extract valuable insights from data using statistical analysis and designing different data warehousing solutions. They will also learn the concepts of the Business Intelligence system and its usage in organizations. They will also acquire the knowledge

needed to apply different Natural Language Processing techniques and tasks on various datasets." This mission can be achieved with the Data Science Master's programme.

IT Security

The Master in the major “IT Security” extends the Bachelor’s major programme “IT Security” including more political and ethical topics. The centrality of social, legal, ethical, and technical dimensions is well reflected in the learning outcomes and in the additional IT security modules such as INCS 905 and INCS 1006. The ethical, data protection and social aspects are very important for society as a whole and they serve as a basis for future discussions. This should be highlighted particularly positively, especially within the Master’s programme.
The major “IT Security” includes furthermore the technical aspects within this domain. The selection of the “Module Courses” nicely integrates and extends the modules from the Bachelor’s study programme. The teaching is split into Lectures (L) and “E/P” which refers to “Exercises (=Tutorials)” and “Practical Course work” (P). Hence, for an external stakeholder, it is not always clear how the laboratory tasks are structured in this programme. This has been clarified during the discussions, but it is recommended to separate the two more clearly and to document this accordingly.
The career opportunities described in the self-evaluation report are almost identical to those associated with the Bachelor’s degree. It would be advisable to include here for example careers in academic research or other careers not directly available to Bachelor’s graduates.
Finally, it is recommended that GIU fosters collaboration between the GIU internal development team (aka CMS) and the students of the modules “Secure Systems Engineering” (INCS 1005) and “Ethical Hacking and Penetration Testing” (INCS 607). The university and the students can profit from each other’s’ expertise as weaknesses in the development and operations processes can be identified and discussed.

Software Engineering

The programme mission stated for the Software Engineering Master specialization targets the education of advanced software engineers that are able to create modern software systems, with all the complexities this entails. The corresponding learning outcomes further explain that this is envisioned to provide a deeper understanding of software engineering principles across multiple domains. These objectives are in-line with standard expectations for a software engineering degree and the demands of a Master level. The modules offered at Master level again fit these learning objectives very well.

The mission statement, learning outcomes, and most of the modules sound quite similar to those at Bachelor level except for stressing the term "advanced". A closer look into the module

contents, however, clearly shows that the attribute "advanced" is adequate and provides an excellent pathway to educating advanced software engineers. It might be recommendable to qualify the term "advanced" a bit more at least in the module descriptions to clarify also for students why these topics are advanced; this suggestion is also based on informal discussions with students with the expert, where they stated some uncertainty about whether the "advanced" focus would imply too much theory and insufficient practical experience. Based on the module descriptions, the balance between theory and practice seems to be equally well designed as at the Bachelor level. In particular, the Software Engineering Studio and the project-based assessment included also in the other modules demonstrate that the balance is in fact good. The advanced courses also cover a wide range of really advanced architectures of distributed systems and aspects of software quality beyond those covered at Bachelor level. The possible career options might be a further place at which the distinction to the Bachelor's degree could be clarified for students. Besides the project-based coursework the specialization features various formats such as assignments, quizzes, and exams, which seem adequate, and the expected student workload is defined and transparent.

Media Informatics

The learning objectives of the Master specialization in media informatics are adequate with respect to the title “Media Informatics” and the demands of a Master level. They constitute a thoughtful continuation of the Bachelor specialization. The modules of this specialization are Interactive Computer Systems and Graphics, Extended Realities, Advanced Game Development and AI in Gaming, Digital Video and Sound Processing. As can be seen from the module descriptions those modules cover a broad range of highly relevant technical topics – both with respect to the learning outcomes and career opportunities.

The qualifications with respect to the learning outcomes but also the concrete contents of the respective modules can lead to diverse career opportunities. Career opportunities mentioned for graduates in media informatics are user experience (UX) design, interactive media development, digital content creation, multimedia production, virtual reality (VR) and augmented reality (AR) application development, web and mobile app design, and digital marketing.

The profile of this specialization is strongly driven by the visions of internal stakeholders, but external stakeholders and students have also been involved in the initial development as well as in the continual evolution.

The expected student workload is defined and transparent and seems adequate for the respective modules. The teaching and learning methods are adequate and combine various formats across the modules such as projects, assignments, quizzes, and exams.

While the curriculum in the current form – that is the documented contents of the four core modules of this specialization – certainly cover the technical aspects of those opportunities, it is advisable that more design qualifications will be added (either as completely new modules or as parts of existing modules). The planned cooperation with the Design Faculty seems very important here – esp. since user experience (UX) design is mentioned as the first career opportunity.

2.3 Conclusion

The criterion is **fulfilled.**

3 ESG Standard 1.3: Student-centered learning, teaching, and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

3.1 Implementation

General aspects and methods of teaching:

The university applies various teaching methods to address students' needs and capabilities. Content is usually delivered in multiple modes and different levels of abstraction starting with lectures and ending with practical sessions and/or tutorials. Teaching formats are lectures, seminars, practical, tutorials, projects, individual supervision, guest speakers, collaborative and cooperative learning, experiential learning, "Learning by making and doing", field- and place-based learning, gamification, global learning, research-based learning.

