

Accreditation Report

Programme Accreditation of

German International University Cairo (GIU)

Faculty of Design and Faculty of Architectural Engineering:

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

Design (B.Sc./M.Sc.)

I Procedure

Date of contract: 25 April 2024

Date of the submission of self-assessment report: 03 October 2024

Date of site visit: 26.-27 October 2024

Attendance by ACQUIN office: Robert Raback, Kristina Beckermann

Accreditation decision: 05 June 2025

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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 programmes, lecturers, staff representatives, students, and alumni.

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

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II Introduction

The experts would like to thank the representatives of the German International University (GIU) as well as the students who took part in the discussions and willingly shared information, opinions and experiences within this peer-review process. The discussions were valuable not only for the assessment of the institution, but also for better understanding of the legal and sociocultural context of the local higher education system in Egypt.

The basis for the evaluation of the expert panel are the self-assessment report of the GIU as well as the intensive discussions during the site visit with the HEI management, deans and heads of the departments, heads of the study programmes, study programme coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programmes and their 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 taken into consideration.

The appointed expert group ensured that all aspects relevant to the accreditation procedure (e.g. legal, structural, social etc.) as well as the ESG and national criteria were considered. The peer-review experts include professors, a representative of the professional practice and a student representative. A certificate with the ACQUIN seal will be awarded upon accreditation of the study programmes.

1 The Higher Education System in Egypt

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

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

Universities are obliged to prepare detailed self-assessment reports, programme catalogues, and supporting documentation for external review. This documentation is assessed by

accreditation panels composed of academic and industry experts. Feedback from these evaluations is provided to the institutions, which then use this input to enhance their programmes and align them more closely with market needs and academic standards.

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

Overall, the accreditation process in Egypt's higher education system aims to ensure that institutions provide high-quality education, deliver 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 (GIU) is a non-profit institution headquartered in Cairo, Egypt, established on the basis 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. It is also based on the Presidential Decree No. 55 of 2019 and the decision of the Minister of Foreign Affairs. The GIU offers academic degrees based on German study curricula, academic standards as well as study rules and regulations, fully matching the Egyptian guidelines and which are recognized and accredited by the Egyptian Ministry of Higher Education and Research.

The GIU has been 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: Firstly, it aims to introduce an innovative German education approach that focuses on academic and professional expertise in order to nurture its 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 Architectural Engineering

The “Architectural Engineering” (B.Sc./M.Sc.) programmes at the German International University (GIU) are internationally recognized study programmes, that integrate technology and humanities, theory and application, aesthetics and architectonics.

This distinctive multidisciplinary model exposes students to local and global design challenges and prepares graduates to embrace commitment for a better and sustainably built environment.

Following the European Credit Transfer and Accumulation System (ECTS), the programmes offered by the Faculty of Architectural Engineering also fulfil the Bologna Agreement to produce compatibility and comparability with academic study programmes of German and European Universities.

Short information on the Faculty of Design

The Faculty of Design is an agile learning platform that enables students and teaching staff to collaboratively and interdisciplinary anchor Egyptian design in the context of societies, industries, and cultures of Egypt, the MENA region, and beyond.

The Faculty of Design is based on experiences and methodologies of the German Design education to raise a new generation of team-oriented specialists and executive staff, leaders, and entrepreneurs in an expanded field of design with a strong emphasis on sustainability, digitalization, economy, education, and culture. Students study design as an integral part of solving complex problems by using traditional and innovative practices and theories of an international network in system thinking as an indispensable part of a global circular economy.



3 General information on the study programs

3.1 Programme 1: “Architectural Engineering” (B.Sc.):

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	September 2021
Faculty/ department	Faculty of Architectural Engineering
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240 ECTS points
Number of study places per year	600
Number of students currently enrolled	110 (average number of first-year students)
Average number of graduates per year	/
Target group(s)	Egyptian and international applicants
Admission requirements	High school certificate, as specified in Academic Qualifications for GIU Admission of the Study and Examination Regulations of B.Sc. degrees (Art. 12), aptitude test
Form of study	Full-time
Tuition fee	

3.2 Programme 2: “Architectural Engineering” (M.Sc.)

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	September 2021
Faculty/ department	Faculty of Architectural Engineering
Standard period of study(semesters)	3 semesters
Number of ECTS credits	90 ECTS points
Number of study places per year	/
Number of students currently enrolled	/

Average number of graduates per year	/
Target group(s)	Bachelor graduates
Admission requirements	As specified in Study and Examination Regulation of the M.Sc. degrees (Art. 3)
Form of study	Full-time
Tuition fee	

3.3 Programme 3: “Design” (B.Sc.)

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	September 2019
Faculty/ department	Faculty of Design
Standard period of study(semesters)	8 semesters
Number of ECTS credits	240 ECTS points
Number of study places per year	300
Number of students currently enrolled	50 (average number of first-year students)
Average number of graduates per year	37
Target group(s)	Egyptian and international applicants
Admission requirements	High school certificate, as specified in Academic Qualifications for GIU Admission of the Study and Examination Regulations of B.Sc. degrees (Art. 12), aptitude test

Form of study	Full-time
Tuition fee	

3.4 Programme 4: “Design” (M.Sc.)

Location	New Administrative Capital, Cairo, Egypt
Date of introduction	October 2023
Faculty/ department	Faculty of Design
Standard period of study(semesters)	3 semesters
Number of ECTS credits	90 ECTS points
Number of study places per year	/
Number of students currently enrolled	/
Average number of graduates per year	/
Target group(s)	Bachelor graduates
Admission requirements	As specified in Study and Examination Regulation of the M.Sc. degrees (Art. 3)
Form of study	Full-time
Tuition fee	

4 Results of the previous accreditation

Not applicable

III Implementation and assessment of the criteria

1 ESG Standard 1.1: Policy for quality assurance

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

1.1 Implementation

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

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 the process of both national and international accreditation, on programme and on system accreditation level. This comprehensive approach ensures that the academic and professional programmes consistently meet the highest standards. Additionally, the university develops new courses and programmes, employing a future-oriented perspective in order 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 quality culture among the university's staff.

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 has its own Quality Committee.

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

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 and/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 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, violations of academic integrity are intolerable at the GIU.

1.2 Assessment

Quality assurance is a fundamental component of the GIU's academic strategy, as the institution is evidently 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, the 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 this 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. the process for reviewing examination results) exist rather independently. This might be related



to the university still being young, establishing these policies nearly from scratch and incorporating national requirements into the QA-system. Nevertheless, these documents would benefit from a standardized design and should be closer linked together in order to clearly reflect how the study programmes are organized, monitored and managed, and which representatives are involved in decision processes.

After the on-site visit, the GIU reported that to ensure all 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 to the students through the official channels with a detailed description of steps, timeline and regulations related to the process by the Student Affairs department.

The university holds several on-site orientations for students, for instance newcomers’ 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 these procedures and supports the action plan as part of the Quality Management System. In addition, teaching staff actively seeks personal feedback and discussions with students to adapt the methodology to the students' needs. The experts rate the student-centeredness in quality management positively. During the on-site visit, the experts observed a high student satisfaction as well as appreciation of the close-knit support relationship between the administrative staff, the teaching staff and the students.

1.3 Conclusion

The criterion is **fulfilled**.

2 ESG Standard 1.2: Design and approval of programs

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

2.1 Implementation

General

The GIU takes a strategic approach to programme design, development, and approval to ensure it fits the overall institutional vision considering programme provisions. A proper cycle of approvals is sought prior to offering any new degree 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 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 required.

“Architectural Engineering” (B.Sc.)

The programme “Architectural Engineering” (B.Sc.) can be studied either with the major in Architecture Design or in Interior Architecture.

Both majors have a standard period of study of 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 programme.

During the first two years, the students are studying a joint curriculum that lays the foundation through a focus on design, structures, history and theory, conservation and regeneration, construction, management and languages (English and German). At the beginning of the third year, the curriculum provides specialized courses for the respective major, allowing students to build solid and in-depth knowledge in their field of study while still visiting other courses together.

