

Accreditation Report

Programme Accreditation of

German International University Cairo (GIU)

Faculty of Economics and Business Administration

Business Administration (B.Sc./M.Sc.)

with the Specializations:

International Business (B.Sc./M.Sc.)

Digital Marketing (B.Sc./M.Sc.)

Finance, Banking & Accounting (B.Sc./M.Sc.)

Entrepreneurship, Small and Medium Enterprises (B.Sc./M.Sc.)

Supply Chain Management (B.Sc./M.Sc.)

Real Estate Management (B.Sc./M.Sc.)

Tourism & Hospitality Management (B.Sc./M.Sc.)

and

Business Informatics (B.Sc./M.Sc.)

I Procedure

Date of contract: 25 April 2024

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Date of site visit: 02-04 June 2024

Attendance by ACQUIN office: Maria Zinsmeister, Robert Raback

Accreditation decision: 12 September 2024

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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 programs, are considered.



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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 programs 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 programs 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 programs, faculty qualifications, infrastructure, and student services.

Universities must prepare detailed self-study reports, program 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 programs and align them more closely with market needs and academic standards.

The Supreme Council of Universities (SCU) also plays a critical role by recognizing program 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 programs 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.

The 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



Short information on the Faculty of Economics and Business Administration

The Faculty Economics and Business Administration offers a diverse program that provides students with a range of academic majors to choose from. With a focus on practical skills and theoretical knowledge, the faculty prepares students for their careers in various fields of business. The faculty seeks to provide world-leading business knowledge to its graduates and implements innovative and employability orientated study programs and teaching approaches of German Systems to students.

3 General information on the study programs

3.1 Program 1: Business Administration specializations (B.Sc.):

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	September 2019
Faculty/ department	Faculty of Economics and Business Administration
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240 ECTS points
Number of study places per year	900
Number of students currently enrolled	884
Average number of graduates per year	121 (1st graduation class 2023 - expected to reach 200 in the upcoming years)
Target group(s)	highly qualified Egyptian and international applicants
Admission requirements	high school certificate, specified in Academic Qualifications for GIU Admission of the Study and Examination Regulations of B.Sc. degrees (Art. 12)
Form of study	Full-time
Tuition fee	Published on the website: https://giu-uni.de/en/admission/tuition-fees.aspx

3.2 Program 2: Business Administration specializations (M.Sc.)

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	September 2019
Faculty/ department	Faculty of Economics and Business Administration



Standard period of study(semesters)	3 semesters
Number of ECTS credits	90 ECTS points
Number of study places per year	20
Number of students currently enrolled	6
Average number of graduates per year	No graduates yet
Target group(s)	Bachelor graduates from Business Administration or relevant field. Subject to qualifying courses
Admission requirements	Specified in Study and Examination Regulation of the M.Sc. degrees (Art. 3)
Form of study	Full-time
Tuition fee	Semester Tuition: 96,250 EGP Thesis Tuition: 62,900 EGP

3.3 Program 3: Business Informatics (B.Sc.)

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	October 2023
Faculty/ department	Faculty of Business Informatics
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240 ECTS points
Number of study places per year	800
Number of students currently enrolled	193
Average number of graduates per year	No graduates yet
Target group(s)	highly qualified Egyptian and international applicants
Admission requirements	high school certificate, specified in Academic Qualifications for GIU Admission of the Study



	and Examination Regulations of B.Sc. degrees (Art. 12)
Form of study	Full-time
Tuition fee	Published on the website: https://giu-uni.de/en/admission/tuition-fees.aspx

3.4 Program 4: Business Informatics (M.Sc.)

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	October 2023
Faculty/ department	Faculty of Economics and Business Administration
Standard period of study(semesters)	3 semesters
Number of ECTS credits	90 ECTS points
Number of study places per year	Planned: 20
Number of students currently enrolled	No enrolment yet
Average number of graduates per year	No graduates yet
Target group(s)	Bachelor graduates from Business Informatics or Business Administration. Subject to qualifying courses.
Admission requirements	Specified in Study and Examination Regulation of the M.Sc. degrees (Art. 3)
Form of study	Full-time
Tuition fee	Semester Tuition: 96,250 EGP Thesis Tuition: 62,900 EGP

4 Results of the previous accreditation

Not applicable





III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programs and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level in order to avoid repetition and better describe general context.

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 have 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 programs, 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 Centre. The University level Quality Assurance and Accreditation Centre (QAAC) supervises the Quality Committees inside the faculties headed by quality representatives from the faculties' academic staff. Each of the 8 faculties disposes of 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 program, 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.

1.2 Assessment

Quality assurance is a fundamental component of GIU's academic strategy, as the institution is committed to providing quality education and support services to its students. Living up to



its claim of being a distinctive university providing a high-quality teaching and learning experience, GIU has established a robust quality assurance framework underpinned by the Plan-Do-Check-Act cycle as their fundamental quality assurance system framework. Students, faculty and industry partners are considered in the continuous improvement process with its academic standards. However, the experts encourage the university to continue the path to further connect the existing procedures. Currently, the policies (e.g. Quality Management Policy and Procedures, Study and Examination Regulations Bachelor of Science, Bachelor Thesis Regulations) and the documents detailing certain procedures (e.g. Process for Reviewing Examination Results) exist rather independently. This might be related to the young university that had to establish these policies nearly from scratch and also reflects national requirements into the QA-system. Nevertheless, these documents would benefit from a uniform design and stronger interlinking to clearly reflect how the study programs are actually organized, monitored and managed, and which representatives are involved in decision processes. [Recommendation 13]

After the on-site visit, GIU reported that to ensure students are well-informed and aware of the university policies, regular communication campaigns via e-mails, 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” are announced through the official channels to students with detailed steps, timeline and regulations related to the process by the Student Affairs department.

The university holds several on-site orientations for students, for instance New Comers’ orientations, orientations regarding the Bachelor Thesis, and the declaration of major courses. There are several departments dedicated to students’ services such as Student Affairs, Academic Performance, and Student Support Center.

The external evaluation complements this and is supported by the action plan as part of the Quality Management System. In addition, personal feedback and discussions with students are actively sought by the teaching staff in order to adapt the methodology to the students’ needs. The experts rate the student-centeredness in Quality management positively. During the site visit, the experts observed a high student satisfaction as well as appreciation of the close-knit support relationship between the administrative and the teaching staff and the students.

Encouraging Diversity and Equality belongs to the core values of the GIU. The current teaching staff at the Faculty of Economics and Business Administration is primarily female and many employees are still at early stages of their career unlike in many German Universities. The



faculty was perceived as dynamic and up to date with current developments by the expert group.

1.3 Conclusion

The criterion is **fulfilled**.

Recommendation:

- The university should strengthen its policy framework in terms of structure and maintenance. [Recommendation 13]

2 ESG Standard 1.2: Design and approval of programs

Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program 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

General

The GIU takes a strategic approach to program design, development, and approval to ensure it fits the overall institutional vision considering program provisions. A proper cycle of approvals is sought prior to offering any new degree program. 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 faculty Economics and Business Administration offers a diverse program that provides students with a range of academic majors to choose from. With a focus on practical skills and theoretical knowledge, the faculty prepares students for their careers in various fields of business. The faculty seeks to provide world-leading business knowledge to its graduates and implements innovative and employability orientated study programs and teaching approaches.



Main: Business Administration (B.Sc.)

The Bachelor of Science of the Business Administration program is 8 semesters with 240 ECTS credits (30 ECTS credits per semester, 60 ECTS credits per year). An internship of 20 ECTS credits and a thesis of 20 ECTS credits are among the components of the program. The curriculum of the program consists of 45 courses. In the first 4 semesters, the program consists of basic business courses, which also include mathematics, computer science, humanities, English and German.

After the joint program in the first half of the Bachelor's degree, Business Administration students must choose a major and a minor specialization before the 5th semester. Students are expected to take 5 courses from the major specialization and 3 courses from the minor specialization. Students also have the option to select 2 major specializations where they will be expected to take 5 courses from each specialization they choose. The faculty offers seven specializations (also called majors), which are further detailed below: "International Business", "Digital Marketing", "Accounting, Finance and Banking", "Supply Chain Management", "Entrepreneurship, Small and Medium Enterprises", "Real Estate Management", and "Tourism & Hospitality Management".

Specialization 1: International Business (B.Sc.)

The study program is aimed for preparing students who are interested in exposing to cross borders business transactions. Students majoring in international business are exposed to business topics such as finance, marketing, and management from an international perspective. Specific examples of topics include international marketing, global logistics and international management, digital transformation, and global sustainability management. The HEI also expects students to develop cross cultural awareness and sensitivity.

The five major courses in the Bachelor program are "BUAD 504 Intercultural Management", "BUAD 505 Regional Studies", "BUAD 603 Strategic Management", "BUAD 604 Applied International Sustainability Management", and "BUAD 605 International Marketing" rewarded with 5 ECTS each.

Specialization 2: Digital Marketing (B.Sc.)

The main goal of the study program is to prepare students for interactive marketing skills through creativity and application of modern digital media to promote sales and profits. This degree program brings together the aspects of digital media and creativity in marketing as well business promotion. Furthermore, it offers students an opportunity to learn the skills of creating, processing, and manipulating the digital content through modern technologies to



bring about effective communication. Graduates from the Business Administration Digital Marketing degree can pursue several career lines such as digital marketing, web design, and digital graphic design among others.

The five major courses in the Bachelor program are “BUAD 506 Social Media Management”, “BUAD 507 Marketing Analytics”, “BUAD 606 Market Research”, “BUAD 607 Communication Strategies and Consumer Behaviour”, and “BUAD 608 Product and Distribution Management” rewarded with 5 ECTS each.

Specialization 3: Finance, Banking & Accounting (B.Sc.)

The main characteristic of the study area is to prepare students for leading positions in the areas of finance, accounting, and banking. This degree program combines the strongly interlinked disciplines of accounting, controlling, corporate finance and corporate taxation. Students are trained to carry out demanding specialist and management tasks in both nationwide and international companies across all industries, as well as areas of business consulting, tax consulting or auditing, financial analysis, banking, Financial markets and accounting.

The five major courses in the Bachelor program are “BUAD 508 International Accounting”, “BUAD 509 Capital Markets”, “BUAD 609 Financial Markets, Institutions and Investments”, “BUAD 610 Financial Analysis and Evaluation”, and “BUAD 611 Corporate Finance“ rewarded with 5 ECTS each.

Specialization 4: Entrepreneurship, Small and Medium Enterprises (B.Sc.)