Continuous assessment

Students at the GIU are continuously assessed throughout their study period in all courses by means of written, oral and practical examinations, quizzes, course assignments, research papers, practical work and other means of assessment as suitable to their field of study. At the beginning of the semester, the criteria and method for assessment and marking are published in advance, allowing students to understand the process and prepare accordingly. During the assessment, students are given opportunities to demonstrate their understanding of the intended learning outcomes. Examiners provide feedback that is linked to advice on the learning process, if necessary. To ensure consistency and fairness, subjective assessments are usually carried out by more than one examiner. There are regulations are in place to account for mitigating circumstances, such as a second chance midterm exam, makeup exams for the final, as well as having a "best of" policy for quizzes and sometimes assignments. Finally, to promote fairness and transparency, a formal remarking procedure is in place for students who have concerns about their assessment results.

Examination system

Students at the GIU are continuously assessed throughout their study period in all courses by means of written, oral, and practical examinations, quizzes, course assignments, research papers, practical work and other means of assessment as suitable to their field of study. At the beginning of the semester, the criteria and method for assessment and marking are published in advance, allowing students to understand the process and prepare accordingly. During the assessment, students are given opportunities to demonstrate their understanding of the intended learning outcomes. Examiners provide feedback that is linked to advice on the learning process, if necessary. To ensure consistency and fairness, subjective assessments are usually carried out by more than one examiner. There are regulations in place to account for mitigating

circumstances, such as a second chance midterm exam, makeup exams for the final, as well as having a “best of” policy for quizzes and sometimes assignments. Finally, to promote fairness and transparency, a formal remarking procedure is in place for students who have concerns about their assessment results. Students facing any problems or having complaints can report it to the different course educators or seek help from the student affairs to file an official complaint.

Assessment forms:

- Course work: includes assignments, seminars, projects and presentations. The total grade of course work should carry a weight between 10% and 30% of the total course grade if quizzes, midterm and final term exams exist.
- Quizzes: 10-20-minute exams or computer-based tests that may be conducted before the mid-term and the final exam, according to the course requirements. The total grades of the quizzes should not carry a weight more than 20% of the total course grade, if course work, midterm and final term exams exist.
- Mid-semester exam: covers approximately half the course material. The grade of this exam should carry a weight between 20 and 30% of the total course grade, if quizzes, assignments and final term exam exist.
- Final semester subject examination: to be done during the last two weeks of every semester. The grade of this exam should carry a weight between 30% and 50% of the total course grade if quizzes and midterm exam exist.

Internships

The internship semester is an essential part of the GIU study programmes, the students from all faculties must complete a total of 5 consecutive months of internships before their graduation. The aim of the internship is to link between the academic programmes studied and their actual implementation in the field. The career centre at the GIU is responsible to support students to find internships in companies in Egypt and abroad. The GIU Internship Integration document explains thoroughly the rules and regulations of the Internship at the GIU along with the whole process for the internship approval, reporting and final evaluation. The GIU offers various supporting activities for the students to facilitate the internship process, e.g. the preparatory Internship & Workplace Readiness Course, the Career Fair and Involvement of Industry and Business via cooperation agreements.

3.2 Assessment

The German International University (GIU) employs a diverse array of teaching methods tailored to meet students' varied needs and capabilities. These methods include lectures, seminars, practical sessions, tutorials, projects, individual supervision, guest speakers, collaborative and cooperative learning, experiential learning, “learning by making and doing,” field- and place-based learning, gamification, global learning, and research-based learning. This variety ensures that students are engaged in different modes of learning, which caters to multiple learning styles and promotes a comprehensive understanding of the subject matter.

GIU continuously assesses and improves its teaching methods through regular feedback from students and faculty. Methods are evaluated based on their effectiveness in achieving learning outcomes, and adjustments are made as necessary. Faculty development programmes and workshops are conducted to keep teaching staff updated with the latest pedagogical strategies and technologies.

Students at GIU have ample opportunities to provide feedback or place complaints regarding teaching approaches. They can report issues directly to course educators or seek assistance from student affairs to file an official complaint. This system ensures that student voices are heard and addressed in a timely and constructive manner.

The assessment criteria and methods at GIU are clearly defined and published at the beginning of each semester. This transparency allows students to understand the assessment process and prepare accordingly. Continuous assessments are carried out through various means such as written, oral, and practical examinations, quizzes, course assignments, and research papers.

The assessment formats at GIU are designed to align with the intended learning outcomes of each course. By employing a mix of quizzes, mid-term exams, final exams, and practical work, the GIU ensures that students can demonstrate their understanding and skills comprehensively.

GIU has a formal remarking procedure in place for students who have concerns about their assessment results. This process promotes fairness and transparency, allowing students to appeal their grades if they believe there has been an error or unfair assessment.

To foster an inclusive and equitable learning environment, it is essential for GIU to develop and disseminate comprehensive policy documents outlining the processes for disadvantage compensation for students with special needs. These documents should clearly detail the accommodations and support available, ensuring that all students have equal opportunities to succeed academically. By providing transparent guidelines, the GIU can better support students with disabilities, enabling them to navigate their educational journey with confidence and clarity.

After the on-site visit, GIU reported that at the beginning of every semester, all students and staff are now informed about the special arrangements available for students with special needs. This ensures that students are aware of the support they can access and can take advantage of the accommodations offered as well as academic staff members to ensure consistent application.

GIU offers a range of elective German language courses, including levels beyond A2 (CEFR – Common European Framework of Reference for Languages), which are crucial for students aiming to enhance their language proficiency. However, the current scheduling of these courses may not align optimally with students' academic and personal commitments. Therefore, it is recommended that the GIU conducts a thorough review and gathers student feedback to adjust the timing of these courses. By doing so, GIU can ensure that more students can participate in and benefit from these language courses without conflicts with their primary course schedules.