The curriculum consists of seven to eight courses per semester except in the final year, in which only two courses are offered in addition to the Bachelor’s Thesis in the seventh semester and a mandatory internship (5 months) in the eighth semester. Practical courses are integrated throughout the entire degree programme.

As stated in the self-assessment report, the pedagogical core of the programme embraces creative and collaborative approaches to design that enables students to experiment, test,



develop, and materialize their ideas using the most up-to-date technologies with the support of local and international experts.

A degree in Architectural Engineering from the Faculty of Architectural Engineering, according to the self-report, represents a top qualification for those interested in pursuing careers in the field of Architecture, Engineering and Construction (AEC) in Egypt and internationally. Graduates of the study programme will have solid practical and theoretical knowledge in the fields of Architecture Design, Interior Architecture, Environmental Design, Building Construction and Building Information Modelling (BIM). Graduates are therefore qualified for a wide range of careers in the AEC industry worldwide, dependent on their specialization.

Major 1: Architectural Design (B.Sc.)

The programme aims to prepare its graduates for the labour market and promotes their personal development. It thrives to provide them with a broad and advanced knowledge base.

A specialisation in Architecture Design, according to the university, can lead to employment in different scales of architecture firms and offices, community developers, and construction companies.

The curriculum for the Architectural Design major comprises specialisation courses starting from the fifth semester. These include courses like “Architectural Design Studio V”, “Architectural Design Working Drawings I”, “Sustainable Architectural Design” and “Introduction to Urban Design” in the fifth semester. The sixth semester consists of the courses “Architectural Design Studio VI”, “Architectural Design Working Drawings II”, “Conservation and Restoration”, “Housing” and “Project Management and Building Economics”.

The seventh and eighth semester consist of the Bachelor Thesis and Project, two electives, the module “Professional Practice: Legislations and Contracts”, “Business Ethics and Workplace Readiness” as well as the Internship.

Major 2: Interior Architecture (B.Sc.)

The programme aims to prepare its graduates for the labour market and promotes their personal development. It thrives to provide them with a broad and advanced knowledge base.

A specialisation in Interior Architecture can, as stated in the self-report, lead to employment in different scales of architecture firms and offices, Interior Design offices, furniture design firms and construction companies.

The curriculum for the Interior Architecture major comprises specialisation courses starting from the fifth semester. These include courses like “Interior Architecture Studio V”, “Interior



Architecture Working Drawings I”, “Sustainable Interior Architecture” and “Product Design” in the fifth semester.

The sixth semester consists of the courses “Interior Architecture Studio VI”, “Interior Architecture Working Drawings II”, “Furniture Design”, “Light Design” and “Project Management and Interior Design Economics”.

The seventh and eighth semester consist of the Bachelor Thesis and Project, two electives, the module “Professional Practice: Legislations and Contracts”, “Business Ethics and Workplace Readiness” as well as the Internship.

“Architectural Engineering” (M.Sc.)

The programme “Architectural Engineering” (M.Sc.) integrates, as stated in the self-report, technology and humanities, theory and application, aesthetics and architectonics. This multidisciplinary model exposes students to local and global design challenges with the aim to prepare the graduate to embrace commitment to a better and sustainably built environment with a specific emphasis on the smart global approach.

The goal is to allow students to pursue advanced studies and develop their skills to prepare for further academic or professional careers through an innovative solid German education approach that focuses on academic and professional expertise and the nourishment of the students’ talents and competencies.

The standard period of study for the consecutive degree programme is three semesters with 90 ECTS credits (30 ECTS credits per semester). However, for students lacking the prerequisite knowledge, up to 30 ECTS credits of qualifying subjects may be added. The first semester comprises 5 courses, the second semester 3 courses and the third semester focusses on the Master Thesis (30 ECTS credits). It typically spans a duration of 6 months, during which students delve into in-depth research and analysis within their chosen area of specialization.

The programme offers two majors of study as a continuation of the specializations offered in the undergraduate program, namely, Architectural Design and Interior Architecture.

The GIU aims to produce responsible, committed, and socially engaged aspiring architects capable of dealing with both local and global architectural challenges. The program, as stated in the self-report, commits to excellence in research, education, and social engagement. The university promotes innovative and creative design thinking, crossdisciplinarity, and critical inquiry to advance knowledge.



Graduates of the Master study programme should have solid practical and theoretical knowledge in the field of Architecture Design and Interior Architecture, including a specific focus on sustainable design and digital tools within smart communities.

Major 1: Architectural Design (M.Sc.)

The Architectural Design Major, according to the university, focuses on different building design aspects with emphasis on the dimensions of sustainability being environmental, social, and economic. Studies in this major address historic and contemporary architectural design approaches and up-to-date techniques and methods. The major also explores computational applications and its integration in the design process.

Specializing in Architectural Design can, according to the self-report, lead to employment in different scales of architecture firms and offices, community developers, and construction companies. Since students are exposed to both theory and design-based courses in order to maintain a balance between research and application, graduates are capable to join academic and research institutes in addition to Architecture oriented startups and community development NGOs.

The curriculum consists of general courses and specialisations according to the respective major.

During the first semester, beside the modules “Architectural Research Methods” and “Computational Design & Fabrication Technologies”, students are taking the courses “Advanced Architectural Design Studio I”, “Elective (Theme: Advanced Sustainable Building Design)” and “Context Responsive Architecture”.

The second semester includes the course “Research Proposal and Seminar” as well as the major specific courses “Advanced Architectural Design Studio II” and “Elective (Theme Smart Architecture)”.

The module “Master Thesis and Colloquium” extends over the third semester.

Major 2: Interior Architecture (M.Sc.)

The Interior Architecture Major, as stated by the university, focuses on the aspects of interior design. Studies in this major address the complexity and sophistication of the interior design process. The programme recognizes the necessity of integrating engineering aspects in formation of interior spaces.

Specializing in Interior Architecture can, according to the self-report, lead to employment in different scales of architecture firms and offices, Interior Design offices, furniture design firms and construction companies. Since students are exposed to both theory and design-based



courses in order to maintain a balance between research and application, graduates are capable to join academic and research institutes, product design firms and manufacturers.

The curriculum consists of general courses and specialisations according to the respective major.

During the first semester, students take the modules “Architectural Research Methods” and “Computational Design & Fabrication Technologies”, “Advanced Interior Architecture Studio I”, “Elective (Theme: Advanced Sustainable Interiors)” and “Context Responsive Interior Design”.

The second semester includes the course “Research Proposal and Seminar” as well as the major specific courses “Advanced Interior Architecture Studio II” and “Elective (Theme Smart Interior Architecture)”.

The module “Master Thesis and Colloquium” extends over the third semester.

“Design” (B.Sc.)

The Bachelor programme in Design can be studied with the major either in Industrial Design or in Fashion & Jewelry Design.

Both majors have a standard period of study of 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.

During the first semester, the students of both majors visit the same courses that lay a joint foundation. The curriculum that includes globally recognized educational methodologies, combined with the rich cultural and artistic heritage of the region as well as language courses within the first two years (English and German). The programme promotes teamwork and strives on multidisciplinary and multicultural environments. It aims to enhance the ability of its students to work effectively under time pressure, meet deadlines, and follow the lifelong learning approach.

Starting with the second semester, the curriculum provides specialized courses for the respective majors, allowing students to build solid and in-depth knowledge in their field of study while still taking some courses together across both majors.

The curriculum consists of 37 modules for the Industrial Design Major and 39 modules for the Fashion & Jewellery Design Major, providing students with a broad and advanced knowledge base. In the same way as the internship is integrated into the curriculum, practical courses are incorporated throughout both curricula.



Graduates of the degree programme will have solid practical and theoretical knowledge in the fields of Industrial Design, resp. Fashion and Jewellery Design which will allow access to a diverse range of careers in the global design industry, depending on the chosen specialization.

The first semester comprises the modules “Form and Material”, “Visual Communication”, “Still Image” “Visual Techniques”, “Digital Media”, “Text Language, Communication”, “Introduction to Academic English/English for Academic Purposes” and “German I”.

In the second semester, all students visit the modules “Design Basic”, Design Theory I”, “Critical Thinking & Scientific Methods” and “German II”.