This specialization targets students who are eager to learn the modern entrepreneurial economy and, more importantly, the strategic and managerial challenges small business owners and entrepreneurs face. Moreover, students learn ways to effectively manage small businesses and apply tools of markets and strategic evaluation models specific to SMEs. Small Business and Entrepreneurship graduates can pursue several careers such as Small and Medium Enterprise Manager, Business Analyst or Consultant, Small and Medium Enterprise Coach or Trainer and Small and Medium Enterprise or ES Policy Advisor.

The five major courses in the Bachelor program are “BUAD 512 Leadership Skills”, “BUAD 513 Feasibility Studies and Business Planning”, “BUAD 615 Managing SMEs”, “BUAD 616 Business Management and Entrepreneurship”, and “BUAD 617 SMEs Production Management and Marketing” rewarded with 5 ECTS each.



Specialization 5: Supply Chain Management (B.Sc.)

This bachelor program provides its students with broad foundation in the principles of Business Administration with an international and application-orientated Global Supply Chain and Operations Management approach. The program teaches analytic skills, the development of goal-orientated operative and strategic measures and their implementation in new and broad-based contexts. Graduates of this program go on to work in a range of careers in the fast-growing international Global Supply Chain such as Distribution and Logistics Specialist, Supply Chain Analyst / Consultant, Supply Chain Management Process Manager, Supply Chain Management Controller, SAP of Supply Chain Management and Operations Manager.

The five major courses in the Bachelor program are “BUAD 510 Global Supply Chain Management”, “BUAD 511 Lean Operation Management”, “BUAD 612 Auditing and Accountability”, “BUAD 613 Distribution and Transportation Management”, and “BUAD 614 Production and Supply Chain Management” rewarded with 5 ECTS each.

Specialization 6: Real Estate Management (B.Sc.)

This bachelor program provides its students with broad foundation in the principles of Business Administration with an international and application-orientated Real estate Management approach. The program teaches analytic skills, the development of goal-orientated operative and strategic measures and their implementation in new and broad-based contexts. Graduates of this program go on to work in a range of careers in the fast-growing international Real estate Management Community.

The five major courses in the bachelor program are “BUAD 514 Principles of Real Estate”, “BUAD 515 Real Estate Economics”, “BUAD 618 Real Estate Finance & Investments”, “BUAD 619 Digital Transformation of Real Estate Management”, and “BUAD 620 Marketing and Sales in Real Estate”, rewarded with 5 ECTS for each course.

Specialization 7: Tourism & Hospitality Management (B.Sc.)

This bachelor program provides its students with a broad foundation with respect to the principles of business administration and with a focus on international and application-orientated tourism and hospitality management approach. The program teaches analytic skills, the development of goal-orientated operative and strategic measures and their implementation in new and broad-based contexts. Graduates of this program have work perspectives in a range of careers in the fast-growing international tourism and hospitality management community.



The five major courses in the Bachelor program are “BUAD 516 Introduction to Hospitality & Tourism Industry”, “BUAD 517 Intercultural Management in Tourism & Hospitality”, “BUAD 621 Technology & Sustainability in Hotel & Tourism Operations”, “BUAD 622 Destination & Events Management”, and “BUAD 623 Food Service & Gastronomy Management” rewarded with 5 ECTS each.

Main: Business Administration (M.Sc.)

The Faculty of Economics & Business Administration seeks to provide world-leading business knowledge to its graduates and implements most innovative and employability orientated study programs & teaching approaches of German Systems to students. The Master of science program emphasizes applied learning, analytical skills and problem-solving skills. This is targeted through a range of core courses that consider the evolving professional workplace, as well as a range of elective courses that enable students to focus on particular specializations.

The Master of Science in Business Administration program is composed of 3 semesters with 90 ECTS credits (30 ECTS credits per semester, 60 ECTS credits per year). The Master program is structured accordingly to the Bachelor with 7 specializations offered. Students study the 3 core courses Qualitative and Quantitative Methods in Strategic Management, Strategic Management of Technological Innovation and Advanced Research Methodology. They select only one specialization (also called major) in which they study five courses and 2 elective courses divided on 2 semesters. The third semester is dedicated to the Master Thesis and Colloquium. The Master’s degree is a consecutive degree. However, for students lacking the prerequisite knowledge, up to 30 ECTS credits of qualifying subjects may be added.

The learning outcomes are specified as follows:

1. Develop Business strategies designed to allow the organization to achieve its objectives.
2. Apply advanced analytical and critical thinking skills to evaluate information, solve problems, and make sound decisions in the area of management.
3. Examine the ethical and legal responsibilities of managers.
4. Employ advanced concepts of financial risk modelling and measure and hedge different types of financial risks.
5. Apply quantitative and analytical knowledge to financial analysis.
6. Conduct the marketing research, gather, and analyse marketing data, and guide decision making by offering.



7. Evaluate the kind of substantial international economic and political changes which are relevant for corporate-level decision-making.
8. Enable students examine how firms strategically manage innovation and implement innovative strategies to maximize success.
9. Practice efficient global supply chain to reduce costs, improve efficiency and mitigate risks.
10. Apply informed decisions about real estate markets based on trends in international political and economic affairs.
11. Evaluate the impact of emerging technologies, such as blockchain, artificial intelligence, and automation, on business processes and decision-making.
12. Synthesize information from multiple sources to develop strategies for optimizing global supply chain operations, including inventory management, demand forecasting, and logistics planning.
13. Practice various research and self-learning skills essential for continuous professional development.

Specialization 1: International Business (M.Sc.):

This master program is aimed for preparing the students who are interested in exposing to cross borders business transactions. Students majoring in international business will be exposed to business topics such as finance, marketing, and management from an international perspective. Specific examples of topics include international marketing, global logistics and international management, digital transformation, and global sustainability management. Students will also be expected to develop cross cultural awareness and sensitivity.

Master Students study all five major Master courses in International Business rewarded with 6 ECTS each: BUAD 903 Economic Environment and Policy in Emerging Markets, BUAD 904 International Financial Management, BUAD 905 Selected Aspects of International Business & Institutions, BUAD 1002 Industry Global Competitiveness, and BUAD 1003 Advanced Sustainability Management.

Specialization 2: Digital Marketing (M.Sc.)

This master program is aimed for preparing the students for interactive marketing skills through creativity and application of modern digital media to promote sales and profits. This degree program brings together the aspects of digital media and creativity in marketing as well



business promotion. And it offers students an opportunity to learn the skills of creating, processing, and manipulating the digital content through modern technologies to bring about effective communication. Graduates from the Business Administration Digital Marketing degree can pursue several career lines such as digital marketing, web design, and digital graphic design among others.

Master Students study all five major Master courses in Digital Marketing rewarded with 6 ECTS each: BUAD 906 Advanced Marketing Research, BUAD 907 International Marketing and Sales Management, BUAD 908 Digital Business, BUAD 1004 Current Issues in Marketing, and BUAD 1005 Brand Management.

Specialization 3: Finance, Banking & Accounting (M.Sc.)

This master program is aimed for students who are eager to prepare for leading positions in the areas of finance, accounting, and banking. This degree program combines the strongly interlinked disciplines of accounting, controlling, corporate finance and corporate taxation. Students shall be enabled to carry out demanding specialist and management tasks in both nationwide and international companies across all industries, as well as areas of business consulting, tax consulting or auditing, finance, and accounting.

Master Students study all five major Master courses in Finance, Banking & Accounting rewarded with 6 ECTS each: BUAD 909 Advanced Accounting, BUAD 910 Current Issues in Finance and Technology, BUAD 911 Advanced Bank management, BUAD 1006 Financial Risk Management, and BUAD 1007 Advanced Auditing.

Specialization 4: Entrepreneurship, Small and Medium Enterprises (M.Sc.)

This master program is aimed for students who are eager to learn the modern entrepreneurial economy and, more importantly, the strategic and managerial challenges small business owners and entrepreneurs face. Moreover, students will learn about how small business owners and entrepreneurs can effectively manage their businesses. Also, this master program develops students' assessment tools of markets and strategic evaluation models specific to SMEs. Small Business and Entrepreneurship graduates will be highly demanded on the labour market.

Master Students study all five major Master courses in Entrepreneurship, Small and Medium Enterprises rewarded with 6 ECTS each: BUAD 915 Digital Business Models, BUAD 916 Entrepreneurship & Finance, BUAD 917 Internationalization of Small Medium Enterprises, BUAD 1010 Advanced Topics in Product Development & Management, and BUAD 1011 Strategy for Agile Organizations.



Specialization 5: Supply Chain Management (M.Sc.)

This master program provides its students with broad foundation in the principles of Business Administration with an international and application-orientated Global Supply Chain and Operations Management approach. The program teaches analytic skills, the development of goal-orientated operative and strategic measures and their implementation in new and broad-based contexts. Graduates of this program go on to work in a range of careers in the fast-growing international Global Supply Chain and Operations Management Community.

Specialization 6: Real Estate Management (M.Sc.)

This Master program in Real Estate Management provides students with a broad spectrum of specialist knowledge focusing on the life cycle of structural-spatial projects, including location planning, project development, and facility management. The curriculum covers a range of areas, such as management, engineering, urban economics and sociology, real estate management, law, and methodology. The program offers projects conducted in cooperation with universities and real estate companies which simulate real project development, or which shall enable students to evaluate the implement ability of projects through feasibility studies. The program's international cooperation activities prepare students to understand the contexts of global real estate market structures, to evaluate different procedural practices as well as develop professional and academic networks.

Master Students study all five major Master courses in Real Estate Management rewarded with 6 ECTS each: BUAD 918 Real Estate Project Management, BUAD 919 Urban economics and sociology, BUAD 920 Real estate industry, BUAD 1012 Basics and methods of real estate management, and BUAD 1013 Public construction and planning laws.

Specialization 7: Tourism & Hospitality Management (M.Sc.)

This master program in Tourism & Hospitality Management enables students to develop core hospitality management competencies, as well as personal and professional skills in the areas of communication, negotiation, teamwork, and leadership. The core subjects are professionally delivered during the two semesters, while leadership skills are developed during workshops and with case studies. Throughout the Master, students are exposed to real-life case studies facilitated by a combination of academics and practitioners in small, multicultural classes.

Master Students study all five major Master courses in Tourism & Hospitality Management rewarded with 6 ECTS each: BUAD 921 Expansion and Internationalization for Managers, BUAD 922 Global Compass: Geo-economics & geopolitics, BUAD 923 Innovation &



Entrepreneurship in Hospitality, BUAD 1014 Marketing: Creating and Delivering Value, and BUAD 1015 Management of Information Systems.