After the on-site visit, GIU reported that it will conduct a survey to gather student feedback on the current timing of elective German language courses beyond A2 level. Based on the feedback, the university will adjust the course schedules to better align with students' needs and academic commitments. GIU will provide different timings for the elective German Language Courses to facilitate the participation of GIU students who seek a higher level.

To enrich the academic experience and promote interdisciplinary learning, GIU should consider making courses from different faculties available to all students as electives. This approach would allow students to explore diverse fields of study, gain broader perspectives, and tailor their education to their interests and career goals. Facilitating cross-faculty course enrollment can also encourage collaboration and innovation, as students bring insights from various disciplines into their primary areas of study.

After the on-site visit, GIU reported that it will create a cross-faculty elective catalog, allowing students to choose courses from other faculties that complement their primary field of study. A streamlined approval process will be established to facilitate student enrollment in these elective courses.

3.3 Conclusion

The criterion is **fulfilled.**

Recommendations:

- The university should provide policy documents about disadvantage compensation processes for students with special needs.

4 ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

4.1 Implementation

Admission

The University is committed to attract academically outstanding, creative and dynamic high school graduates. The responsibility of staff of the Office of Undergraduate Admission is to target highly qualified Egyptian and International applicants for first-year enrolment. The Admission Policy considers strength in the study subject area and the results of the GIU Evaluation Tests for Admission (e.g. including: English Language Test, Reasoning Test, further cognitive skills based on the test).

The Admission System developed in cooperation with the IT department, supports all the processes concerning the application and admission including the testing of prospective GIU students including various student services such as the admission to exams, evaluation, students' requests or financial services.

The Students Electronic Administration System supports all the processes concerning the student registration and assessment to provide our students the maximum support possible. Students are enabled to access and regularly monitor throughout the academic semester the following study related services: Semester schedule and semester exam plan, Semester work records (Quizzes, Assignments, etc.), Attendance records, Mid-term exam results, Final exam results and results of the previous semesters.

GIU provides scholarships offered to outstanding students as well as giving incentives to students for maintaining high standard of academic achievements. The increasing number of scholarships offered over the past years reflects the quality of students admitted at GIU including the top ranked students among all high schools' certificates i.e. Al-Thanawia Al-Amma and its equivalents, where students will be completely exempted from the study fees on the condition of constantly high performance.

Progression

Student progress is monitored as stated in Article 23 of the "Study and Examination Regulations" for the timely completion of their study programme:

"Students progression from one year to the next is dependent upon satisfactory completion of all academic courses (except of two) of the previous year. Students who complete a partial year's work may proceed to the next year courses for which they have prerequisites.

Knowledge of the material of the prerequisite modules can be assumed if the student attended the midterm and the final exams."

Throughout the study duration of the students at the GIU, there are various types of support to ensure successful progression until graduation:

- Scholarships and financial support to enrolled students
- Performance monitoring via electronic system
- Counselling services (e.g. orientation programs)
- Student development (e.g. career center activities)
- International exposure (e.g. semester abroad, workshops, internships)
- Extracurricular activities and sports program
- Additional services for students with special needs (e.g. special examination arrangements)

Recognition and Certification

GIU programmes are nationally accredited by the Supreme Council of Universities which ensures that the university's certificates will be internationally recognized. The European Credit Transfer and Accumulation System (ECTS) is used as the basis for transferring marks and credits for student's records to maintain curricula with international compatibility and facilitating academic recognition according to the European standards. Upon completion of the graduation requirements, the graduates will receive graduation certificates and transcript of records. The certificate includes the student's personal information, the faculty granting the degree, the awarded degree, the major (if any), the cumulative grade and Bachelor thesis grade. The transcript additionally includes the number of completed courses, the total earned hours, the classification of courses according to General, Core and Advanced courses and the internship completion status.

4.2 Assessment

The admission requirements and process at GIU are clearly defined and transparent. The GIU targets highly qualified Egyptian and international applicants, focusing on academic excellence and creativity. This is made particularly clear by the requirements that students must meet in English. The GIU does not rely on certificates but has developed its own targeted test. The admission policy includes strength in the study subject area and performance in the GIU Evaluation Tests for Admission, such as the English Language Test and Reasoning Test. This comprehensive approach ensures that only the most capable and well-rounded students are admitted.

GIU has robust processes to collect, monitor, and act on information regarding student progression. The electronic administration system supports all aspects of student registration and assessment, enabling students to regularly monitor their academic performance, attendance records, and exam results. Additionally, performance monitoring is conducted via this system to ensure timely completion of study programmes, as stated in Article 23 of the "Study and Examination Regulations."

GIU has appropriate recognition procedures for higher education qualifications, periods of study, and prior learning. These procedures conform to the Lisbon Recognition Convention, ensuring that the university's programmes and certificates are internationally recognized. The use of the European Credit Transfer and Accumulation System (ECTS) further facilitates the transfer of marks and credits, maintaining international compatibility. Egypt is not part of the European Higher Education Area (EHEA), but the GIU attaches great importance to implementing relevant points here. This is also reflected in the strong reference to the HEI system in Germany.

Graduating students receive comprehensive and informative documents that clearly list the qualifications gained, achieved learning outcomes, and additional information about their university degree. The graduation certificates include personal information, the faculty granting the degree, the awarded degree, major, cumulative grade, and Bachelor thesis grade. The transcript provides detailed records of completed courses, earned hours, course classifications, and internship completion status.

Several aspects of GIU's systems and processes are particularly commendable:

GIU provides numerous scholarships and incentives for maintaining high academic standards, reflecting the quality of admitted students. Comprehensive support services, including counselling, career development, international exposure, and extracurricular activities, contribute to student success and development. The Electronic Administration System effectively supports student registration, assessment, and performance monitoring, providing students with essential academic information.