In the third semester, students of both majors take the courses “Conceptional Design Basic (I)”, “Design Theory II”, “Communication & Presentation Skills” and “German III”.

The fourth semester consist of “Design Main Project I” and “Design Short Term Projekt I” which are specific to each major and the module “Research Paper Writing” in addition to the module “German IV”.

In the fifth semester, all students take the module “Design Main Project II”, again specific to each major, as well as the module “Presentation, Rhetoric, Portfolio”.

The sixth semester offers the courses “Design Main Project III” and “Design Short Term Project II” (major specific), as well as the module “General Studies: Ethic and Law”.

The final year of the programme consists of the modules “Bachelor Thesis and Colloquium” and “Design Concept” in the seventh semester and the modules “Business Ethics”, “Internship-Accompanying Seminar” and “Internship” in the eighth semester.

Major 1: Industrial Design (B.Sc.):

Specialised courses start in the second semester with the module “Design Basic II”, followed by the module “Conceptual Design Basic II” in the third semester.

The fourth semester allows students of the Industrial Design major to take the courses “Material/Sustainable Manufacturing” and “CAD / 3 D Prototyping”.

In the fifth semester, the study plan recommends the specialised courses “Sustainable Design Process” and “Design Discourse I” as well as the course “Universal Design Thinking and Intercultural Competence” in the sixth semester.

Major 2: Fashion & Jewelry Design (B.Sc.):

Specialised courses start in the second semester with the module “Fashion Technology I”, followed by the module “Fashion Technology II” as well as “Textile Materials” in the third semester.



The fourth semester allows students of the Fashion & Jewelry Design major to take the courses “Fashion Technology III” and “Digital Documentation”.

In the fifth semester, the study plan recommends the specialised courses “Multi Media and Fashion Event”, “Product Management, Calculation” and “Fashion Technology IV” as well as the course “Fashion Management and Marketing” in the sixth semester.

“Design” (M.Sc.)

The Master programme in Design, as stated in the self-report, contributes to the mission of the university by introducing an unique university teaching and learning experience in the fields of Industrial Design as well as Fashion and Jewelry Design through an innovative German education approach that focuses on integrating advanced research, collaborative learning, and practical skills to prepare the students for solving real-world challenges.

The master’s degree is a consecutive degree with a standard period of study of 3 semesters (1.5 years) with 90 ECTS credits (30 ECTS credits per semester), including a master thesis of 30 ECTS credits. However, for students lacking the demanded prerequisite knowledge, up to 30 ECTS credits of qualifying subjects may be added. The master thesis typically has a duration of 6 months, during which students delve into in-depth research and analysis within their chosen area of focus.

The GIU aims to cultivate a dynamic educational environment where students engage in practical projects and scholarly inquiry. By integrating advanced research methodologies with experiential learning opportunities, the university wants to prepare graduates to excel as innovative designers who address contemporary challenges with creativity and expertise. The programme emphasizes sustainability, inclusivity, and ethical practices, aiming to shape future leaders who positively impact the global design community. The university’s mission is to educate and inspire future leaders in fashion, jewelry, and industrial design by integrating advanced research, collaborative learning, and practical skills into the curriculum.

Graduates should be empowered to innovate responsibly, making meaningful contributions to the global design landscape.

The Design Master’s programme, according to the self-report, prepares its graduates for the labor market and promotes their personal development.

The master’s degree in Design qualifies for careers in the field of Design in Egypt and internationally. Graduates of the Master study programme will have solid practical and theoretical knowledge in the field of Industrial Design or Fashion and Jewelry Design with a specific focus on the topic’s sustainability, digital integration and universal design. Master’s degree holders are enabled to find employment in independent design firms, corporate design



divisions, brand agencies, governmental bodies, service enterprises across industries, and cultural institutions.

The curriculum consists of the module “System Design” and two electives in the first semester in addition to the first practical project module “General Design Project” which is specific to the chosen major, followed by the modules “General Design Project Review”, “Master Thesis Preparatory Courses” and “Design Project” (specific to the respective major) in the second semester.

The third semester solely focusses on the module “Master Thesis and Colloquium”.

2.2 Assessment

General

Before taking a closer look at the programmes, there are some general points, that the expert panel found in all programmes of the bundle. The experts were in general very satisfied with the design of the programmes at the GIU. The programmes are generally in line with the GIU's mission statement and overall strategy, taking into consideration, that it is, due to cultural norms, articulated very ambitiously.

The information provided by the university within the self-evaluation report as well as the discussions on site have well outlined the processes and systems in place regarding the processes of designing and approving a study programme at the GIU. It appears to be a very well, reasonably structured system of evaluation and feedback from students, faculty and employers, which is conceived as a circular process.

In line with the goal of a student-oriented development strategy, the student Curriculum Committee is set up to advise on the quality and development of the curriculum together with the teaching staff on an ongoing basis. According to the experts' opinion, this measure contributes positively to the fulfilment of the criterion (see 1.9).

The review panel gained the impression that, albeit the cultural differences, the present study programmes provide students with an academic education that meets the standards of the Council of Europe on a broad academic basis, with the necessary freedom for personal development and the opportunity for an adequate professional career as a constructive member of an open, democratic society.

In the self-evaluation report as well as during the discussions on site, the experts gained an insight to the process for implementing a new study program, which has to be compliant to the general regulations of an academic study programme and in line with the institutional vision and mission. Approval is then granted by the Board of Trustees, the deans and external



reviewers, whereby the latter could even be defined in more detail if deemed necessary during the ongoing development of the university. The decision criteria are a market study, a tested academic concept and the available resources, before the necessary approvals must be obtained from the Ministry and the Board of Governors of the universities. Due to these processes, the criterion can be considered fulfilled.

During the site visit it became clear that there is a large number of learning outcomes in the courses of all programmes. As the corresponding matrix is very broad and difficult to analyse, the experts advise the GIU to restructure this matrix as part of the ongoing development of all programmes. Streamlining the learning outcomes could help to further sharpen the profile of the courses. After the on-site visit, the GIU clarified that the number of learning outcomes in the B.Sc. catalogues cannot be reduced as per 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.

Nevertheless, it would be desirable to work continuously within the framework of the legal conditions in order to reduce and specify the learning outcomes (key objectives of the study programme) and constantly examine the possibilities of further optimizations.

Throughout the discussions on site it became clear to the expert group that the module catalogues provided for the accreditation didn't align with the actual practice. Also, the course catalogues are sometimes a little unwieldy as a reference tool. For example, the description of the fashion/jewelry courses isn't consistent even if the objectives include jewellery and/or accessory design, the content, focus, equipment, programmes and outcomes tend to be described only in terms of fashion. The expert group therefore recommends updating the module catalogues and referring study documents to better show the latest developments (Recommendation 1). As part of the revision, it could be beneficial for the quality of the degree programmes to create a comprehensive catalogue of electives (see Assessments 2.1.1, 2.1.2, 2.2, 2.3) in order to further strengthen the individual artistic profile and personality of the students and to define the objectives of the degree programmes more clearly in terms of the balance between artistic competence and employability.

Also, the experts regard the university's mission statement to be reflected in the aim for a high-level education relating to the German academic system with its main goal being the training of graduates who are able to find placements in the global market. This goal is supported by national as well as international networks within the educational sector and furthermore networks within the dynamic and advancing global labour market.



“Architectural Engineering” (B.Sc.)

The aim of the Bachelor's degree programme is to enable the students to develop high-quality architecture, respectively spatial planning from an aesthetic and technical point of view, which considers the needs of the user, relevant ecological concerns and the necessary economic aspects, but also enables qualified communication with the trades involved in the construction.

The curriculum, in face of the largely identical academic training, provides a sensible introduction as well as the opportunity to acquire the skills to meet the necessary requirements.

The experts affirm the university to prepare their students gradually from an early stage for the need to form their own perspective and objectives. Ultimately the decision will be up to the graduate to find their field of activity with such extensive and well-founded tools.

Overall, the learning outcomes of each major are well formulated and follow the usual requirements of a consecutive study programme of architecture/interior architecture. Due to the conformity of the curriculum with the standards of the German chamber of Architects, the GIU's commitment to reference German systems, as well as to train its graduates for the German market, is clearly demonstrated. This also ensures international comparability of the degree program, allowing to study within exchange programmes.