Main: Business Informatics (B.Sc.)

The Business Informatics program offers a comprehensive four-year education that combines business and technology. It aims to develop professionals with a visionary mindset and a well-rounded skill set. The program takes an interdisciplinary approach, bridging the gap between traditional business studies and technology, providing students with a holistic understanding of how technology can drive business success. Students develop a range of skills, including business strategy, management principles, and advanced technology skills. The curriculum covers various aspects of business informatics, ensuring graduates are well-prepared for real-world challenges. The program also focuses on artificial intelligence (AI) and machine learning (ML), offering specialized training to solve complex business problems. Additionally, the curriculum emphasizes managerial and leadership skills, preparing graduates for leadership roles in a dynamic, technology-driven business environment. The program ensures students are adaptable to the fast-paced changes in technology and business by regularly updating the curriculum to reflect the latest industry trends and emerging technologies.

The Bachelor of Science in Business Informatics program is composed of 8 semesters. The program consists of 48 courses (basic, humanities, Languages, 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 learning outcomes are specified as follows:

1. Develop a comprehensive understanding of the principles and concepts of business informatics, including the integration of information technology and business processes.
2. Acquire knowledge and skills in analysing, designing, and implementing information systems to support business operations and decision-making.
3. Gain proficiency in utilizing various software tools and technologies commonly used in business informatics.
4. Develop critical thinking and problem-solving abilities to identify and address information management challenges in organizations.
5. Enhance communication and collaboration skills to effectively work in interdisciplinary teams and communicate technical concepts to non-technical stakeholders.



6. Infer the ethical and legal considerations related to information management and data privacy in business settings.
7. Stay updated with emerging trends and advancements in business informatics, adapt to and apply technological changes in the field.
8. Cultivate and apply a mindset of lifelong learning and professional development to continuously enhance knowledge and skills in business informatics.
9. Apply knowledge of mathematics and science to real world problems, as well as to analyse and interpret data.
10. Collect, analyse and interpret data and statistics reflecting economic & social indicators.
11. Conduct market studies and analysis.
12. Work effectively individually or within multidisciplinary teams, and work in stressful
13. environment and within constraints
14. Apply Aspects of accounting and finance and understand the general framework of information systems and their relationship in decisions support.
15. Express solid understanding of the theory and concepts underlying business administration
16. Record procedures, tabulation, analysis, presentation, interpretation of operations manually and electronically.
17. Design and Compose all aspects of a Business Plan and entrepreneurial process
18. Discuss the strategic decisions that multinational organizations take and have an ability to engage in strategic planning.
19. Analyse and evaluate real-life case studies from different intercultural perspectives.

Main: Business Informatics (M.Sc.)

The Master of Science in Business Informatics program under the Faculty of Economics & Business Administration at the German International University is adapting to the fast-changing dynamics in the labour market and is keeping up with the needs of the market.

The standard period of study of the Master of Science in Business Informatics is 3 semesters with 90 ECTS credits (30 ECTS credits per semester, 60 ECTS credits per year). A master thesis of 30 ECTS credits is among the components of the program. The Master's degree is a consecutive degree. However, for students lacking the prerequisite knowledge, up to 30 ECTS



credits of qualifying subjects may be added. The Master of Science in Business Informatics program is composed of 3 semesters. Students study 9 core courses and 1 elective course divided on the first 2 semesters. The last semester is dedicated to writing the Master Thesis.

Master students study all 9 core courses rewarded with 6 ECTS each: BINF 901 Advanced Data Analysis, BINF 902 Machine Learning for Business Applications, BINF 903 Business Process Optimization, BINF 904 Strategic Management of Technological Innovation for Business Informatics, BINF 905 Advanced Cybersecurity, BINF 1001 Advanced Database Management Systems, BINF 1002 Digital Innovation and Entrepreneurship, BINF 1003 Advanced IT Project Management, BINF 1004 Advanced Research Methodology for BI.

The learning outcomes are specified as follows:

1. Demonstrate proficiency in advanced data analysis techniques, machine learning algorithms, cybersecurity strategies, and database management systems, enabling them to effectively address complex business challenges.
2. Develop strategic plans and initiatives to drive digital transformation and business growth, leveraging emerging technologies and trends to create value for organizations.
3. Communicate complex technical concepts and analytical findings effectively to diverse stakeholders, presenting strategic recommendations and business insights with clarity and persuasiveness.
4. Collaborate effectively with multidisciplinary teams, providing leadership and guidance in implementing innovative solutions and driving organizational change.
5. Demonstrate a commitment to lifelong learning and professional development, staying abreast of advances in the field and adapting to evolving business & technological landscapes.

The Business Informatics master's program prepares graduates for a range of rewarding career opportunities in various industries where technology and data play a crucial role. With the skills and knowledge acquired during their studies, graduates are highly sought after by employers seeking professionals who can leverage information technology to drive business success and innovation. Some key employment avenues in the industry include: Data Analyst, Business Intelligence Developer, IT Project Manager, Cybersecurity Analyst, Digital Marketing Specialist, and Business Systems Analyst

2.2 Assessment

General

Before taking a closer look at the programs, there are some general points, that the expert panel found in all programs of the bundle. For the sake of clarity, these are therefore mentioned



first. As will be reflected in the following paragraphs, the experts were in general very satisfied with the design of the programs at GIU. The Programs are generally in line with the GIU's mission statement and overall strategy, taking in consideration, that it is articulated very ambitiously. The programs at GIU effectively reflect the four purposes of higher education outlined by the Council of Europe. It prepares students for sustainable employment through a relevant and comprehensive curriculum, supports personal development with a focus on soft skills and ethical behaviour, fosters active citizenship by emphasizing social responsibility and community engagement, and creates a broad advanced knowledge base by encouraging research and innovation. This holistic approach ensures that graduates are well-equipped to succeed in their careers and contribute positively to society. Several internal stakeholders are involved in the design of the study program focused primarily on academic matters.

During the site visit, the offered minor elective courses were discussed several times. Yet the possibilities of these electives are still quite limited but should be expanded with further progression of students in the programs and more lecturers to offer more specific electives to choose from. The possibility of more elective courses within the Business Administration programs and the Business Informatics program should therefore be expanded over time to provide students with more flexibility regarding further specialization. GIU should consider offering more electives, also at an earlier stage of all programs. [Recommendation 2]

During the site visit it became clear that there is a large number of learning outcomes in the courses of all programs. As the Learning Outcome matrix for courses is huge and difficult to analyse, it should be restructured in the further development of all programs in the future. Streamlining them would help to further sharpen the profile of the courses. It is therefore recommended to reduce and adjust the learning outcomes to key objectives of the individual study programs. [Recommendation 3]

After the on-site visit, GIU reported that the number of learning outcomes in the B.Sc. catalogues cannot be reduced as per the requirements of the Egyptian Supreme University Council. Concerning the M.Sc. catalogues, the university reported to have adjusted the learning outcomes according to the standards of the EQF level 7.

Furthermore, the effective management of the programs could be enhanced in the expert group point of view by introducing the positions of heads of program/specialization to the Business Administration specializations and the Business Informatics Program. Overall, these heads of program/specialization play a critical role in maintaining the quality and relevance of the academic program, as they are, together with the Dean, responsible for supporting students and ensuring a well-functioning educational process. Therefore, the experts recommend implementing specific heads of program/specialization. [Recommendation 4]



During the discussions it became evident that the faculty is constantly seeking to expand its teaching staff. The university reported after the on-site visit that it is reaching out to potential experienced senior faculty members who are qualified for the mentioned positions.

Main: Business Administration (B.Sc. & M.Sc.)

Overall, the expert group assessed the Business Administration Programs very positively as comprehensive and strong educational programs. The program objectives and learning outcomes reflect the demands of Bachelor and Master level education by promoting a comprehensive understanding of business principles and advanced skills in strategy, analysis, and leadership. For Bachelor level, the emphasis on foundational knowledge, practical skills, and ethical conduct prepares students for entry-level positions and further studies. At the Master level, the focus on advanced concepts, strategic planning, and research capabilities meets the expectations for higher education and positions graduates for leadership roles and specialized careers.

The structure of the study programs at the Faculty of Economics and Business Administration is well-designed to meet the defined objectives and learning outcomes. The combination of core courses, electives, practical experiences, and continuous feedback mechanisms ensures that students receive a comprehensive education that prepares them for the professional field. The curriculum's alignment with industry needs, interdisciplinary approach, and emphasis on ethical matters contributes further to the program's effectiveness in achieving its goals. GIU effectively integrates feedback from both external stakeholders and students in the design and continuous improvement of its programs. External stakeholders contribute through accreditation processes, market surveys, and employer feedback, ensuring the program remains aligned with industry needs. Students are involved through various feedback mechanisms and continuous quality improvement cycles, ensuring their experiences and suggestions are incorporated into the program's development. This comprehensive approach in connection with well-chosen and motivated teaching staff ensures that the program remains relevant, up-to-date, and responsive to both market demands and student needs.

Regarding the degree of a broad-based study program, the course structure in the Bachelor seems to be slightly dominated by some disciplines i.e. Finance and Accounting. Since the program is not designed to have a specific focus, the fields offered should be balanced, which could be achieved by extending the minor electives to the first four semesters. It is recommended to extend the electives-catalogue to the first 4 semesters. [Recommendation 2]

From the experts' viewpoint, the expected student workload is sufficiently defined and appears to be realistic. The use of ECTS credits provides a clear framework for measuring student



workload, and the detailed documentation and communication ensure that students are well-informed about their responsibilities. The alignment of workload with learning outcomes and the inclusion of feedback mechanisms further contribute to the program's effectiveness in managing student workload. However, according to the feedback from students, it might be checked in practice considering general learning conditions such as transportation possibilities to the campus.

The university's support is considered commendable, as it has its own internships office that mediates and organizes the internship placement. There is a compulsory 5-month-internship in the 8th semester of the Bachelor program. GIU supports the application process amongst others with a career fair, where international and local companies offer their internship opportunities. Internships are preceded by a "Workplace & Internship Readiness" module during the 7th semester and are supported by an "Internship Accompanying Seminar" during the 8th semester. The practical semester is a highlight of the bachelor, whereas the academic part seems to concentrate on academic education. It is strongly recommended to take adequate measures to bridge the gap effectively taking advice from an industry board, approving promoters for the professional fields responsible for the alignment and integration of academic and practical requirements and outcomes to be reviewed by external experts including alumni and other affiliates. [Recommendation 12]

The concept of Bachelor's and Master theses seems to thrive primarily on academic achievements. This corresponds to the classic research paradigm in business administration and economics. Modern paradigms such as action science or design science integrate scientific analysis and practical development. Therefore, the experts suggest considering opening the Bachelor's and Master thesis for professional assignment with full immersion in practice which could be coupled with the practical semester for extensive ventures.