Overall, GIU has shown continuous enhancement in its standards, reflecting a commitment to academic excellence and student success. The GIU's efforts to maintain international compatibility and recognition further bolster its reputation as a leading institution for higher education.

4.3 Conclusion

The criterion is **fulfilled.**

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

5.1 Implementation

The overall vision of the GIU is to build a distinguished center of excellence in teaching and research that extends beyond the regional borders. This is planned to be achieved, in part, by selectively appointing members of staff with an established national and international reputation from both the German and Egyptian sides.

The teaching staff consists of highly qualified academics from Germany, Egypt and other countries that are prescreened, interviewed and selected through a selection committee consisting of the founding deans, academic staff members from the GIU and the German cooperation partners.

Applicants for teaching positions should show relevant experience with respect to the position under application as well as possessing the needed general and teaching skills. They need to prove:

- Relevant teaching experience at the undergraduate and postgraduate levels.
- An extensive record of quality publications in reputable and high-impact international journals together with evidence of potential for continuing output at this level.
- A track record of leading research programmes and securing of research grants together with well-developed and on-going plans for future research in any field of specialization.
- Experience of working with external organizations either in industry, or the public and voluntary sectors.

In terms of general and teaching skills candidates need:

- Proficiency in English language
- Ability to work effectively with colleagues as part of a team.
- An ability to demonstrate high levels of competence in:
    - Designing and delivering of lectures, seminars and tutorials in English language;
    - Fostering and developing skills in students, including research skills.

The criteria for appointment of academic staff will be based on the fact that the applicant concerned has achieved distinction in his or her academic discipline.

In reaching the decision as to whether these criteria have been met by candidates, a selection committee comprising members form the partner universities and GIU will have regard to performance in the following areas:

- 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
- The reputation at national and/or international level.

To contribute to the development of GIU as a center of excellence in teaching and research, the successful applicants appointed, in addition to their teaching activities, are expected to pursue advanced study and research in their particular academic fields in accordance with the research plans of their departments. This is done through grouping of academic staff into clusters around specific areas of research topics.

GIU is committed to staff development as an integral part of its commitment to delivering high quality teaching and research activities. Academic staff at GIU will take periodical training and development programmes to meet the planned future teaching and research needs of GIU.

In line with GIU goals towards staff development, full-time newly appointed as well as continuing Egyptian and German academic staff members receive training to enhance the GIU academic staff teaching and assessment skills through training them on the most up to date teaching methods and assessment techniques in order to enable them to achieve the level of excellence in teaching and to help them sustain that level through continuous standards reviews and through orienting them to teaching and assessment innovations.

As part of GIU mission of enhancing the research and creative activities and keeping up with advancement in science and latest development and new findings in research, GIU full-time academic staff can travel to attend conferences abroad.

They can also apply for funding to publish their work in high-ranking peer-reviewed-journals. Full-time academic staff also can apply for funded research trips in Germany, alongside organizing workshops related to their field of research with partners in Germany to be attended

by the students. Research activities are encouraged and are part of the evaluation of academics.

In line with its commitment to ensure the quality of teaching and research processes, GIU has a developed system for evaluating academic staff performance using various criteria including number of funded research project acquired annually, participation in committees and other university activities, number, standards, and type of published materials, end-of semester feedback report from students in each subject, number of participation in social / cultural activities, awards (scientific, social, others).

Under the direction of the president, the Faculty of Informatics and Computer Science is led by a/an (acting) dean. There are currently 51 academic staff members, and 43 teaching assistants. In addition, humanities courses are taught by professors from the humanities departments respectively. The ratio of teaching staff to students is 1 academic staff to 18 students. The ratio of teaching assistants to students is 1 teaching assistant to 21 students.

The number of the teaching assistants assigned to each course is calculated based on the ratio one teaching assistant to 25 students in tutorials and one teaching assistant to 12 students in practical courses. The staff teaching load 8 teaching hours/week (full professor), 12 teaching hours/week (associate professor and lecturer), 14 teaching hours/week (Teaching Assistant). The current teaching staff male to female ratio is 1 to 1.22.

5.2 Assessment

The “GIU Selection and Appointment Procedure for Academic Staff Members” outlines the hiring process detailing the overall process on a high level. Moreover, a brief evaluation sheet for grading a candidate is available. However, the entire process is not well-defined and specific (e.g., “most individuals will be expected to teach and to conduct scholarly work”). Moreover, the “Search Committee” is evaluating the candidates. During the discussions with the university, this committee was called “Screening Committee”. The members of the “Search Committee” are not detailed and only vaguely described (e.g., “should include representation from designated groups”). At the end of the appendix, several Appointment Committees are detailed. During the discussions, it became evident that a preselection is done by the Human Resource department assessing some strict requirements (e.g., a candidate must be able to speak English or must possess a PhD). The provided Appendix 12 lacks this information. The hiring process should be documented including the members of the involved committees and the formal selection criteria.

The performance of the academic teaching staff with respect to the quality of their teaching, their research activities (h-index) and the overall engagement is evaluated and utilized as the

basis for extending the contracts. The procedure is clearly specified and is known to all teaching staff employees. Moreover, it is supervised by a “Promotion Committee”. The university claims that they are always searching for the best teaching staff. The success of this process is supported by the fact that no contract has been terminated until now.

Promotion of staff is a critical component to further develop the personnel. Nevertheless, there are additional avenues for enhancing the work experience. The university should explore the possibility of granting research sabbaticals. This helps staff members to stay on top and ahead for solving upcoming challenges. Research sabbaticals have been granted to the staff at other faculties, but this is not yet true for the ICS faculty. A process for applying and granting research sabbaticals should be defined.