The curriculum follows a logical development from the teaching of basic knowledge to subject-specific skills and abilities, which are permanently accompanied by design studios. From the sixth semester onwards, the differentiation between the two majors becomes more pronounced through the targeted content, which promotes the specific qualification of the students for architecture and interior design.

The self-evaluation report shows that the GIU maintains extensive partnerships with national and international companies to offer students the best possible conditions for the mandatory internship. The internship is placed in the 7th semester of the programme, which could give the impression that it serves exclusively to secure a career. The experts therefore suggest that when advising students on the selection of internships, the focus should be on content-related aspects that the students are pursuing in order to further develop these content-related components in the internship. According to the experts, the focus should rather be on developing an independent perspective for the architectural profession in general. Two internships in different semesters and on different aspects of content could therefore further strengthen the quality of the graduates and thus the course.

Students are provided with help in planning and organizing the internship and moreover the university is monitoring and examining the programme, which was perceived very positively by



the experts. The GIU also provides a template for a cover letter to apply for an internship in addition to the regulations for carrying out the internship.

“Architectural Engineering” (M.Sc.)

The aim of the Master's degree programme is enabling students to develop high-quality architecture respectively spatial planning from an aesthetic and technical point of view, which considers the needs of the user, relevant ecological concerns and the necessary economic aspects, but also enables qualified communication with the trades involved in the construction.

Architects have a wide range of opportunities to pursue this profession. The field can range from working as an assistant in a standard office to independently managing their own office. The curriculum provides a sensible introduction as well as the opportunity to acquire the skills to meet the necessary requirements. In the end, graduates should be prepared to form their own perspective and objectives.

The experts affirm the university to prepare their students gradually and from an early stage for the need to form their own perspective and objectives. Ultimately the decision will be up to the graduate to find their field of activity with such an extensive and well-founded toolbox.

The objectives for each major primarily include the application of the learning outcomes gained in the Bachelor's degree at a higher level, emphasizing the necessity of concept development through intensive research. The difference between the two majors is most evident in the goal of developing academic writing skills and practicing professional presentation, communication and cooperation skills as a learning objective for students of the Master's degree in Architecture, whereas graduates of the Master's degree in Interior Architecture are expected to have strong design skills instead of academic writing skills as a learning objective. Perhaps this discrepancy is only due to the effort to highlight a noticeable difference despite the parallelism between the two courses (see above).

Overall, the learning outcomes of each major are well formulated and follow the usual requirements of a consecutive study programme of architecture/interior architecture. Due to the conformity with the standards of the German chamber of Architects, the GIU's commitment to reference German systems, as well as to train its graduates for the German market, is clearly demonstrated. This also ensures international comparability of the degree program, allowing to study within exchange programmes.

The Master's programme, albeit being in the early stages, shows great potential for the students to further improve their professional profile and continue their studies at the GIU.



Summary quality assessment “Architectural Engineering” (B.Sc./M.Sc.)

Overall, the expert group assesses the Architecture and Interior Architecture programmes very positively and finds them to be comprehensive programmes providing a broad education for the students. The objectives and learning outcomes reflect the demands of Bachelor and Master level education by promoting a comprehensive understanding of architectural principles and advanced skills in design, development and craftsmanship.

On Bachelor level, the emphasis on foundational knowledge, practical skills, and ethical conduct prepares students for entry-level positions and continuous studies. On 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 more explicitly stated objectives of the two fields of study describe the qualification to be acquired in the planning process, to use the essential steps in a targeted manner, to become aware of the significance of the chosen location, cultures, identities, technical development, etc. A clear differentiation takes place largely through the substitution of the term architecture by interior design and the importance of integrating the special scale levels from urban planning to furniture design. Therefore, it would also be desirable to differentiate more clearly between the two fields of study and, in doing so, to sharpen the profile of the interior design profession, preferably with a cultural focus that is reflected not only in the design of the results but also in the tasks set and the research priorities.

A stronger focus in each Master's major on scientific work, both theoretical and practical, would be desirable, as would, overall, a clearer differentiation between the two majors. As part of the overarching strategy of an integrative and interdisciplinary approach to teaching and research, both the Architecture and the Interior Architecture major are well interwoven. The experts consider it sensible to consistently highlight and independently develop specific aspects of each major in order to reflect the ongoing changes on the national and international labour market and do justice to those developments. While this criterion is fulfilled, it however is advised to further strengthen the singularity of each major within the curriculum. Furthermore, the experts consider an interdisciplinary and faculty wide electives catalogue as great potential for the qualifications of the students and therefore the quality of the programmes. Students could strengthen their individual profiles and deepen their understanding of specific aspects of the respective subject culture. This could be established from higher semesters onwards. (Recommendation 2).

The relatively high attendance times with at least 30 hours per week seem to hardly leave enough time for self-directed studies and could, in the opinion of the experts, be gradually



decreased over the course of the programme in favour of the independent study time and thus the development of the learners. According to the experts, reducing attendance times over the course of the program could further strengthen students' development of their unique design personality. The only exception to this focus on attendance time seems to be the thesis semester and of course the practical semester, which is probably academically supervised but largely takes place in an internship.

With regard to the latter, the question may be raised as to whether it could be more sensible to include the internship at an earlier stage of the programme; on the one hand, it is surprising to have to complete coursework after passing the final examination, and on the other hand, it can have a positive effect on students' development to measure themselves against reality during the course of their studies.

A more critical examination of the four purposes of higher education of the Council of Europe would be desirable. Also, it seems desirable to show the results of the study and research work in an annual exhibition (often known in Germany as "Rundgang") in addition to the yearbook. The experts furthermore suggest to establish a series of lectures in which international designers, architects and urban planners are invited to exchange ideas on a selected overarching topic. Finally, the study programmes could benefit from an interdisciplinary cooperation between the fields of design, fashion design and architecture.

With its degree programmes, the Faculty of Architectural Engineering underlines the performance expectations of its students in line with the university's self-image. As the youngest faculty of the university the admission rates are at a moderate and comprehensible level. Against this background, the impact on the overall vision and mission is, at the time of the procedure, understandably minor but is deemed to increase over time and will be of interest for the next accreditation period.

The student workload, in principle, is clearly and adequately communicated in the module handbook and a process for the workload evaluation is in place.

The experts would particularly like to emphasize the high quality of the first yearbook of this still very young faculty. All results and work samples meet the applicable standards and showcase the programmes' ability to inspire the students and translate their enthusiasm into positive creative personal development.

"Design" (B.Sc.)

Due to the young age of the university and relatively young programmes, the design course is only 4 years old. The Industrial designers from the GIU are new and/or not yet known to Egyptian companies, so it is understandable that a wide range of possible professions was



listed in the self-report. This variety of skills listed (professions from product development, game design to narrative design (B.Sc.) from 3D modelling, animation art set design for movies and series information design to interface design (M.Sc.)) are only reflected in the consecutive manner throughout the curriculum (see 2.1 General Assessment). For example, 3D Branding (Brand Design) will only be taught as an elective in the master's programme. Elective subjects and/or specifications therefore may have to be introduced from the 4th or 5th semester onwards to already equip the Bachelor graduates with the necessary skills to meet the qualification goals.

The proposed objectives for the fashion and jewelry major do reflect the requirements of various contexts within the professional fashion and jewelry fields. If anything, they are quite extensive and currently not fully aligned with the actual outcomes, which might be due to the fact that there still only are a few students enrolled. With that being said, the focus on narrative and artistry, culture and self-expression leads to the expectation that these contents should be addressed a bit earlier and more intensely in the curriculum in order to give the students the chance to mature in their own development. In regards to fashion, aspects which cover technical aspects and styling, marketing etc. seem relevant to the course content, learning curves and outcomes of the students. In order to be competitive with an international expectation of graduates, it might be helpful to evaluate if these aspects need to be developed further, given a bit more room and emphasis in the curriculum in order to achieve a required level of design maturity and excellence. A system of electives within the fashion design and jewellery design major could help students in their chosen focus (market-oriented, focus on communication, pret-à-porter design, own label, etc.) get more specific input and knowledge.