The expert panel considers the career opportunities defined for graduates to be comprehensive and adequately as they reflect the demands of the professional field. They align well with the program's objectives, providing relevant, in-demand roles that offer scope for career advancement and interdisciplinary application.

Adding on to this, the experts noticed a large number of learning outcomes in the Business Administration courses. The Learning Outcome matrix for courses could therefore be restructured in the further development of all programs. It is therefore recommended to reduce and adjust the learning outcomes to key objectives of the individual study programs. [Recommendation 3]



In the following, each of the seven specializations will be assessed separately including both bachelor and master programs and additional recommendations as well as suggestions will be formulated.

Specialization 1: International Business

The expert group states that International Business has been historically established in the international academic community as an academic field approaching challenges rather from an economic than a business management perspective. To reflect the programs research focus, the labels could relate stronger to contemporary paradigms in the field. The International Business focus in the Bachelor's degree includes modules and syllabuses that are typical for degree programs in International Business Management, while the master's focus is directly related to international business and the relevant literature.

Career goals are defined in terms of management tasks and specific professional positions in the specialization areas but are only partially reflected in the learning objectives. However, this would be desirable for both students and employers. Actual challenges and opportunities in the professional field of business management in general and international business specifically should be reflected in the objectives and learning outcomes as well as concerning the different demands at the Bachelor or Master level.

It is observed that both Bachelor and Master's degree programs are aimed to prepare students for management tasks. Notably, the Bachelor's degree program encompasses a variety of modules that are explicitly related to leadership. This comprehensive inclusion equips graduates with the necessary competencies to undertake leadership positions effectively. Conversely, the Master's degree program does not explicitly incorporate leadership-focused modules. This suggests a curriculum design choice emphasizing the enhancement of academic and theoretical knowledge rather than practical leadership skills. Consequently, while the Bachelor's degree lays a foundation for leadership roles, the Master's degree appears to be tailored towards deepening one's academic understanding.

Specialization 2: Digital Marketing

The digital marketing specialization is emphasizing high-quality education, innovation, and especially responsiveness to the evolving digital landscape. Its objectives include developing students' technical mastery in digital marketing tools and strategies, cultivating strategic thinking skills, and enhancing problem-solving abilities. The program also focuses on interdisciplinary knowledge, integrating business, information technology, and data science to address real-world challenges. The expert group assess the program as well-designed to meet both, the professional requirements of the digital marketing field and the academic standards



expected at Bachelor and Master level. The comprehensive objectives and learning outcomes ensure that graduates are equipped with the necessary skills, knowledge, and professional oversight to succeed in their careers and contribute effectively to the industry to handle the dynamic and rapidly changing nature of digital marketing.

While the digital marketing program at GIU has many strengths, there are a few areas where optimization can be made. The offering of elective courses within each major and the total number of elective courses outside of a major could be expanded over time to provide students with more flexibility and the ability to customize their learning experience further. [Recommendation 2]

Some elective catalogues could also be opened to offers from other majors or faculties to encourage interdisciplinary learning and collaboration. Since most of the content at the master's level is geared towards the respective specialization, it is worth considering whether the degree awarded (Master's in Business Administration) should bear the name of the specialization (e.g. Master's in Digital Marketing).

Specialization 3: Finance, Banking & Accounting

The study specialization Finance, Banking & Accounting offers a comprehensive program to students aiming for careers within the finance sector and beyond. Regarding financial software systems, the expert group recommend providing access to the Bloomberg terminal as it would enrich the student's data resources in this specialization and is expected by many employers. [Recommendation 5]

After the on-site visit, GIU reported to use the software system Refinitiv Eikon (Thomas Reuters) especially for its broad data coverage, its user-friendly interface and its widespread use. The university informed to consider adding the Bloomberg terminal to provide multiple sources for data to the students.

For the Master's degree, the expert's group recommends adding a course on "Financial Econometrics" to deepen the econometric component in the Masters' degree specialization. While the course on Quantitative & Qualitative Research introduces students to Econometrics, students who aim to write their Master thesis could benefit from an in-depth training to conduct research on financial econometrics. In the experts' point of view, a course in "Financial Econometrics" not only enables students to analyse financial data in depth, but also prepares them for the real challenges of future jobs in finance and economics. [Recommendation 6]

After the on-site visit, GIU reported to introduce a Financial Modelling course in the Master specialization treating financial modelling through advanced use of Excel as well as programming tools (mainly R and Python) for statistical analysis and data visualization.



In line with GIUs objective to teach graduates to carry out demanding specialist and management tasks in companies across all industries, as well as consulting and financial analysis, it would be beneficial for students to add another course to the specialization. In the Bachelor's degree specialization, the expert group would like to recommend implementing a course on "Digital Finance", including trending topics like cryptocurrencies and fintech innovations. As the financial landscape is rapidly evolving, this course could help students to grasp the ongoing developments in the field of digital finance. [Recommendation 7]

After the on-site visit, it was pointed out that the course Financial Technologies (from the Business Informatics program) is planned to be offered as an elective for Business Administration students as the number of faculty members increases. Furthermore, GIU reported to offer a similar topic – the FinTech project – in the Corporate Finance course.

Specialization 4: Entrepreneurship, Small and Medium Enterprises

In line with the career paths outlined in the program description, specializing in Entrepreneurship and SMEs can lead to employment in small and medium enterprises, business planning or starting up a new business. Potential employers include Small and Medium Enterprises, business consultancy firms and startup incubators.

According to the expert panel, the structure of the program supports these main objectives and the defined learning outcomes very well. Specially designing and composing all aspects of a Business Plan as well as the entrepreneurial process as a whole was pointed out as a positive example of the curriculum. The expected student workload is clearly defined and transparent. Transition options were considered by the university as students who apply for a Master program and have not passed the necessary modules in their Bachelor studies can catch up the 30 ECTS credits in the respective specialization at the GIU.

The ongoing collection of feedback from the fresh graduate survey and the employer survey is welcomed by the experts. Annual analyses and the incorporation of the results are proposed for the continuous improvement of the programs.

The specialization Entrepreneurship and Small and Medium Enterprises (SME) addresses students who plan to work in their family business or start up a new company. The study program has been designed in cooperation with several German universities and is discussed with an external advisory board which meets occasionally during the year. It is recommended, that such meetings take place regularly per year in an official way. [see chapter 1.9 - Recommendation 12 – Establish an Industry Advisory Board]

The Entrepreneurship and SME specialization is a thorough study program both in the Bachelor and the Master program. A start-up lab is planned and new experiences will be



gained from a visit in July 2024 at HTW Berlin. It is highly recommended that the start-up lab will soon be institutionalized as it will raise innovation activities on the campus.

Specialization 5: Supply Chain Management

As described in the Program Mission, the strategic orientation of the GIU is international. The value chain in general and the flow of goods in particular are also organized globally. Therefore, the academic content of the SCM study program is seen as meaningful and important for the overall direction of the GIU by the experts.

General objectives and learning outcomes for the Bachelor's program and Master's program are defined. Both the general objectives and the learning outcomes reflect the knowledge and key competencies attributed to the respective academic degrees Bachelor and Master of Science in Business Administration. However, as explained in the following, the special features in SCM could be made clearer, for instance by following the chronology of the flow of goods.

The career options listed by the university are rated as appropriate from the experts' point of view. The Bachelor's and Master's degree in SCM enable graduates to take on specialist and management responsibilities in logistics, industrial and trading companies as well as in business consulting. The graduates can work worldwide with the knowledge they have acquired.

Additionally, sustainability aspects are present in both the strategic orientation and the curriculum. Students are being prepared for global challenges thanks to SCM's global orientation. The exemplary Master's theses provided by GIU have demonstrated the high academic standards of the university to the experts.

The experts assess the SCM curriculum to be contemporary in both width and depth. Generally, students are enabled to understand the challenges along the flow of goods and to be able to make targeted decisions. The modules are clearly outlined, and the content and lecture hours are well communicated to the students. The content of the SCM modules is completely convincing and stood out particularly positively. In addition to classic topics such as inventory management or network planning, current trends such as sustainability or predictive analytics are represented, supplemented by quantitative methods such as transport planning or location finding. It is not apparent that external stakeholders were actively involved in the design of the SCM program. [see Recommendation 12 – Establish an Industry Advisory Board]

In order to achieve a clear distinction and better marketing, it is recommended to rework the titles and descriptions of the courses. Concerning implementation, in the simplest case, this



might be addressed by using for instance terms like “Basics”, “In-depth” or “Application”. Furthermore, the module descriptions sometimes seemed to lack clarity. This also applies to some learning objectives, where concepts are used incoherently. Concerning the following objectives: enabling the students to “Explain global logistics strategies, global distribution centres, global inventory management and supply chain auditing” and “Infer the concept supply chains and the goal of supply chain management”. However, these objectives seem to lack coherence, as, for instance, distribution centres (DC) are part of the logistics strategy and inventory management is part of the DC strategy. Therefore it is recommended to re-label module titles and refine & align its content. [Recommendation 1]

After the on-site visit, GIU informed that the faculty already took measures to adjust the titles and descriptions of the courses.

Specialization 6: Real Estate Management

The specialization Real Estate Management is offered both at the Bachelor and Master level. It is a logical extension of the core curriculum and builds on previously acquired knowledge in the field of finance, management and marketing. It fits well with the overall mission of the institution. However, implementation has not been successful so far and due to a lack of student interest, the specialization is currently not yet offered. Two ways to improve the situations could be (1) to intensify the marketing of the specialization area and (2) to integrate the topics of real estate management in the early semesters of the Bachelor’s degree either as an elective or a required course so as to give students a chance to familiarize themselves with the field and develop an early interest in the topic.