The number of teaching hours is clearly specified for different teaching staff groups. National law forbids the creation of too many overtime hours as overtime hours will have to be paid for. An average number of the total overtime hours from the faculty is currently not available. During the discussions, the university conveyed that teaching staff are encouraged not to accumulate overtime hours. Currently, the university does not yet track overtime hours over multiple terms or years, and it is advised to change this.

To further the self-development of the teaching staff and to allow the achievement of higher qualification, the university is advised to develop a detailed supervision process. Overall, this supervision also supports the university in keeping the best teaching staff.

During the discussions it became evident that the faculty is constantly seeking to expand its teaching staff. In fact, they want to double the teaching staff by the end of the year. As of today, the faculty needs more teaching staff to cover the workload in upcoming terms. This is especially true for the teaching staff in the major “Media Informatics”. However, the university is aware of this challenge and is actively addressing it.

A review of the curriculum vitae provided, as well as discussions and presentations, revealed that the teaching staff is well educated, trained, and passionate about fulfilling the daily challenges and carrying out the study programme.

5.3 Conclusion

The criterion is **fulfilled.**

Recommendations:

- The process of hiring should be documented more precisely including the members of the involved committees and the formal selection criteria.

6 ESG Standard 1.6: Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

6.1 Implementation

General aspects

According to the documentation of the GIU, the HEI provides its students with all the support needed to excel in their learning and ensure an exciting teaching environment. Learning resources are readily accessible to all students. On the faculty level, relevant physical resources are available to be used by the students for their studies. On the university level, the GIU provides other general resources that are available to be used by all students like the library and computing facilities across the campus. The GIU also has English and German departments which serve all faculties which try to support all students be ready for the global job market, explore different cultures, and develop valuable skills that can be applied in many different areas of their life. Students are also provided with comprehensive student support services to help them succeed academically and personally. This includes counselling services, mentoring and students' advising.

The faculty offers a wide range of facilities to make the study experience easier. For example, direct access to fully equipped lecture halls and tutorial rooms, a library that offers wide range of physical book covering areas in business, marketing, accounting, finance, entrepreneurship, and international business, as well as statistical programmes (SPSS and STATA) and several online databases.

Student support center

The Student Support Center at the GIU provides comprehensive support to applicants, undergraduate and postgraduate students across various areas. It offers guidance and counseling to students through personalized one-on-one meetings and correspondence through official commination channels. It´s range lasts from gathering recent information and guiding requests over challenges in the academic performance of the students and dealing with disabilities, financial issues and the regulations of policies and procedures. Additionally, a Mentoring Committee was established to provide help and support for students who faced educational difficulties, which hindered their progression through the individual study programme. The Advising Committee is another student support committee. Its main objective is to re- arrange regular semester schedules for students with failed courses, students with medical cases, drop attendance cases and internally and externally transferred students. This rearrangement is done in the most suitable way to minimize the time the students need to catch up with their peer colleagues in graduation.

Faculty physical resources

The Faculty of Informatics and Computer Science offers a wide range of facilities to ease the study experience.

- Access to fully equipped lecture halls and tutorial rooms.
- A Library that offers physical books covering areas in business, marketing, accounting, finance, entrepreneurship and international business.
- Statistical programmes and databases:
    - SPSS programme installed on multiple PCs for students and instructors
    - Stata programme installed on multiple PCs for students and instructors
    - Thomson Reuters Eikon data base installed on a computer lab as well as the PCs of the instructors
    - Access to EBSCO package which contains several databases as follows: Business Source Ultimate; EconLit with Full Text; Entrepreneurial Studies Source; eBook Subscription University Press, Business Collection, Arabic Collection: AL Kotob, Academic Collection; Research Starters - Education & Research Starters - Business; Mental Measurements Yearbook with Tests in Harvard Business Review and EBSCO Faculty Select.

Library

The University's Library complements the study and research activities of the GIU. It hosts scientific and academic online databases that give access to primary sources for research purposes. Furthermore, the library includes online services that cover different disciplines and books in different fields. The Collections available are in German, English and Arabic.

IT Infrastructure and Service

The university is committed to providing state-of-the-art information technology infrastructure. The GIU is committed develop the GIU Administration System as the backbone of all GIU administrative, teaching, research and learning processes. The GIU Computer Centre serves as a central service facility to develop and administer the GIU network, ensuring a high level of security. It operates various computer platforms in GIU computer rooms. Students and staff have access to the GIU library system and the Internet through the center. The center implements the GIU administration system (GIU IS), which supports all administrative, teaching, research, and learning processes. Additionally, a web-enabled information system on the GIU

website keeps students and staff informed. The center continuously trains and develops staff in the latest IT applications. It provides instructional teaching support for staff and produces courseware. New students are acquainted with facilities and systems, ensuring the use of cutting-edge technology in teaching.

GIU offers a Content Management System that provides the students with the teaching material on and off the GIU campus and a Student Electronic Administration System (Semester work records, exam results etc.). The GIU IT center maintains a wireless and wired network to be accessed by the students. In addition, access via PC and wired network in the Computer Laboratories and the Library are provided. All lecture theatres, classrooms and laboratories are connected to the network and have Internet access. The following computing services are offered: Information Technology Orientation, User access to student network and library system, Internet Access, Student e-mail accounts and Software Applications.