In respect to jewelry design, the objectives imply a similar comprehensive width the current position of the jewellery content cannot yet attain. As an independent jewelry department is seemingly planned – and would be internationally welcomed – the key assessment is, that the list of objectives and the title of the department as “fashion and jewellery design” currently are reflected only in the concept draft of the curriculum but not yet by the structure and resources. The expert group nonetheless is sure of the potential that was shown in the self-report and the discussion rounds.

“Design” (M.Sc.)

The concept presented for the master's degree with both majors shows great potential for being a viable option for bachelor graduates from the GIU itself as well as graduates from other universities.



For the industrial design major elective it would be beneficial if courses like business administration and/or production, planning, engineering, project management would be integrated more transparent in the curriculum. As for the fashion design and jewellery design major system of electives could help students in their chosen focus (market-oriented, focus on communication, pret-à-porter design, own label, etc.) get more specific input and knowledge.

Overall, the accreditation period could be used to gather evidence of improvement areas in the curriculum as well as the structure of the programme itself.

Summary quality assessment “Design” (B.Sc./M.Sc.)

Through practical experience and close collaboration with industry partners, students are trained to become visionary designers who are ready to make significant contributions to the global design landscape. The departments seem to be developing well to fulfill the goals set in the mission statement.

The workload is, under the prerequisite of individual student needs and peak loads during certain phases of projects, deemed accurately calculated. Therefore, the continuous monitoring process is especially important for the arts and design programmes of the university. The expert group wishes to emphasize, that in the design programme one cannot just "learn" certain skills by addressing them, they need to be experienced, developed, fine-tuned, critically examined and lived-in. Starting earlier on the design-project could help to balance out a perceived higher workload while also addressing the issue of allowing for longer design ability development time for the students.

Not only because of the university's name the department strives for a greater international exchange of students after and during the bachelor's programme. The international connection that is already in play (project with Dior) speaks for the professional network already in place and its continued potential. On account of the long duration of the fundamentals, the first main design projects only begins in the 4th semester. This may lead to difficulties, and it is to be expected that achieving the same level of practical experience and with that admission to a European University might be challenging. As of now, with a few exceptions, the shown thesis projects perhaps are not yet on par with the global job market competition nonetheless some of the final work is starting to show a maturity of the students and the program, that is promising and underlining certain mission statements and goals. The scope of the work – the adaptation of ideas, execution and variations of interpretation are not as wide and refined as various international bachelor counterparts. It therefore is desirable to examine the curriculum



regarding implementing design projects earlier than the 4th semester, so students have time to develop skills as well as their design and artistic voices.

The foundation is appropriate and has the potential to develop over time. The challenge in their goal is to be internationally viable while finding and developing design languages and approaches that are enriched through dealing with their unique culture identities. As for the next accreditation procedure, it would be desirable to exhibit a range of student-work to better assess the level of proficiency reached by the end of the programme (or even throughout).

In this sense the defined objectives are more than adequate for the professional field's expectations, but not all are, yet, adequate in relation to the actual curriculum and strength of the design programme (see 2.1 General Assessment).

The jewelry programme is still in development and offered as a possibility in the fashion department, so cannot be judged along the same criteria. The well appointed – if basic – workshop is testament to the school's intention to develop its own department which is supported by the expert panel. If the same mission statement and goals should be applied to the education and quality of graduates in jewelry, then this necessitates a specific curriculum that addresses and supports this. At the time of evaluation, it is being treated as specific interest area – an add-on that is compensated for interested students through cooperations – that has potential but is not yet on the level of global competition. Since the department officially offers two fields – fashion and jewelry – example study trajectories for a student with a focus on fashion and for a student with a focus on jewelry would be helpful, especially for incoming students. It is understandable to the experts that at the time of the on-site visit the development of the jewelry department was not yet finished and that continuous improvement is to be expected.

Regarding the mandatory internship, the self-report as well as the discussion rounds were able to showcase the supporting structures established for the students. Those contact points provide students with the necessary information and guidance. The supervised internships currently seem to serve as an entrance to the workforce, which the experts appreciate in regards of positioning the alumni and giving them a chance to stay in their positions after graduation; on the other hand, this system does reduce the actual development time for the students before they work on their thesis – time and experience which would enrich their process and final work. Ideally, from the experts point of view, the internship could be defined before the thesis, and a post-graduate work-placement programme could be put in place for after graduating.

The fashion part of the department displays a good standard that shows promise in its development in terms of international and professional field expectations. However, given the



current status of the jewelry design major, it must be noted that improvements are needed during the accreditation period in order to develop the second major, initially as a stand-alone bachelor's programme and subsequently as a master's program. The experts were impressed by the program's concept, with its well-designed curriculum, and by the commitment of the university and the department in particular.

There is a formal institutional approval process for the study programmes that might benefit from even more transparency for applicants on the website (see 1.4), nonetheless it was made clear to the experts that all information is provided either through personal contact via telephone or options like the open house or school tours.

Compared to the other design programmes, there is an interesting aspect of dealing with Egyptian identity here. Developing this in an authentic way is a strength that the school and graduates will be able to capitalize on.

2.3 Conclusion

The criterion is **fulfilled**.

General recommendations:

- The GIU should update the module catalogues according to the latest scientific developments and evolution in the study programmes.
- The GIU should implement an interdisciplinary and overarching electives-catalogue that enables the students to deepen their individual qualification profile.

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

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

3.1 Implementation

General aspects and methods of teaching

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

experimentation. Following various licensing programmes, each student acquires the ability to independently produce and test the results of their studies, supported by experienced laboratory engineers.

Examination system and 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 each 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.

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.
- 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.
- 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.
- 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.

Internships

The internship semester is an essential part of the GIU study programmes. Students from all faculties must complete a total of 5 consecutive months of internships before their graduation. The aim of the internship is to link between the academic programmes studied and their actual implementation in the field. The career centre at the GIU is responsible to support students to find internships in companies in Egypt and abroad. The GIU Internship Integration document explains thoroughly the rules and regulations of the Internship at the GIU along with the whole



process for the internship approval, reporting and final evaluation. The GIU offers various supporting activities for the students to facilitate the internship process, e.g. the preparatory Internship & Workplace Readiness Course, the Career Fair and Involvement of Industry and Business via cooperation agreements.

Students Achievements

Extra-curricular activities as well as the achievements, successes or accomplishments of students are part of both faculties' vision towards promoting practical and industrial experiences. These achievements in student life may include personal academic or extracurricular events like workshops, guest lectures, field trips or excursions.

3.2 Assessment

At the Faculty of Architecture and the Faculty of Design, the teaching and learning methods are student-centered and employ a variety of approaches, finding that the criterion 1.3 is well established. A key positive aspect is that the choice of learning or teaching methods is adapted to the learning goals and their role within the curriculum.

As usual in architecture and design curricula, the lectures provide foundational knowledge and encourage student participation through discussions, while seminars at the GIU foster research, presentation, and teamwork skills in design and architecture. These skills are further reinforced through project-based learning, which is usually utilized in practical studio sessions and labs. Tutorials, designed for smaller groups allow students to deepen their understanding with direct supervision of tutors. The balance among the various teaching and learning methods appears to be well-coordinated.

However, the question whether the assessments are well balanced arose during the discussion rounds. Students could gain the impression that too much emphasis is placed on final exams. However, the self-assessment report and the discussions on site clearly showed that most of the assessment methods – written and oral exams, practical exams, tests, homework, and projects – are diverse and tailored to the different learning objectives. These methods ensure continuous assessment. It is noteworthy that students receive individual feedback, as was emphasized for the Architecture programme. On the contrary, for the Fashion and Jewelry major it is recommended to further strengthen this feedback culture and specifically implement a transparent feedback culture for the mid-term exams (Recommendation 4).