The program was designed based on feedback received from practitioners, who see a large demand for this specialization in the Egyptian market. The main objectives of the bachelor program in Real Estate is to provide students with a broad foundation in all major aspects of business administration as well as thorough knowledge of real estate management with specific emphasis on application. Graduates from the Master program will additionally be able to apply informed decisions about real estate markets based on trends in international political and economic affairs. The experts assess the objectives of the program as matching the needs of the labour market. The sequence of courses at both, the Bachelor’s and Master’s level is logical and provides an understanding of major aspects of real estate management. At the Bachelor’s level, it could be considered to strengthen the course “Corporate Finance and Real Estate Financing” by adding coverage of the most important methods of real estate valuation, namely the sales comparison, income and cost approach. The course “Marketing, Sales and Ethics in Real Estate” could be streamlined by eliminating the coverage of ethics, especially



since the comprehensive coverage of ethical considerations is only scheduled in a later semester.

The following career opportunities have been identified: real estate agencies, brokerage firms, as well as national and international real estate developers. In the experts' point of view these seem to be realistic projections given the booming real estate market in Egypt. The individual courses are described adequately, and workload expectations appear to be realistic. Additionally, graduates are enabled to make positive contributions concerning the four purposes of higher education of the Council of Europe. The institutional approval process for the specialization in Real Estate is part of the approval process of the Business Bachelor, which follows national regulations, is clearly mapped out and transparent.

Particularly positively was the Bachelor course sequence in Real Estate providing an exposure to key aspects of real estate, namely institutional setting, development, valuation, and marketing. Equipped with this knowledge, graduates can pursue a career in real estate within a broad range of institutions.

Specialization 7: Tourism & Hospitality Management

The specialization in Tourism & Hospitality Management is available at both Bachelor and Master level. The Master serves as an expected progression from the core curriculum in the Bachelor, expanding upon foundational knowledge in areas such as Tour Operator & Travel Agency Management, Destination Management, and E-Business in the travel industry. This specialization aligns seamlessly with the institution's overarching mission.

The overall mission statement consists of a bullet-point list of broad, long-term strategic goals, which lacks more clear and concise definitions. For example, it remains unclear what is meant by an "innovative solid German education approach" or "German education model" in the GIU context. In most European universities, Bachelor and Master programs are based on the rules, regulations and guidelines negotiated and agreed upon in the Bologna Process, which has created the European Higher Education area under the Lisbon Recognition Convention. Both programs appear to be standard Business Administration programs with no specific, outstanding or innovative concepts that would match or reflect the aspirations spelled out in the mission statement. In other words, the ambitious mission statement is not reflected in any transparent Unique Selling Propositions (USPs) or Key Competencies (KCs) in the two specializations. Therefore, the university could consider developing additional short-term objectives, tactics as well as corresponding Key Performance Indicators (KPIs) or evaluation criteria, which would allow an assessment of how the strategic goals are being achieved in the two specializations.



As part of a conceptual implementation, neither the Bachelor nor the Master specialization in Tourism and Hospitality Management have commenced, i.e. they are currently not yet being taught and therefore external stakeholders or students have only been actively involved in the very early stage of the design and the development of this specialization. Internally, this would potentially be the role and task of the various QM committees at Board, University, Faculty and Student level.

General objectives and learning outcomes of the Bachelor as well as the Master program are defined. Both general objectives and learning outcomes adequately reflect knowledge and key competencies attributed to the respective academic degrees Bachelor and Master of Science in Business Administration. However, as will be clarified below, both specializations lack precise and clear statements with regards to specific objectives and learning outcomes.

Regarding the defined objectives of the study program, the statement “Apply business fundamentals of tourism and hospitality management into practice” in the documentation shall serve as an example, that learning outcomes for this major lack the specifics. Not only is the terminology being employed rather imprecise, but the wording also lacks a visible match in the curriculum or course descriptions. The same assessment applies to the Master specialization. [Recommendation 3]

In the Self-Report only a very narrow range of potential and possible employment opportunities for graduates at Bachelor level and at Master level are being mentioned. The anticipated objectives and learning outcomes are not adequately taken into account in these short lists, which do not do justice to potentially much wider employment opportunities, limited not only to the tourism and hospitality sector but ranging from managerial positions within the private business sector as well as the public administration segment at large to positions in research and education in general.

The experts find the expected student workload sufficiently defined and transparent. Although practical skills and experiences are emphasized throughout all Master programs, the experts suggest envisaging an internship for the “Tourism & Hospitality Management” major in the Master program as well.

Concerning the formal institutional approval process of study programs, the GIU has a QM system in place, which aims at aligning national standards with the ESG. Study programs and curricula are being designed, structured, evaluated, updated, etc. at four levels: the Students’ Curriculum Committee, the Quality Committees at Faculty level, the Quality Assurance and Accreditation Centre at University level, and the Quality Management and Accreditation Committee at Board level. As the two tourism and hospitality majors in question are not being taught yet, it has to be seen, how these four committees will interact and function in real time,



with regards to the appropriate and adequate development and implementation of the design and content of courses and curricula.

Structures and processes are assessed particularly positively by the expert group as they have the potential to aid in the design and development of successful Tourism & Hospitality courses and programs are in place.

Business Informatics (B.Sc. und M.Sc.)

The GIU presented a well-rounded study program for Business Informatics (BI). The program is in line with the recommendations by “Gesellschaft für Informatik (GI)” for BI, covering the four pillars of BI which are business administration, computer science, business informatics and other foundations.

In summary, the Bachelor program is well designed, and the workload is in line with ECTS expectations. The experts appreciate the excellent infrastructure provided by the university, including the use of state-of-the-art software SAP, Odoo and Signavio widely used in the industry. The teaching approach is project oriented, in line with skills required on the job market. GIU students receive regular mentoring and close supervision during their thesis.

In general, the Master program offers an interesting and relevant curriculum with well described courses. Given the high number of students in BI, GIU should consider offering more electives, also at an earlier stage of the program. Similar to the Business Administration programs, it is recommended to extend the electives-catalogue to the first 4 semesters. [Recommendation 2]

Regarding the job perspectives the experts noted that while “application development” is a viable career path, they suggest to list it less prominently (first in the list in the module handbook) to avoid students misconception of the programs nature. In order to optimally prepare the students for the international labour market and for jobs in German companies in Egypt, the experts suggest raising the German level to B2/C1 at the end of the programme, e.g. by achieving A2 at the end of the first semester and by offering one course per semester in German instead of English.

Modern job markets not only require subject matter expertise, language and soft skills but also the capability to self-organize and take ownership of own learning processes. Students could therefore be encouraged to take the learning process even more into their own hands by giving them the opportunity to create their own timetables and choose subjects per semester. This would possibly enable part time studies for students who work part time or have family obligations.



The mandatory internship is scheduled before writing the bachelor thesis. However, in reality students often seem to do the internship after the Bachelor thesis. Therefore, the expert group suggests to add this option to the curriculum and study plan to reflect this option as well. A further suggestion for the BI program is to consider creating an Advisory Board (5-7 persons from external industry, academic representatives as well as alumni) that meets annually with program representatives. [see Recommendation 12]

2.3 Conclusion

The criterion is **fulfilled**.

General Recommendations:

- The university should extend the electives-catalogue to the first 4 semesters. [Recommendation 2]
- It is recommended to reduce and adjust the learning outcomes to key objectives of the individual study programs. [Recommendation 3]
- The university should implement heads of program/specialization. [Recommendation 4]

Specific Recommendations:

Recommendations for the program “Business Administration (B.Sc./M.Sc.) with specialization “Supply Chain Management”:

- In the specialization, the module titles should be re-labeled and the content aligned. [Recommendation 1]

Recommendations for the program “Business Administration (B.Sc./M.Sc.) with specialization “Finance, Banking & Accounting”:

- Access to Bloomberg terminal should be provided to the students. [Recommendation 5]
- A course on "Financial Econometrics" should be added for the Master specialization. [Recommendation 6]
- A course on "Digital Finance" should be added for the Bachelor specialization. [Recommendation 7]



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

Institutions should ensure that the programs 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 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 programs, 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 programs 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.

Students Achievements



The achievements, successes or accomplishments of students are part of the Faculty of Economics and Business Administration's vision towards promoting practical and industrial experiences. Those achievements in student life may include personal academic or extracurricular events for the top performing students and classified as follows: Awards and Certificates (e.g. Fintech for youth "Finyology" competition), Conference participation (e.g. Seamless North Africa 2023 conference), workshop participation (e.g. MINT incubation program).

3.2 Assessment

The experts assess the curriculum as well developed containing a differentiated variety of teaching methods that are oriented towards the specified learning outcomes and content. According to both lecturers and students, the classical lecture format is largely based on real-life examples and two-way conversations between lecturers and students, as well as between students. This follows the concept of team learning, which encourages student engagement and places them at the centre of the course. The variety of methods among others includes assignments, tutorials, practical sessions, group projects and reports. The methodology is consistently adapted to take account of student feedback on how they can best absorb the material. Teaching methods are constantly being developed and sometimes adapted at short notice.

There are several ways in which students can ensure that complaints and suggestions are made and acted upon if they are useful. Students have the opportunity to provide feedback through the cyclical evaluations, direct and personal feedback to the responsible lecturer or to the Students' Committee. The evaluations offer the possibility of anonymous feedback and the discussions during the onsite visit have shown that concerns are also taken into account and incorporated into the design.

The experts found the assessment methods clearly structured and designed as well as accessible to students within the module handbook and examination regulations. The examination process meets the requirements in the broadest sense. The different types and number of examinations support the distribution of the workload as well as the awareness of the current progress of the studies. The dates of the exams are announced to the students via the internal system about two weeks before the exam. Some of the exams, especially the quizzes, are mainly in the second half of the semester. This leads to an avoidable high workload for students in some periods which could be reduced by coordinating the dates more even over the semester. It is therefore recommended that measurements are taken even further and try to balance the regular workload over the semester. A possibility to harmonize



this would be quizzes that might also be implemented in the first term of the semesters. [Recommendation 8]

To drive innovative ways of cooperation the experts recommend to add co-working spaces as a development potential for the coming years, in particular for the planned start-up hub. This learning space could be a further alternative to laboratories in other faculties for the business section. Opened up to other programs, it would also provide fertile ground for interdisciplinary exchange and innovative ideas. Such a co-working space could, e.g., consist of a work area and a more informal area with couches and a kitchen to encourage creativity. [Recommendation 9]

After the on-site visit, GIU reported that it will provide more co-working spaces with the expansion of its facilities.

Concerning the intended learning outcomes, the variety of examination forms exceeds expectations in this field. Most modules are assessed by at least four types of examination. Assignments, quizzes, midterms and finals are particularly common, but project work, for instance, is also assessed where appropriate. The methods allow a constant overview of learning progress and are used specifically to check certain learning outcomes. For the event of appeals, the interview with the administrative staff revealed that there is a predefined appeal procedure for reviewing grades.