English and Scientific Methods Department

The English and Scientific Method Department' department aims to build a leading center of excellence in teaching and research, contributing to the general welfare nationally and internationally. Its mission is to provide high-quality education and to enable students to enhance their capabilities, skills, and knowledge for lifelong learning. GIU graduates should acquire up-to-date knowledge in scientific methods, critical thinking, research paper writing, communication, presentation skills, academic reading, argumentative writing, and report writing. To this end, various courses such as Academic English and Research Writing are offered. GIU students should be equipped with the essential skills for academic and professional success.

German Language Department

The German Language Department offers all GIU students the possibility to learn the basics of the German language as well as to reach a high level of German language proficiency during their studies for those who are willing to reach such advanced levels. The programme combines regular courses with additional summer courses, providing motivated students with essential language skills for studying at German universities. Four compulsory German language courses (Levels 1 to 4) are offered to build a strong foundation. All students must pass the final exam at Level 4. Students have the option to take courses in Advanced Electives for the "Track to Germany" programme with advanced courses up to Level 10. Another option is to participate in extra summer programmes such as cultural trips, sports, language trips, and internships in Germany. This comprehensive approach is aimed at equipping students for success in German-speaking academic and professional environments.

6.2 Assessment

The university building provides an impressive range of lab infrastructure. Although a lot of the infrastructure demonstrated during the visit was related to the Engineering faculty, computer science also provides students with well-equipped computer labs, lecture theatres, and study rooms. In particular, the computer labs are well equipped with state-of-the-art computers including GPU support for cutting edge research.

The library is on the smaller side and offers a core selection of physical copies of books; for computer science, the default (as everywhere) seems to be to access books and articles online, for which the Egyptian knowledge bank covers a wide range of literature, and the university provides additional subscriptions. There is a process in place to ensure that the recommended literature in courses is made available through the library.

The self-report on available IT equipment and software is short and seems rather incomplete, but during on-site discussion it was clarified that the support is in fact adequate, both in terms of computer labs and the software provided to students. The GIU Computing Centre is focused on providing any support needed, ranging from in-house software solutions to Microsoft Office 365 subscriptions and services.

The university has a policy not to use third party course management / learning management or general content management systems, and instead the Computing Centre develops their own solutions. These were demonstrated during the on-site visit. There is a slight concern that the development of an own system incurs a constant maintenance effort as well as delays in providing new features, and the current development also seems to be done without adequate software testing methods or security analyses. Despite this, however, the systems developed at GIU seem to cover the needs of students very well.

Language learning is supported by a dedicated German department and an English and Scientific Methods department. Both offer a wide range of courses covering language basics and further skills and cultural knowledge. The German department supports students in arranging extracurricular visits or internships to Germany. It would be helpful (also for future employment of the students abroad) to match the language levels achieved by the students (1-10) with the internationally accepted German Proficiency Levels (A1-C2).

Student support is excellent and consists of professional staff, a Mentoring Committee and an Advising Committee. Although the self-report did not make the differences between these committees very clear, the explanations on-site were helpful and in fact the established processes to monitor students and provide them support at signs of problems are commendable.

6.3 Conclusion

The criterion is **fulfilled.**

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

7.1 Implementation

The GIU Student Portal provides students with access to several resources, such as lectures, tutorials, assignments, and projects. Additionally, it offers the opportunity to monitor academic progress, including quiz grades, transcript, and attendance status for enrolled courses. The GIU Student Portal requires a student account and a password.

The university endeavors to maintain a well-organized email communication system to inform both prospective and current students in the form of newsletters, admissions information and event information. Application status updates and important deadlines are submitted via email, too.

Key Performance Indicators

The university reports to consistently work on university wide Key Performance Indicators (KPIs) to establish and maintain effective programme management. By continuously monitoring and evaluating these KPIs, the university aims to ensure the success and improvement of its programmes.

Examples how GIU uses the collected information for the effectiveness of its programmes and welfare of the students are:

- Monitoring the number of enrolled students: the university can gauge the popularity and demand for the programme, which helps in evaluating marketing and recruitment efforts.
- Tracking retention rates: this provides insight into the programmes‘ effectiveness in supporting students and engaging them in their studies.
- Understanding the demographic characteristics of the students: this helps in allocating resources effectively, for example, knowing the exact number of students with special needs enables the university to provide the appropriate support services needed.
- Analyzing student data related to performance, progress, and outcome: this helps identify areas of improvement and implemented strategies.
- Student population profiles: this helps in tailoring support systems and services, providing appropriate academic, social, and emotional support to overall well-being and success that will greatly boost the number of graduating students and bound the drop-out rates.

- Monitoring alumni students: this helps in preparing the graduates with the relevant technicalities for their chosen careers. This measurement provides valuable information about the long-term impact and effectiveness of the programme.

In general, the KPIs allow the university to make informed decisions and align its management activities with strategic goals and objectives. By continuously monitoring and evaluating these indicators, the university can ensure the success and improvement of its programs.

Evaluation of Students' Progress in a Course

The data collected through the Students Electronic Administration System allow for a continuous self-evaluation and support of students and measure their academic progress and the level of fulfillment of the course learning outcomes which reflects the partial attainment of the Programme Outcomes.

The electronic system helps the course instructors to evaluate the students during the semester to detect if any support is needed to be delivered to students through extra review lectures, tutorials, or office hours. The following practice is used to evaluate the students:

- Conducting regular evaluations of the students enrolled in the course. Each evaluation method (e.g., project, quiz, assignment, mid-term, final exam, etc.), is linked to one or more course topics, covering certain learning outcome. Passing each evaluation reflects the achievement of certain course learning outcomes.
- Designing exams based on a table of exam specifications to ensure that questions in the exam address the learning outcomes of the course.
- Providing students with academic guidance and support throughout the semester.
- Forming curriculum committees involving the students to gain their feedback regarding all the activities related to course teaching and delivery.