The GIU offers transparent information on processes and the opportunities for students to review and contest their assessments. Students facing any problems or having complaints can report to the different course educators or seek help from the student affairs to file an official



complaint. In addition to the direct complaint mechanism, there are administrative and institutional channels for complaints, ensuring a responsive learning environment. Classes are regularly evaluated, although students do not yet receive structured feedback or impact reports based on their evaluations. From the experts' perspective, the programmes therefore could enhance their documentation of the impact of student feedback on teaching methods. Additionally, in response to student feedback, more integration of emerging technologies, such as AI, could also be considered.

The aspects learning, teaching, and assessment are integrated into regular reviews and developmental actions. Curricula are updated, informed by student feedback and external reviews, demonstrating a clear commitment to evolution and improvement in both programmes.

In summary, the programmes place a strong emphasis on practical and experiential learning. The assessment procedures are transparent and functional complaint and feedback mechanisms are in place.

3.3 Conclusion

The criterion is **fulfilled**.

Recommendation for “Design” (B.Sc./M.Sc.) – Major: Fashion & Jewelry Design:

- The faculty should implement a transparent feedback culture for the mid-term exams.

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 builds on the strengths of the students and therefore take into account their performance in the respective subjects as well as the results of the GIU admission tests (e.g. including English Language Test, Reasoning Test, further cognitive skills based on the test). As for students applying to the Faculty of Architectural Engineering or of Design there is an aptitude test to be taken and applicants at the Faculty of Design need to hand in a portfolio of artistic works and will have to take a personal interview.



The Admission System was developed in cooperation with the IT department and 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 students with 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.

Progression

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

"Students progression from one year to the next is dependent upon satisfactory completion of all academic courses (except of two) of the previous year. Students who complete a partial year's work may proceed to the next years' courses for which they have the demanded 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 programmes)
- Students development (e.g. career centre activities)
- International exposure (e.g. semester abroad, workshops, internships)
- Extracurricular activities and sports programme
- Additional services for students with special needs (e.g. special examination arrangements)

The GIU provides scholarships to outstanding students as well as incentives to students for maintaining a high standard of academic achievements. Students who are admitted to the GIU and have a top ranked high school certificate i.e. Al-Thanawia Al-Amma and its equivalents, will be completely exempted from the study fees on the condition of constantly high performance. In addition, scholarships will be offered for distinguished sport achievements at



international levels. Financial aid may be offered for cases facing serious financial difficulties (force majeure) following a thorough inquiry on the social status conducted by the special committee in charge.

Recognition and Certification

The GIU programmes are nationally accredited by the supreme council of universities which ensures that the university's certificates will be internationally recognized. The European Credit Transfer and Accumulation System (ECTS) is used as the basis for transferring marks and credits for student's records to maintain curricula with international compatibility and facilitating academic recognition according to the European standards. Upon completion of the graduation requirements, the graduates will receive graduation certificates and a 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 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

A digital system streamlines applications and assessments to support the admission process. This ensures transparency and efficiency from the administration's perspective, covering steps from application submission to evaluation. However, the university could enhance accessibility by better documenting and publishing these procedures, specifically the information for the aptitude test, on its website, making them available to prospective students and moreover focusing on parents as a key target group for information since students are oftentimes still minors.

Student progression is monitored by a central digital system that tracks academic performance. Support is provided for students who excel or struggle with individualized study plans and mentoring. This structured approach is valuable because it assures that students receive timely support to succeed in their studies.

The GIU adopts the European Credit Transfer and Accumulation System (ECTS), facilitating the recognition of qualifications nationally and internationally. The GIU graduation documents are detailed and provide information on qualifications, including student performance, learning outcomes, and course classifications. These practices align with the Lisbon Recognition Convention, ensuring mobility and academic credibility, which is crucial for an "International" University. In this context, it is commendable that the GIU emphasizes international exposure and career readiness. The semester abroad programmes, internships, and thesis options allow



students to gain practical experience and global competencies abroad. These opportunities are supported by the activities of the Career Center, which organizes career fairs and workshops to prepare students for professional success.

In summary, the experts emphasize that the university could consider publishing more detailed information about the processes of the student life cycle on its website in order to further improve transparency. This would benefit potential students and strengthen the GIUs' commitment to openness, internationalization, and accessibility. However, it should be noted that the GIU's study cycle, including the admission, progression, recognition, and certification systems, is well structured and practical for students from abroad or those who wish to continue their education abroad.

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 consists of highly qualified academics from Germany, Egypt and other countries that are pre-screened, interviewed and selected through a selection committee consisting of the founding deans, academic staff members from the GIU and the German cooperation partners. Applicants for teaching positions should show relevant experience with respect to the position (publications records, track record of leading research programmes, work experience outside the academic sector) as well as possessing the needed general and teaching skills. The latter comprising proficiency in English language, team work skills, as well as competencies in designing and delivering different course formats in English and fostering (research) skills in students.

The following criteria are the basis for appointments of academic staff:

- Teaching, with special regard to the development of the discipline through innovation and academic leadership.
- Research, as evidenced by scholarly publication, research supervision, and successful winning and completion of research grants and contracts; with recognition of innovation, versatility, leadership and management.

- External contribution, with special regard to involvement in professional bodies, consultancy activity, acting for professional journals, service with research councils and other bodies connected with higher education, membership of governing bodies or community bodies relating to education, seminars and invited lectures, and liaison with other institutions.
- Multicultural experience.
- Good reputation at national and/or international level.

The GIU is committed to staff development as an integral part of its commitment to delivering high quality teaching and research activities. Academic staff at GIU will take periodical training and development programmes to meet the planned future teaching and research needs. As part of the GIUs mission of enhancing the research and creative activities and keeping up with advancement in science, latest developments and new findings in research, GIU full-time academic staff have the opportunity to travel to attend conferences abroad.

Taking a closer look at the structure and staff, the Faculty of Architectural Engineering is led by an acting dean and comprises itself of 47 academic staff members including 27 teaching assistants. As for the Faculty of Design, the composition is similar, with a dean (acting dean) as faculty leader and 29 academic staff members and 12 teaching assistants.

In addition, humanities courses are taught by professors from the humanities departments respectively. As stated in the self-report, the ratio of teaching staff to students is 1 academic staff to 7 students and the ratio of teaching assistants to students is 1 teaching assistant to 12 students (Architecture) respectively 17 students (Design).

The workload for teaching staff 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

Both the procedural rules for the selection and appointment of academic staff (professors, associate professors, lecturers, teaching assistants) and the criteria for recruiting university professors are detailed and transparent, easy to understand, and comparable to other institutions.

The appointment procedure could benefit from further development to include external advisors (commission members or external reviewers) and, ideally, student representatives in order to make the procedure transparent and fair beyond the university. As this was not conclusively clear from the documents provided and the discussions, the committee would like



to suggest that overarching recruitment criteria should also be formulated for associate professors and lecturers in order to ensure an even more consistent and fair procedure.

Most of the teaching staff in the field of architecture have a PhD, but little non-university experience as (interior) architects. This also applies for the Faculty of Design, where it became clear that some of the teaching staff moved into teaching immediately after completing their own studies (at GIU, GUC, HTW Berlin). In the context of (interior) architecture and design, this is not necessarily considered ideal, as professional practice informs teaching and brings new ideas to the courses. In addition, it should be noted that there currently seems to be a preponderance of teaching assistants in design, which is understandable given the age of the programme. It is suggested that, as the programme develops, greater attention should be paid to achieving an appropriate balance and to further strengthening professorial teaching.

Overall, the programmes have sufficient staffing, although it was not always clear from the documents which positions the respective employees hold. However, based on the processes established at the university, it can be assumed that teaching will be adequately covered by professors during the accreditation period.

The self-evaluation report states that the GIU is committed to ensure that academic staff regularly participates in training and development programmes in order to meet teaching and research needs in the future. Full-time employees receive training to improve the teaching and assessment skills of the GIU's academic staff and keep them up to date with current developments. Since many teachers are employed on a part-time basis or as lecturers, it would be desirable to open these opportunities for this group as well. The discussions revealed that an exchange programme for teachers is also being discussed, which is supported by the review panel.

In order to ensure long-term research capacity, the GIU supports teachers to attend conferences, publish their research findings, and hold research workshops with partners in Germany, with the possibility of involving students. These processes are well designed and well implemented. The possibility of research grants, which became apparent from the self-evaluation report, is also regarded positively.