The experts positively acknowledged the focus of the examination forms as they are designed very precisely in order to check the progress and certain skills of the students. There is also a strong focus on fair assessment. Furthermore, the experts would particularly like to mention the supportive relationship between students and lecturers that has been noted very positively in discussions with both sides as a valuable characteristic at GIU. As a result, both sides enjoy learning and teaching, which should significantly promote learning success. The teaching staff at the university are very committed to coaching their students and supporting them during lessons. Some assessment formats are anonymous, which was noted positively by the experts as it is very favourable for independent assessment.

3.3 Conclusion

The criterion is **fulfilled**.

Recommendations:

- The university should coordinate the quiz-dates across courses and distribute them evenly over the semester. [Recommendation 8]



- Co-working spaces should be provided to facilitate group work activities.
[Recommendation 9]

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 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 in order 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 at all high schools certificates i.e. Al-Thanawia Al-Amma and its equivalent, 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 program:

“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)
- Students development (e.g. career centre 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 programs 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

From the experts’ perspective, the admissions process is transparent and clearly defined. Admission depends on a number of criteria, namely (1) high school scores, (2) GIU Evaluation



Tests for Admission, and (3) identification of particular strength of students in their relevant fields, i.e. in business.

GIU works with a proprietary and comprehensive system that supports all the processes concerning admission, finances, progression and all relevant academic data. This system allows the timely response in case of deviations from the regular study sequence. Furthermore, the system is easily accessible for students and encourages them to keep an eye on their current study progress. Dropout rates have been low over the previous four years and range between 2.4% and 4.5%. A student is generally expected to take at least 60% of the regular study load in the Bachelor program. In the Master it is possible to study part time with a workload of about 40 to 60 percent, the maximum duration is not defined.

The programs are nationally accredited by the supreme council of universities ensuring that GIU certificates will be internationally recognized. GIU works with the European Credit Transfer and Accumulation System. The experts confirm that the recognition procedures are clearly defined in the Study Examination Regulations. The experts rate the transparency positively, as it has a positive effect on the awareness of potential and current local and foreign students. These regulations follow the Lisbon Recognition Conventions and enable the recognitions of prior learning from higher education if they are “substantially the same in both content and quality as the equivalent of GIU courses and with GIU equivalent grade of “C” or better”. In summary, the experts’ panel considers the recognition procedures at GIU to be appropriate.

Regarding the informative graduation documents provided by GIU, the experts confirm the completeness and the comprehensiveness of the graduation documents including graduation certificate and transcript of records. The certificate contains student personal information, information on the faculty granting the degree, the awarded major, cumulative grade and thesis grade. The Transcript of Records provides information about the student's individual study plan, including the number of hours completed, the number of courses taken and the degree awarded. Diploma supplements have been prepared and will be introduced going forward.

The expert panel would like to particularly honour the comprehensive system of student support which helps students to keep on track as well as reliably plan their courses. The GIU student support system includes not only the digital system and official regulations, but also personalized support and assistance for students. Another positive feature that particularly caught the experts’ attention is the availability of financial aid packages which make the program more accessible for students with a diverse background.

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

According to the GIU, the teaching staff of the Business Administration and the Business Informatics program consists of highly qualified academics from Germany, Egypt and other countries. In the appointment process for academic staff the candidates are examined, interviewed and selected in advance by a selection committee made up of the founding deans, GIU academic staff 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. Proficiency in English language, team work skills, as well as competence in designing and delivering different course formats in English are necessary competences. The following experiences are of particular importance to the GIU:

1. Relevant teaching experience at the undergraduate and postgraduate levels
2. An extensive record of quality publications in reputable and high-impact international journals
3. A track record of leading research programs and plans for future research
4. Experience of working with external organizations

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 programs to meet the planned future teaching and research needs of GIU. 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 have the opportunity to travel to attend conferences abroad.

Concerning the staff structure, there are currently 42 academic staff members, and 26 teaching assistants. In addition, humanities courses are taught by professors from the humanities departments respectively. With regard to the ratio of teaching staff to students, the GIU reports a ratio of 1 academic staff member to 26 students, which makes for a favourable teaching environment. In tutorials, the ratio is one teaching assistant to 25 students and in practical courses, it is one teaching assistant to 12 students.



The staff teaching load is defined as follows: Full professor have 8 teaching hours per week, Associate professors and lecturers have 12 teaching hours per week and teaching assistants have 14 teaching hours per week.

5.2 Assessment

5.2.1 General assessment for Business Administration (B.Sc. and M.Sc.)

The processes for recruitment, development, and evaluation of academic staff at GIU are generally clear and transparent. The recruitment process is well-defined, development opportunities are explicitly stated, and evaluation criteria are comprehensive. Candidates are evaluated by a selection committee based on their teaching capabilities, research contributions, external professional involvement, multicultural experience, and reputation at national and international levels. The involvement of a selection committee and the detailed selection criteria contribute to a transparent process. However, from the experts' point of view the document (Selection and Appointment Procedures for Academic Staff) could benefit from specifying how decisions will be communicated to applicants and what opportunities there are for appeal or feedback.

The documentation of the university provides clear information on the types of development programs available and the support for research activities. Full-time academic staff have opportunities to attend international conferences, apply for funding to publish in high-ranking journals, and undertake funded research trips. These initiatives are positively assessed by the experts as they support staff in keeping up with scientific advancements and contribute to their professional development.

The performance of academic staff is evaluated using various criteria and the criteria cover multiple aspects of academic performance, providing a comprehensive framework for assessment. End-of-semester feedback from students plays a significant role in the evaluation process, ensuring that student perspectives are considered in staff performance assessments. However, the process description document would benefit from further detailing how evaluation results are communicated to staff and the steps taken if performance issues are identified.

The GIU has established several research clusters to advance interdisciplinary collaboration and enhance research output. These include clusters focused on Sustainability, Economics and Society, and Digital Transformation. These clusters are found to be very well designed especially since they promote collaboration between teachers from different disciplines as well as networking with national and international research groups and interest groups.



The GIU invites guest speakers from multinational organizations and high-tech industries to give lectures and presentations. The experts very much welcome this initiative as it keeps faculty members and students up to date with the latest scientific developments and current events worldwide.

The support GIU offers to its teaching staff in the acquisition and implementation of new teaching methods and technologies is rated as comprehensive by the expert group. Regular training sessions, workshops, and a modern IT infrastructure ensure that faculty members are well-equipped to adopt innovative teaching practices. The experts value the institution's commitment to continuous improvement and feedback integration further enhances the effectiveness of these initiatives.

The experts came to the joint recommendation for all programs to increase the relevant practical experience among teaching staff. Although staff were found to be highly qualified to deliver the course, the experts felt that more practical experience would enrich the practical depth of the subject areas. In this context, the experts positively emphasized the young age of the teaching staff, which is associated with less time for practical experience in their careers. During the discussions, it became evident that the GIU finds the recommendation of increasing practical experiences relevant and aims to consider it for future hirings. In the following, the recommendation will be discussed further and some of the characteristics of the Business Administration program specializations program regarding teaching staff will be highlighted. [Recommendation 10]

Specialization 1: International Business (B.Sc./M.Sc.)

During the site visit, the experts engaged in discussions with the staff members of International Business. In the experts' point of view, the academic qualification of current staff members has a focus rather on academic than on practical experiences. While fully understanding the difficulties of acquiring both practical and academic qualifications at an early stage in careers in academia, the experts decided to recommend to increase the relevant practical experience of teaching staff members. This would further link research and teaching to practice. As a young institution, which the experts admire for its development so far, GIU is still on its way to fully achieving the breadth of qualifications and defined academic requirements and professional experience that it has set as its goals. GIU should take measures to empower the teaching staff by obligatory research and practice assignments in cooperation with affiliated industries and companies on a larger scale with part-time and/or temporary exemption for lectureships and private sector projects preferably in an international environment matching the university vision. The proposed exemption may include academic visits exploring other



teaching settings and methods in other countries, cultures and professional field. GIU could explore and support funding and provide funds itself to the staff members.

Specialization 2: Digital Marketing (B.Sc./M.Sc.)

The experts found the teaching staff at GIU very well-qualified to carry out the study program in Digital Marketing at both undergraduate and postgraduate level. Teaching staff members possess relevant expertise in digital marketing and related fields. They have a substantial record of quality publications in reputable and high-impact international journals. This background ensures that they are well versed in the latest trends and research in digital marketing. Their experience, professional development, and access to extensive resources ensure that they can provide high-quality education in digital marketing.

The teaching staff at GIU for the digital marketing program demonstrates strong expertise, a commitment to continuous development, and access to excellent resources. The experts found them highly motivated and eager to take up current trends, challenges and research and integrate them into their teaching.

Specialization 3: Finance, Banking & Accounting (B.Sc./M.Sc.)

Based on the assessment of the documentation provided and during the numerous discussions with the teaching staff at GIU university, the instructors in the specialization Finance, Banking & Accounting are found fit and appropriate to carry out their respective study programs. Moreover, during the onsite assessment and deliberations, the teaching staff provided adequate evidence that they possess substantial theoretical, methodical and pedagogical competence and communication skills. They are qualified to create a productive learning environment that encourages curiosity, critical thinking, and active participation. Generally, members of teaching staff have a supportive attitude and the ability to inspire and motivate students in their respective study programs. As outlined above, it would be advantageous in several instances to increase the relevant practical experience of the teaching staff.

Specialization 4: Entrepreneurship, Small and Medium Enterprises (B.Sc./M.Sc.)

GIU has clear and transparent processes for the recruitment and development of the staff. The requirements for academic staff include relevant teaching experience, a track record of leading research programs, an extensive record of quality publications and experience in working outside of academic institutions. As already elaborated above, not in all cases these extensive staff requirements could be covered especially in the area of working experience outside of universities. The lecturer of Entrepreneurship and SME however covers all requirements. For instance, the lecturer for Entrepreneurship and SME recently visited the



start-up lab at HTW Berlin. Periodical training and development programs for academic staff exist as well as the opportunity of research trips and visits of conferences which is assessed positively by the experts.

Specialization 5: Supply Chain Management (B.Sc./M.Sc.)

Upon evaluation of the supply chain management specialization, the assessment reveals that the academic team exhibits a high level of motivation and preparedness, as evidenced by their substantial publication output. Nonetheless, it is critical to acknowledge the young team's lack of practical logistics experience. In Germany, for instance, it is common for professors at universities of applied sciences to have five years of practical experience, including a three-year tenure in external environments. Furthermore, with regard to continuously ensuring the integration of contemporary supply chain management trends and strategies into the educational curriculum, the experts find practical experience crucial. Therefore, the experts would welcome increasing the relevant practical experience among staff, as recommended above.