7.2 Assessment

The university collects various data. Some data are more of an administrative kind, i.e., various statistical data on the nature of the student population. It is not always transparent how these data are being used to inform the computer science study programmes in a way that leads to improvements.

Other data are teaching related, e.g., student assessments or student course evaluations. These data are being used, either to compute final grades for the students or to evaluate the teaching quality of the lecturers. These data are being reviewed and used to evaluate the teaching quality in the department.

There is a list of KPIs used on the university level but it is not transparent who defined these KPIs, who set the target values and why, who is monitoring them, and how these data are being used to inform the Computer Science study programmes. This underlines the need for a more comprehensive policy framework as mentioned in Section 1. There are no policies related to the storage and usage of all the data (i.e., who can access which data, how long are they being stored, etc.). This is problematic with respect to the European General Data Protection Regulation (GDPR).

7.3 Conclusion

The criterion is **fulfilled.**

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

The university describes its public information as easily accessible for all stakeholders such as prospective students, enrolled students, parents and other interested staff. Public information about the GIU is provided through the following mechanisms:

The GIU website includes different information about the university establishment, mission, vision, faculties, admission, programmes, etc. The admission steps and procedures are explained on the GIU website. They include for instance information about the online application, the admission tests, or the students' selection criteria.

Maintaining active social media profiles on platforms like Instagram and Facebook is widely recognized as one of the primary methods for sharing information with the public. The university is committed to consistently updating these profiles with news, events, and important information.

8.2 Assessment

The GIU website contains detailed information on the university as a whole as well as on the Faculty of Informatics & Computer Science and its study programmes. It is easily accessible in English. Information on how to apply to the different study programmes is available in English as well as in Arabic. The website also features a video gallery with videos about diverse topics for diverse stakeholders.

For prospective students, the information of the Faculty of Informatics & Computer Science includes information about the programmes that are offered. It also contains background information on how the online application works. As well as the admission tests, tuition and fees, as well as its scholarships. For prospective as well as active students' information on learning outcomes of the programmes as well as qualifications and the curriculum is provided.

The information on the website is up to date and the social media channels such as on Facebook provide ongoing information of study opportunities, current activities, etc. The social media contributions and postings provide a great range of different formats with texts, but also lots of pictures and videos. While the Facebook profile contains many great and up to date entries, the Twitter profile seems to have less frequent updates.

8.3 Conclusion

The criterion is **fulfilled.**

9 ESG Standard 1.9: On-going monitoring and periodic review of programs

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

All programmes at the GIU are periodically reviewed using the Continuous Quality Improvement Cycle, which follows the Plan-Do-Check-Act methodology. This process is outlined in the Quality Management Policy and Procedures document at the GIU. Programme revision is conducted at specified intervals, primarily based on ongoing monitoring of student progression, completion rates, workload, and other relevant data.

Each year, programmes are revised with input from external stakeholders, such as employers and recent graduates, collected through annual surveys. The feedback from these surveys is analyzed and communicated to relevant parties to inform programme enhancements and updates. Employers provide insights into the skills needed in the labor market via the employer survey, while graduates offer feedback on the learning environment, support services, learning outcomes, and workload adequacy through the Fresh Graduate Survey. Additionally, feedback from internal stakeholders, including students and academics, is gathered through curriculum committee meetings to further refine and improve the programs.

Curriculum Committee

The Curriculum Committee oversees the implementation, evaluation, and revision of academic programmes and courses offered by the different faculties. According to the university, the curriculum committee plays also an important role in quality assurance. Members of the curriculum committee are also the quality assurance representatives of their faculties. The committee plays a crucial role in ensuring that the curriculum meets the defined intended learning outcomes, aligns with the educational goals of the university, and maintains academic standards. The committee submits the feedback collected by the student curriculum committee to the executive board twice per semester.

Student Curriculum Committee

The Student Curriculum Committee actively seeks feedback from students during the semester. It comprises students from each batch in every faculty and an academic advisor who has to hold a PhD. The feedback gathered is discussed in a scheduled meeting with the academic advisor. The advisor compiles a report for the curriculum committee head, and by the end of the semester, students fill out course evaluation surveys. According to the university, in this way, the university aims to understand the problems of students and improve the quality of teaching.

9.2 Assessment

The process of continuous monitoring and evaluation is well-designed. Course evaluations may be further improved by adjusting the timing of evaluations, to enable a discussion of feedback with students and implement possible actions accordingly. The evaluation process could be divided into midterm and final evaluations, allowing student feedback to be incorporated into the course before its completion rather than only after.

After the on-site visit, GIU informed that the timing of course evaluations will be adjusted to allow for timely discussions of feedback with students. Based on the feedback, action plans will be developed and shared with students to demonstrate GIU's commitment to continuous improvement.

During the discussions with the university, it was stated that the employer surveys have been designed but that they are not yet implemented. As a young university, it is crucial, in the experts' opinion, to establish data from employer surveys and other relevant sources as soon as possible. This will create a baseline for future comparisons, and it will aid in evaluating and redesigning courses to better prepare students for a wide range of potential careers and postgraduate studies.

The interdisciplinary approach is well-suited to prepare students for the future needs of society, thus the changing needs of society are considered well. Students have a strong sense of connection with their programme and take pride in being part of it. This, combined with good progression and completion rates, indicates a well-designed approach. Overall, students are happy and proud to be part of the programme.