Further measures that would be suitable for promoting research activities, such as reducing teaching loads or defined financial incentives, could not be discussed in detail. As already noted, the experts suggest to improve transparency with regard to incentives, assistance, and funds available for research projects, including information on the respective application process.

The experts were impressed by the young, committed team, which clearly takes its task of training highly qualified architects, interior architects, and designers very seriously and, as the student work confirms, does so successfully.

The expert panel does not see any need for optimization, as this is a relatively new programme with a fairly young team, whose development will become apparent in the coming years and whose team will grow with the increasing number of students and the establishment of routines.

5.3 Conclusion

The criterion is **fulfilled**.

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

According to the documentation, the GIU provides its students with all the support needed to excel in their learning and ensure a conducive teaching environment. Learning resources are, as stated in the self-report, accessible to all students. On the faculty level, relevant physical resources are available for the study programmes. 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 and support 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.

In addition to the university facilities and resources such as studios, lecture halls, library, storage rooms, printing facilities, stationary office, etc. the Faculty of Architectural Engineering is equipped with the following specialized labs and resources:

- Computer Lab (computers, projector, white board, software (autodesk software (AutoCAD, Revit), Adobe software, sketch UP pro)
- Photography Lab (VISICO flash lights, Canon 6D Mark II Camera, 2 Lenses, soft boxes, flash lights, cabinet, tripod, reflectors, backdrops)
- Modeling Workshop (styrofoam cutter, laser cutter machine, 3D Printer)

The Faculty of Design has six workshops and design labs to create all practical design works and prototyping models, digitally and physically, with focus on fashion, industrial and jewelry design. Those are the following:

- Mac Lab (iMacs, projector, white board, power cables, Wacom Intuos Pro graphic tablet, software (Rhinoceros 3D 7 software, Adobe Creative Cloud, Keyshot CGI-Rendering,
- Photography Lab (VISICO flash lights, Canon 6D Mark II Camera, 2 Lenses, soft boxes, flash lights, cabinet, tripod, reflectors, backdrops)
- Digital Fashion and Gerber workshop (PC, cutting plotter 2200 mm, drawing digitizing board, projector, white board, power cables, interfacing paper rolls,
- Sewing workshops (PC, single needle lock stitch machine, double needle lock stitch machine, 2x overlock machine 4stitch, flatlock/cover stitch machine, buttonhole machine, feed of the arm machine, single needle chain stitch machine, several forms of ironing devices and tables, glue gun, several draping mannequins male and female, several display mannequins male and female, cutting tables and height adjustable stools, several fabrics, interfacings and textiles, several threats, straps and flexible bands, changing facilities and mirrors, white board, projector, power cables)
- Jewelry Design Workshop (PC, cordless impact drill 18 volt 13 mm, different anvils and tree stumps, ring sizer, digital jewelry scale, double level rolling mill for sheets and wires 158 mm, magnifying glasses, round bracelet mandrel, large dapping set, draw plate (round), jewelers torch overall length is 9" and inlets use standard 1/4", variable speed rotary tool 175 W 35000 rpm, several manual hand tools, several safety items, several measuring tools, several jigs and fixtures, several working benches, stainless sink with stand, polishing motor with suction, magnetic tumbler, ultrasonic cleaners, Raytech Dri Polisher Vibratory Finisher d10", iron, oxygen gas supply, propane gas supply, working benches and height adjustable stools, brass (sheets and wires), copper (sheets and wires), steel (sheets and wires), aluminium (sheets and wires), precious metal (gold, silver), white board, power cables)
- Industrial Design Workshop (PC, CO2-laser cutter, FDM-Printer, vacuum former, line bender, workshop press 30 t 8, table mitre saw 260 mm, band saw 305 mm, air compressor, wood turning lathe, scroll saw 406 mm 50 w, cordless impact drill 18 volt 13 mm, hammer and drill press, hot wire cutter, grinder/polisher 350 W, belt (6") & disc (9") sander, trimming saw, dust extractor, glue gun 60 W, jig saw 450 W, heat gun 1800 W, angle grinder 1500 W, orbital sander, variable speed rotary tool 175 W 35000 rpm, manual welding, router, several safety items, several measuring tools. several working benches, stainless sink with stand, styrofoam, filament (PLA/ABS), cardboard,



plywood, acrylic glass, PU-hard foam, MDF board, clay, PP-sheets, white board, power cables)

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 programme.

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.

The university is, as stated in the self-report, 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 and provides students and staff with access to the GIU library system and the internet. 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.



The English and Scientific Method 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 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 be equipped with the essential skills for academic and professional success. To this end, various courses such as Academic English and Research Writing are offered.

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

6.2 Assessment

While visiting the GIU campus, the expert panel found the infrastructure well-equipped to support the academic goals of a diverse student body. The facilities visited included computer labs, photography labs, modelling workshops, and a library with online databases. The discussions clarified that students can access workshops during designated hours, which can also be flexible if necessary. According to the experts it would be desirable if the workshops would be even more accessible for the students, especially during projects or thesis submission periods.

The IT infrastructure works, and classrooms and labs are connected to the internet, providing students with access. The intranet of the GIU provides programme related as well as further information, e.g. on bus timetables, general campus activities, and further aspects of student life.

The expert group learned that the administrative student support services are comprehensive and respond to individual needs. Personal mentoring programmes assist students facing academic and administrative challenges. The Student Support Center also provides counselling and advising for academic and personal challenges. These structured support



mechanisms ensure that students receive help to complete their studies and keep dropout rates low. The information gathered in the discussions showed that especially the teaching assistants and tutors, usually post-grad students, are appreciated for their relatability and the effective support they give to the students. Given its growth, the university may consider setting up independent contact persons or a helpline as a first point of contact for students facing social, financial or psychological challenges. It sometimes is difficult for students to talk about sensitive challenges with their families or with people who grade them. An anonymous and psychologically trained point of contact could be beneficial and strengthen the studiability of the programmes.

The course schedules are somewhat flexible, for example, students in architecture programmes can choose time slots that fit their schedules. Practices like that highlight the GIU's intention for student-centered learning and support. The experts also learned that the GIU conducts regular evaluations of its services and facilities, but students do not always receive follow-up information about changes resulting from these evaluations. A structured feedback culture, a complete quality cycle involving student representatives, would further demonstrate that their input is valued and has an impact. Hence, the panel suggests that impact reports on changes made after evaluations are considered to strengthen the institution's responsiveness and transparency.

In summary, the GIU provides a well-structured and resource-rich environment for its students and meets the criteria of standard 1.6. The infrastructure, support services, and flexible learning options align with the GIU's commitment to (international) student-centered education.

6.3 Conclusion

The criterion is **fulfilled**.

7 ESG Standard 1.7: Information management

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

7.1 Implementation

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



The university maintains an email communication system to effectively send newsletters, admission updates, and event notifications to both prospective and current students. This too includes application status updates and important deadlines.

The university reports to consistently work on university wide key performance indicators (KPIs) in order to establish and maintain effective programme management. By continuously monitoring and evaluating these KPIs, the university aims to ensure the success and improvement of its programmes as well as the welfare of its students.

Examples of student management using KPI:

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

7.2 Assessment

The university's IT system is modern and provides the university with valuable student data. Most of the IT applications for managing the university and its students have been programmed in-house. This approach was chosen because European standard systems are often difficult to adapt to the processes of the Egyptian higher education landscape. The developers and management are experienced in programming similar systems and appear to have mastered the usual challenges involved in development.

The systems were mostly presented on charts with exemplary screenshots as well as occasionally with live demonstrations, especially a demonstration of a student representative. Based on the insights gained at the on-site visit 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.

Overall, the processes in place leave a coherent impression on the review panel. It can be assumed that monitoring the KPIs will support the future development of the university and further improve the studyability for students.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

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

8.1 Implementation

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

The GIU website includes information about the establishment, mission, vision, faculties, admission, programmes, 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 publicly. 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's well-structured website already provides relevant information for the general public, current and prospective students, and their parents, who are important decision-makers for students in their first semesters, many of whom are still minors.