Specialization 6: Real Estate Management (B.Sc./M.Sc.)

While the specialization in Real Estate Management has been developed at the faculty, it is currently not offered. Therefore, no teaching staff have been hired yet. Hiring will take place once it can be foreseen that the specialization will be offered. In view of the highly qualified staff at the faculty, the experts are confident that adequate appointments will also be made in the Real Estate Management specialization. Following the site visit, the planning process continued and the university expects to offer the specialization soon.

Specialization 7: Tourism & Hospitality Management (B.Sc./M.Sc.)

The Tourism & Hospitality Management specialization has been developed at the faculty and it is, similar to the Real Estate Management specialization, soon to be offered. Therefore, no teaching staff have been hired yet. In view of the highly qualified staff at the faculty, the experts are confident that adequate appointments will also be made in the Tourism & Hospitality Management specialization. Following the site visit, the planning process continued, and the university expects to offer the specialization soon.



5.2.2 Business Informatics (B.Sc. and M.Sc.)

GIU recruits the teaching staff mainly from own graduates and graduates from the German University in Cairo (GUC), as well as internationally. Lectures are usually held by lecturers with a doctorate in front of groups of up to 200 students, seminars by lecturers with a Bachelor's degree (in the Bachelor program) or Master's degree (in the Master program).

The academic qualification at the faculty is assessed excellently by the experts. Furthermore, the regular opportunities for members of teaching staff for acquiring new teaching methods are valued by the expert panel.

As mentioned above, the experts came to the joint recommendation for all programs to increase the relevant practical experience among teaching staff. Although staff were found to be highly qualified to deliver the Business Informatics courses, the experts felt that more practical experience would enrich the practical depth of the subject areas. GIU could consider reaching this by encouraging teaching staff to acquire practical skills via offering faculty internships in companies. In the experts' point of view, another approach could be the establishment of a faculty specialist centre in which teaching staff advise Egyptian SMEs as part of courses or scientific projects. Additionally, for the two specializations Real Estate Management and Tourism & Hospitality Management there is yet no teaching staff allocated, likewise with any conceptual accreditation. Even if its not made clear yet, the national requirements to run a program make sure that the specializations will start with a small amount of lecturers and they will grow over time. [Recommendation 10]

5.3 Conclusion

The criterion is **fulfilled**.

Recommendation:

- The relevant practical experience of teaching staff should be increased.
[Recommendation 10]

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. They support the students to get 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, e.g. direct access to fully equipped lecture halls and tutorial rooms, a library offering a wide range of physical book covering areas in business, marketing, accounting, finance, entrepreneurship, and international business, as well as statistical programs (SPSS and STATA) and several online databases.

Student Support Centre

The Student Support Centre at the GIU provides comprehensive support to applicants, undergraduate and postgraduate students across various areas. It offers guidance and counselling to students through personalized one-on-one meetings and correspondence through official communication channels. Its 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 facing educational difficulties hindering their progression through the individual study program.

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 covering multiple disciplines and books in various fields. The collections are available in German, English and Arabic. There is a wide range of physical books covering areas in business, marketing, accounting, finance, entrepreneurship and international business. Furthermore, there is data base access to Thomson Reuters Eikon as well as access to the EBSCO package which contains several databases relevant for Economics and Business Administration, e.g., Business Source Ultimate, EconLit with Full Text, Harvard Business Review.

IT Infrastructure and Service

The university is committed to provide state-of-the-art information technology infrastructure. The GIU is developing 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 centre. The centre 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 centre 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.

The Content Management System offered by GIU provides the students with the teaching material on and off GIU campus and a Student Electronic Administration System (semester work records, exam results etc.). The GIU IT centre 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 centre 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 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 program 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” program with advanced courses up to Level 10. Another option is to participate in extra summer programs 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

From the experts’ point of view, the overall learning environment is modern and comprehensive. The construction of the University Campus is still ongoing to provide more space for the growing number of students. The existing infrastructure is accessible and reliable with respect to the facilities as well as the IT and network infrastructure.

The general availability of literature can be challenging in Egypt and the university goes to great lengths to provide access to literature. Books and primary literature are primarily available online and a great variety can be accessed. Online access is considered sufficient. So the limited availability of physical books is not considered an issue by the students. Overall, the learning spaces and labs in the various faculties are sufficient. All buildings are quite new, so the high standard of all facilities is rated positively.

Students not living nearby the campus have the challenge of long commuting times from most areas in Cairo to the University Campus. These commuting times are likely to be reduced as the area becomes more developed and populated. However, the location of the Campus at present remains a challenge for some university members. Therefore, the experts suggest to further support modern ways of remote teaching and working. In a broader sense, the challenges with utility infrastructure in Cairo could provide an excellent opportunity for a sustainability initiative with a potential impact on Egyptian society. The experts suggest considering projects to reduce utility consumption or waste, recycling or production of green



energy on campus. The projects could be integrated into interdisciplinary teaching and would allow students to see and show results of their work on campus. The results of sustainability projects could further be a part of the university's marketing strategy.

Students can book additional support sessions if needed. Moreover, the Curriculum Committee ensures the adequate representation of the interests of the various student groups. The university provides students with access to literature as well as laboratories for individual development within and outside of the curriculum. Furthermore, it can be positively emphasized that GIU as a non-profit institution provides generous reduction in fees for high achieving students and for students with economic difficulties.

The administrative staff is sufficiently trained and often has valuable experience from earlier positions in other universities. The level of knowledge and experience in the supervising and administrative staff is generally high. Possibilities for them to further qualifications are given on the job and through lectures. There is a strong connection to foreign countries within the staff, especially to Germany. The skills in English (and partly German) language are mostly excellent. This favours student mobility and access to other countries in the experts' point of view. The teaching and administrative staff also comes from diverse backgrounds. This helps to ensure that the needs of the students are recognized and addressed. Teaching methods are frequently evaluated and developed on the basis of student feedback. There is close supervision (once a week) of Master and Bachelor thesis' work to follow the individual learning path of each student.

For the final theses, but also in general, the experts recommend implementing systematic checks for AI-generated content and plagiarism. With the advent of large-scale language models such as Chat GPT, AI-generated content has become increasingly prevalent. To ensure the authenticity and originality of academic materials, the experts recommend to develop effective control mechanisms, from the organisational and support side as well as by technical means. [Recommendation 11]

After the on-site visit, the GIU reported that there had not been implemented systematic checks for plagiarism at the university in order not to jeopardise students' copyrights. GIU informed that the internal system for checking plagiarism is on the agenda of the university council, with copyright also being taken into account.

Finally, it can be noted that the current state of the equipment provided is very modern throughout and in very good condition. The equipment provided is also taken into account in the evaluation surveys. There is a good flow of information to students about the availability of resources and how to use them. The general modern condition and availability of teaching



materials and facilities as well as the IT system was assessed particularly positively by the experts.

6.3 Conclusion

The criterion is **fulfilled**.

Recommendation:

- The university should implement systematic checks for AI-generated content and plagiarism. [Recommendation 11]

7 ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs 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 online-portal requires a student account and a password.

The university endeavours 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) in order to establish and maintain effective program management. By continuously monitoring and evaluating these KPI, the university aims to ensure the success and improvement of its programs.

Examples of student management using KPI:

- Monitoring the number of enrolled students as well as the retention rates
- Understanding the demographic characteristics of the students
- Analysing student data related to performance, progress, and outcome
- Student population profile and monitoring alumni students



7.2 Assessment

The university's IT system is modern and supports students in their learning process. The IT applications for the administration of the university and its students are largely self-written. The reason for this lies in the experiences with other universities where standard systems were used and adapted. As standard systems are often based on processes from European countries, it is often difficult to adapt them to the processes used in the Egyptian university landscape. The developers and its management are experienced with the programming of similar systems and seem to have overcome the usual challenges associated with the development of legacy systems.

The systems were mostly presented on charts with exemplary screenshots as well as occasionally with live systems. Test accounts were not provided. Based on the insights gained at the site visits and the fact, that none of the students complained about the IT-systems, the experts conclude that the administration systems are serving its purpose well.

Essential data about the student body was provided in the Self Evaluation Report. Further data was requested during the on-site meetings with the local staff but could not be delivered within the short timeframe of the visit. The documents supplied subsequently were the progression rates of the students (as summary data) and the evaluation results from the student surveys. From this material and from other sources of information (e.g. conversation with students), the experts rate the university's information management as adequate.

7.3 Conclusion

The criterion is **fulfilled**.



8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programs, 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 information about the establishment, mission, vision, faculties, admission, programs, etc. of the university. The admission steps and procedures are explained on the GIU website. They include information about the online application, the admission tests, and the student 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 update these profiles with news, events, and important information.

The experts were notified during the site visit, that the website is in the process of restructuring and renewal and is therefore not fully up to date. The assessment contains remarks and suggestions to support this process.

8.2 Assessment

The GIU website provides relevant information to the public, current and future students as well as their parents. It is comprehensive and well structured.

The experts suggest to add some relevant parts which provides useful information while helping to demonstrate the achievements of the GIU.

No information about the teaching staff is provided. We understand that this may be an issue with respect to competitive offerings for the staff. However, we consider the teaching staff to be essential information for the applicants. It should be considered to provide at least summary information.

It is encouraged to publish more detailed information about the modules, e.g. the course books and to add the career prospects for the Business Informatics Program.

Having experienced the remarkable GIU Campus facilities and the recent activities of the GIU the experts suggest giving both more room and attention on the website (e.g. photos of the campus and the facilities in the various programs). The “News and Events” Section on the



website is suggested to be kept more up to date to provide prospective students with information, e.g. about the most recent graduation event or career fair.

More room should also be given to the joint activities with the Industry, e.g., guest lectures, projects with companies, bachelor thesis' in companies. Career Fairs are also an important part of Industry cooperation and – by the way – also a significant source of funding as companies pay a significant fee for getting the opportunity to participate in career fairs at universities (as is the case, e.g., in Germany). The high value of those fairs not only for students but also for companies could be demonstrated more prominently on the website.