The communication and feedback process from students regarding courses is one-sided, and there is no institutionalized feedback loop where students, regardless of the course they are enrolled in, can consistently receive information about changes or improvements that have been implemented as a direct result of their feedback.

Teaching staff receive feedback at the end of their course, which allows for improvements only in subsequent teaching periods. However, the overall satisfaction of students with their teaching staff can mitigate some of these challenges and enables the university to identify areas where student satisfaction with teaching staff is insufficient.

The focus on obtaining feedback from students and future employers is commendable. There is a strong commitment to achieving high student satisfaction and meeting the expectations of future employers. The recommendation to seek this feedback in a more institutionalized way by means of an Industrial Advisory Board was already made under ESG 1 (see chapter 1.2)

The functioning of the quality assurance mechanisms could be further enhanced if the collected data were used long-term to establish trends and adapt the programmes accordingly, rather than solely evaluating current courses or student cohorts.

There is relatively little information available on the internal processes of periodic review of programmes and their further development, this may again be due to the novelty of the university and its educational offerings. Particularly, with regards to Computer Science programmes it should be said that it is a fast-changing subject that demands short cycles of evaluation and adaptation of contents. National legislation should allow for the regular review of programmes and changes to the curriculum of government approved study programmes (including, for example, the study and exam regulations). Otherwise, GIU would face the risk that their Computer Science study programmes, which are well-defined and meaningful now, may become outdated. The university should be aware of this problem and actively seek ways to mitigate the risks.

9.3 Conclusion

The criterion is **fulfilled.**

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

10.1 Implementation

The internal quality assurance system at the GIU is responsible for preparing the different self-reports during national and international accreditation procedures, as well as programme catalogues and all supporting documents needed for the external quality assurance process. The university applies for programme accreditation every 5-7 years through reputable agencies, where its programmes and self-reports are evaluated, feedback is provided, and accreditation is granted. The university utilizes this feedback to improve its programmes. Additionally, the programmes' bylaws are recognized by the Supreme Council of Universities and revised by the Supreme Council of Universities and the Ministry of Higher Education every 4-5 years.

Cyclical feedback from surveys of fresh graduates, employers, and alumni is collected and analyzed annually, and the results are used to enhance the programmes as part of the external quality assurance. All feedback is gathered and delivered to relevant parties for programme updates and improvements. Recommendations and feedback, along with accreditation reports, are reviewed before applying for the next accreditation cycle. Furthermore, the university benchmarks its practices against those of other reputable institutions to enhance its programs.

10.2 Assessment

During the site visit, the expert group could see the commitment of GIU to establish a strong cyclical external quality assurance system, which is aligned with the individual requirements of external stakeholders. The institution has established an internal quality assurance system responsible for preparing comprehensive self-reports and supporting documents essential for both national and international accreditation procedures. This system ensures that GIU meets the rigorous standards expected by reputable accreditation agencies. Nevertheless, it became clear that GIU is still a very young university that is establishing a coherent system for its daily tasks and processes.

GIU systematically collects and analyzes feedback from various stakeholders, including fresh graduates, employers, and alumni, on an annual basis. The insights gained from these surveys are critical for the continuous enhancement of the university's programmes.

GIU adheres to regular cyclical accreditation procedures, applying for programme accreditation every 5-7 years. This interval will give the university sufficient time to implement improvements based on feedback received from previous accreditation cycles and external

stakeholders. This cyclical approach not only ensures compliance with external quality standards but also enables a culture of continuous improvement within the institution.

The university also benchmarks its practices against those of other reputable institutions. This benchmarking process allows GIU to adopt best practices and innovative approaches, further strengthening its educational offerings and institutional processes.

The programmes are recognized by the Supreme Council of Universities and the Ministry of Higher Education in Egypt. This provides an additional layer of external quality assurance, ensuring that the programmes remain relevant and aligned with national standards.

Overall, GIU's cyclical external quality assurance processes are comprehensive and well-structured. The institution's proactive approach to accreditation, stakeholder feedback, and benchmarking against international standards highlights its dedication to maintaining quality in their academic programmes and developing continuous institutional improvement.

10.3 Conclusion

The criterion is **fulfilled.**

IV Recommendation to the ACQUIN Accreditation Commission

1 Assessment of compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) in their actual official version

The study programmes “Informatics and Computer Science“ (B.Sc., M.Sc.) were assessed based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programs), 1.3 (Student-centered learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programs) and 1.10 (Cyclical external quality assurance) are fulfilled.

2 Accreditation Recommendation

The peer-review experts recommend **unconditional accreditation** “Informatics and Computer Science“ (Bachelor) and “Informatics and Computer Science“ (Master).

The peer group **proposes the following accreditation**:

- Accreditation without conditions

The peer-review experts give the following **recommendations**:

General recommendations

1. The university should strengthen its policy framework in terms of maintenance and reviews.
2. The university should provide policy documents about disadvantage compensation processes for students with special needs.
3. The process of hiring should be documented more precisely including the members of the involved committees and the formal selection criteria.

V Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN decided on its meeting on the 12 September 2024:

General recommendations for all study programmes:

- The university should strengthen its policy framework in terms of maintenance and reviews.
- The university should provide policy documents about disadvantage compensation processes for students with special needs.
- The process of hiring should be documented more precisely including the members of the involved committees and the formal selection criteria.

Informatics and Computer Science (B.Sc./M.Sc):

The study programmes "Informatics and Computer Science" (B.Sc./M.Sc) are accredited without any conditions.

The accreditation is valid until 30 September 2030.