The experts make the following recommendations and suggestions based on the information available at the time of the on-site visit; subsequent changes to the website are not taken into account in this report. However, the reviewers assume that the aspects discussed during the procedure have been taken into consideration in the restructuring of the homepage.

In general, the reviewers believe that providing more useful information and details about the services offered by the GIU would make the university and its programmes more attractive. For example, the "News and Events" section of the website could be updated more regularly in order to provide potential students with information about the latest graduation ceremony or career fair. More space could also be given to collaborations with local and international companies, guest lectures, excursions, and bachelor's theses in companies.



The differentiated support structures at GIU, the modern and attractive campus, and the workshops available for the programmes evaluated could be made even more transparent on the website.

At the time of the on-site visit, it was particularly noticeable that no information about the teaching staff was provided. It is understandable that this may be a problem in view of the existing competition. Nevertheless, this information is an essential basis for decision-making for prospective students, especially in the creative field. The website should also provide a summary of the relevant information or refining the faculty profiles accordingly.

In this context, the experts strongly recommend that all relevant program-related information should be published on the website (Recommendation 3). As already noted in the assessment of previous criteria (see 1.2 and 1.4), more transparency should be created at this point. This includes, among other things, information on the programme objectives, the content, and information on aptitude tests or study abroad programmes. This information could contribute to greater national and international visibility.

8.3 Conclusion

The criterion is **fulfilled**.

General recommendation:

- The university should publish all relevant information about the programmes on the new GIU website.

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

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

9.1 Implementation

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

Each year, programmes are revised with input from external stakeholders, such as employers and recent graduates, collected through annual surveys. The feedback from these surveys is

analysed and communicated to the relevant parties to perform programme 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 programmes.

The Curriculum Committee oversees the implementation, evaluation and revision of academic programmes 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 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.

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 head of the Curriculum Committee. At the end of each 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 programmes are defined and set-up well and appropriately. From the conversations the experts had during the on-site visit it was concluded that the processes, in general, are executed properly.

The closed loop system of the underlying quality management may still have, most likely due to its relative newness, some blind spots regarding the effective closure of the evaluation cycle. As already mentioned above, it would be desirable in terms of quality assurance if students were even better integrated into this cycle on a regular basis by feeding back evaluation results and measurements after accreditation procedures or evaluations of the study programmes. These measures would reinforce the GIU's dedication to transparency, inclusivity, and student success as well as improve the overall quality.

In line with the goal of a student-oriented development strategy, a student committee is set up to advise on the quality and development of the curriculum together with the teaching staff on an ongoing basis. According to the experts, this measure contributes positively to the fulfilment



of the criterion, therefore student participation could be continuously scrutinized in the future. Due to the young age of the programmes, it is understandable that some processes, especially student participation, still need time to develop and consolidate. Nevertheless, the discussion with the students showed quite clearly, that they appreciate being asked to give feedback and that they generally feel respected. In some of the described cases, the reaction from the school was constructive and swift. The students praised the academic student council as a two-way communication that works very well. Students feel involved with the development of the university, while also understanding (if not always agreeing) that they cannot influence every decision. The experts describe this as a very healthy and productive relationship.

Personal feedback is a central, albeit very sensitive, aspect, particularly in art programmes. The experts would like to support the university in reflecting on the power imbalance that naturally arises in the joint creative process and which ends with students being assessed by the teacher, their co-creator. Especially in small groups, it could be important for the university and the development of study programmes to offer anonymous feedback options via qualitative evaluation methods. In some cases, class sizes are so small that quantitative methods do not yield useful results.

Since only very few students have graduated from the GIU at the time of the review, it is understandable that the Fresh Graduate and the Alumni Survey are not yet effective but expected to become valuable for future analyses.

Same applies for the Employer Survey which will only provide meaningful results in a few years. During the discussions with the university members, it was made clear that university wide steps are considered towards establishing an Industry Advisory Board, which is deemed to be beneficial for the overall quality of all programmes as well as strengthening the alignment of the curriculum with industry needs.

As part of the regular evaluation processes, fundamental aspects are taken into account in university monitoring. The resulting data may contribute both to the technical and content-related relevance of the degree programmes.

Above all, monitoring of workload surveys, evaluation of the examination system, and general satisfaction with the learning environment and support services (among other things) provide an important basis for ensuring the studyability of programmes.

9.3 Conclusion

The criterion is **fulfilled**.



10 ESG Standard 1.10: Cyclical external quality assurance

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

10.1 Implementation

The internal quality assurance system at the GIU is responsible for preparing the different self-reports during national and international accreditation procedures, as well as programme catalogues and all supporting documents needed for the external quality assurance process. The university applies for programme accreditation every 5-7 years through reputable agencies, where its programmes and self-reports are evaluated and feedback is provided. The university utilizes this feedback to improve its programmes. Additionally, the programmes' bylaws are recognized by the Supreme Council of Universities. Furthermore, the programmes 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 going to be used to enhance the programmes as part of the external quality assurance. All feedback is gathered and delivered to relevant parties for programme updates and improvements. Recommendations and feedback, along with accreditation reports, are reviewed before applying for the next accreditation cycle. Furthermore, the university benchmarks its practices against those of other reputable institutions to enhance its programmes.

10.2 Assessment

In general, all universities in Egypt must ensure that their degree programmes undergo an equivalence evaluation conducted by the Supreme Council of Universities. The council assesses the compatibility of the individual syllabi and bylaws with Egyptian standards and the corresponding degree programmes 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 programmes 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 on-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 the 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.

The 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.

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 programmes “**Architectural Engineering**” (B.Sc./M.Sc.) and “**Design**” (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:

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.

The criterion is **fulfilled for all study programmes**.

Standard 1.2 Design and approval of programmes: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area

The criterion is **fulfilled for all study programmes**.



Standard 1.3 Student-centred learning, teaching and assessment: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

The criterion is **fulfilled for all study programmes.**

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.

The criterion is **fulfilled for all study programmes.**

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.

The criterion is **fulfilled for all study programmes.**

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.

The criterion is **fulfilled for all study programmes.**

Standard 1.7 Information management: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

The criterion is **fulfilled for all study programmes.**

Standard 1.8 Public information: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

The criterion is **fulfilled for all study programmes.**

Standard 1.9 On-going monitoring and periodic review of programmes: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

The criterion is **fulfilled for all study programmes.**

Standard 1.10 Cyclical external quality assurance: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

The criterion is **fulfilled for all study programmes.**

2 Accreditation Recommendation

The peer-review experts recommend unconditional accreditation.

Possible Outcomes:

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 expert group proposes the following result:

- Accreditation without conditions

General recommendations for all study programmes:

- Recommendation - ESG 1.2
 - The GIU should update the module catalogues according to the latest scientific developments and evolution in the study programmes.



- The GIU should implement an interdisciplinary and overarching electives-catalogue that enables the students to deepen their individual qualification profile.
- Recommendation - ESG 1.8
 - The university should publish all relevant information about the programmes on the new GIU website.

Programme specific recommendation:

Recommendation for the programme “Design” (B.Sc./M.Sc.) Major Fashion & Jewelry

- Recommendation - ESG 1.3
 - The GIU should implement a transparent feedback culture for the mid-term exams.

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 5 June 2025:

General recommendations for all study programmes:

- Recommendation - ESG 1.2
 - The GIU should update the module catalogues according to the latest scientific developments and evolution in the study programmes.
 - The GIU should implement an interdisciplinary and overarching electives-catalogue that enables the students to deepen their individual qualification profile.
- Recommendation - ESG 1.8
 - The university should publish all relevant information about the programmes on the new GIU website.

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

The study programmes “Architectural Engineering” (B.Sc./M.Sc.) are accredited without any conditions.

The accreditation is valid until 30 September 2031.

Design (B.Sc./M.Sc.)

The study programmes “Design” (B.Sc./M.Sc.) are accredited without any conditions.

The accreditation is valid until 30 September 2031.

The following recommendations are given for the further development of the study programmes “Design” (B.Sc./M.Sc.), Major “Fashion & Jewelry”:

- Recommendation - ESG 1.3
 - The GIU should implement a transparent feedback culture for the mid-term exams.