GIU's strategy is to be strong in research and practice, in the spirit of German universities of applied sciences. Teaching in Business Administration seems to be somewhat more academically oriented and is complemented by a practical semester, similar to German Universities of Applied Science where they are embedded in the practice-oriented training. Therefore, the architecture of the Business Administration program at GIU could be compared to an international business school. This could be even emphasized by the creation of a sub-brandlike, e.g., "GIU Business School of Cairo". This branding would create more visibility and uniqueness within and outside of GIU and could be particularly beneficial for the public image and the key focus areas of GIU. While the experts have not concluded on recommending such a rebranding, they are suggesting to GIU to start the discussion on its strategic positioning and whether GIU wants to position itself as a business school, HAW, or a research-based university.

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 programs 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 program. Any action planned or taken as a result should be communicated to all those concerned.

9.1 Implementation

All programs 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. Program revision is conducted at specified intervals, primarily based on ongoing monitoring of student progression, completion rates, workload, and other relevant data.

Each year, programs are revised with input from external stakeholders, such as employers and recent graduates, collected through annual surveys. The feedback from these surveys is analysed and communicated to the relevant parties to perform program enhancements and updates. Employers provide insights into the skills needed in the labour market via the Employer Survey. Graduates offer feedback on the learning environment, support services, learning outcomes, and workload adequacy through the Fresh Graduate Survey. Additional 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 programs and courses offered by the faculties. According to the university, the Curriculum Committee plays 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. Members are students from each batch in every faculty and an academic advisor. The feedback gathered is discussed in a meeting with the academic advisor. The advisor compiles a report for the Curriculum Committee head. At the end of the semester, students fill



out course evaluation surveys. This helps the university to understand the problems of students and improve the quality of teaching.

9.2 Assessment

The processes to regularly evaluate, review, and improve the programs are defined and set-up well and appropriately. From the conversations the experts had during the review it was concluded that the processes are executed properly.

- Since only the first graduates are leaving GIU as of now, the Fresh Graduate and the Alumni Survey are not really effective yet, but are expected to become valuable for future analyses.
- A similar situation holds for the Employer Survey which will only provide meaningful results in a few years. However, since GIU is focusing on industry relevance, the experts recommend to give the employers a stronger and more formal role in the feedback process. The establishment of an Industry Advisory Board could serve this purpose. It is a very common and proven way of including Industry Partners and employers into the feedback process and make sure that the education meets their goals. The experts understand that this is already under discussion at GIU and recommend to move forward on this subject. It is therefore recommended to implement regular meetings with an Industry Advisory Board for all programs. This would support the long-term orientation of the programs and effectively aligns and integrates academic and practical oriented research activities and the job market. Especially alumni could be part of the external reviewers assessing the outcomes. [Recommendation 12]

After the on-site visit, GIU reported to already have taken steps towards establishing an Industry Advisory Board. A task force has been set up in cooperation with the Career Office to suggest potential members from the university's pool of experts (i.e. employers and contacts from the internship programs). A faculty member is to chair the future industry relations committee.

Another regular survey, the End-of-Semester feedback report from students on each subject, was mentioned as part of the evaluation by the academic staff members. While this is important for the evaluation of the staff members, it is unclear how the results of these reports contribute to the overall Quality Assurance Cycle. Since this is direct feedback from current students, it would be beneficial to at least incorporate summary results to the overall quality measurement.

To get a deeper insight into the evaluation process and the data gathering, the reviewers have asked for more detailed data from the evaluation results from students as well as the progression rates during the on-site visit. While it was not possible to provide the data on short notice, a selection of reports was provided in the timeframe between the site visit and the



editing of the accreditation report. The sample provided shows meaningful information like, e.g., evaluation results and progression rates. The numbers match with the impressions that the experts gathered in the conversations during the site visit.

A table with university-wide Key Performance Indicators also exists. However, the role of the KPIs as part of the quality improvement has not become fully clear. The experts suggest to stronger include the KPIs in the process. It could be considered to also use the KPIs to evaluate the overall performance of the university, i.e. as sort of a scorecard. In this case, some of the KPI target values could be further adapted to the practical context at the university and serve as targets for the staff.

The regular communication between teaching staff and students including performance tracking is working well. There are regular meetings between teachers and staff and issues seem to be addressed in a timely fashion. This area is also supported by committees like the Advising Committee and the Mentoring Committee. In any case, the retention and deepening of the use of numerical values and scores is encouraged for the monitoring processes. The approval process of the study program is defined properly. The experts are confident that the programs and the approval process will be reviewed and developed independently in the following years.

9.3 Conclusion

The criterion is **fulfilled**.

Recommendation:

- The university should establish an Industry Advisory Board for the study programs.
[Recommendation 12]



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 program catalogues and all supporting documents needed for the external quality assurance process. The university applies for program accreditation every 5-7 years through reputable agencies, where its programs and self-reports are evaluated, feedback is provided, and accreditation is granted. The university utilizes this feedback to improve its programs. Additionally, the programs' bylaws are recognized by the Supreme Council of Universities. Furthermore, the programs bylaws are 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 analysed annually, and the results are used to enhance the programs as part of the external quality assurance. All feedback is gathered and delivered to relevant parties for program 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

In general, all universities in Egypt must ensure that their degree programs undergo an equivalence evaluation conducted by the Supreme Council of Universities (SCU). The council assesses the compatibility of the individual syllabi and bylaws with Egyptian standards and the corresponding degree programs offered within the country. The council also functions as a national accrediting body with defined requirements, similar to other international frameworks and is responsible for overseeing the academic programs of all Egyptian universities. Furthermore, all curricula must be structured in a competency-based format, subject to review by specialized committees from the relevant academic disciplines.

During the site visit, the expert group could see the commitment of the 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 the GIU is still a very young university that is establishing a coherent system for their daily tasks.

GIU systematically collects and analyses 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 and periodically reviewed by the Supreme Council of Universities and the Ministry of Higher Education in Egypt. This review process provides an additional layer of external quality assurance, ensuring that the programmes remain relevant and aligned with national and international standards.

Overall, the 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 the Standards and Guidelines in the Higher European Area (ESG) in the actual official version**

The study programs “**Business Administration (B.Sc./M.Sc.)**” with the specializations “International Business (B.Sc./M.Sc.)”, “Digital Marketing (B.Sc./M.Sc.)”, “Finance, Banking & Accounting (B.Sc./M.Sc.)”, “Entrepreneurship, Small and Medium Enterprises (B.Sc./M.Sc.)”, “Supply Chain Management (B.Sc./M.Sc.)”, “Real Estate Management (B.Sc./M.Sc.)”, “Tourism & Hospitality Management (B.Sc./M.Sc.)” and “**Business Informatics Program (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.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled**.

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **fulfilled**.



Standard 1.3 Student-centred learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **fulfilled**.

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **fulfilled**.

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled**.

Standard 1.7 Information management: Universities ensure that they collect, analyse and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled**.

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled**.

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled**.

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled**.

2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation.

Unconditional accreditation: Compliance with the standards

The institutional structures and performance fulfil all criteria. In case of substantial compliance, the experts may express recommendations for further improvement. These recommendations may be considered by the HEI with regard to the further improvement of quality.

Accreditation with conditions: Partial compliance with the standards

The institutional structures and performance do not completely fulfil at least one criterion. Certain aspects must be revised to ensure compliance with the standards. Unfulfilled criteria are likely to be met and must be fulfilled within the specified time period. As soon as condition(s) are fulfilled, the accreditation is granted for the complete accreditation period.

Refusal of accreditation: Non-compliance regarding one or more standards

The institutional structures and performance do not fulfil one or more standards. Major deficiencies and weaknesses are so significant that they are unlikely to be rectifiable within a reasonable period of time. In this case, the Accreditation Commission refuses the accreditation.

The HEI can suspend the procedure in order to extend the timeframe for rectifying the major deficiencies.

The peer group proposes the following accreditation:

- Accreditation without conditions

General recommendations for all study programs:

- The university should extend the electives-catalogue to the first 4 semesters.
- It is recommended to reduce and adjust the learning outcomes to key objectives of the individual study programs.
- The university should implement heads of program/specialization.
- The university should coordinate the quiz-dates across courses and distribute them evenly over the semester.
- Co-working spaces should be provided to facilitate group work activities.
- The relevant practical experience of teaching staff should be increased.



- The university should implement systematic checks for AI-generated content and plagiarism.
- The university should establish an Industry Advisory Board for the study programs.
- The university should strengthen its policy framework in terms of structure and maintenance.

Recommendations for the program “Business Administration (B.Sc./M.Sc.) with specialization “Supply Chain Management”:

- In the specialization, the module titles should be re-labeled and the content aligned.

Recommendations for the program “Business Administration (B.Sc./M.Sc.) with specialization “Finance, Banking & Accounting”:

- Access to Bloomberg terminal should be provided to the students.
- A course on "Financial Econometrics" should be added for the Master specialization.
- A course on "Digital Finance" should be added for the Bachelor specialization.



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 extend the electives-catalogue to the first 4 semesters.
- It is recommended to reduce and adjust the learning outcomes to key objectives of the individual study programs.
- The university should implement heads of program/specialization.
- The university should coordinate the quiz-dates across courses and distribute them evenly over the semester.
- Co-working spaces should be provided to facilitate group work activities.
- The relevant practical experience of teaching staff should be increased.
- The university should implement systematic checks for AI-generated content and plagiarism.
- The university should establish an Industry Advisory Board for the study programs.
- The university should strengthen its policy framework in terms of structure and maintenance.

Business Administration (B.Sc./M.Sc. with the Specializations: International Business; Digital Marketing; Finance, Banking & Accounting; Entrepreneurship, Small and Medium Enterprises; Supply Chain Management; Real Estate Management; Tourism & Hospitality Management)

The study programmes “Business Administration” (B.Sc./M.Sc. with the Specializations: International Business; Digital Marketing; Finance, Banking & Accounting; Entrepreneurship, Small and Medium Enterprises; Supply Chain Management; Real Estate Management; Tourism & Hospitality Management) are accredited without any conditions.

The accreditation is valid until 30 September 2030.

The following recommendations are given for the further development of the study programmes “Business Administration (B.Sc./M.Sc.) with specialization “Supply Chain Management”:

- In the specialization, the module titles should be re-labeled and the content aligned.



The following recommendations are given for the further development of the study programmes "Business Administration (B.Sc./M.Sc.) with specialization "Finance, Banking & Accounting":

- Access to Bloomberg terminal should be provided to the students.
- A course on "Financial Econometrics" should be added for the Master specialization.
- A course on "Digital Finance" should be added for the Bachelor specialization.

Business Informatics (B.Sc./M.Sc.)

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

The accreditation is valid until 30 September 2030.

