

Decision of the FIBAA Accreditation Committee for Programmes



95th Meeting on June 19th, 2015

Project Number: 13/099

Higher Education Institution: Beirut Arab University

Study Programme: Bachelor of Business Administration (BBA)

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the study programme is accredited.

Period of Accreditation: June 19th, 2015 until August 31st, 2020

Attention: Extension of the Accreditation in case of re-accreditation until August 31st, 2021

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

Beirut Arab University
Campuses Beirut, Tripoli, Debbieh

Bachelor study programme:

Bachelor of Business Administration

Qualification awarded on completion:

Bachelor of Business Administration (BBA)

General Information on the study programme

Brief description of the study programme:

The primary aim of the BBA programme at BAU is to equip students with the necessary skills and knowledge to compete in a rapidly changing national and international job market in the field of Business. The BBA with the seven majors tied to it, therefore, takes into account the academic ability of student as well as the comprehensive employability of its graduates. To achieve this aim BAU offers a state-of-the-art curriculum as well as a large choice of majors within the BBA programme.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:

3 years, 100 US credit hours

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

about 600 students divided in several classes

Programme cycle starts in:

Fall and Spring terms

Initial start of the programme:

1961

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the programme “Bachelor of Business Administration” (BBA) was made between FIBAA and Beirut Arab University on February 5th, 2013. On October 7th, 2014, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Dr. Hasan Bicak

National Commission of Academic Accreditation and Assessment, Saudi Arabia

Prof. Dr. Andreas Altmann

MCI Management Center Innsbruck
Rector and Executive Director

Dr. Markus Tomaschitz

AVL GmbH
HR Director

Nehme Azoury, Ph.D.

Université Saint-Esprit de Kaslik
Dean

Sven Hummel

ESB Reutlingen
Student of International Operation Management with specialisation in Logistics (M.Sc.)
(finished: International Logistics Management (Bachelor))

FIBAA project manager:

Ass.jur. Lars Weber

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on March 23rd/24th, 2015 at the HEI's premises in Beirut, Lebanon. The same cluster included an appraisal of the programme “Master of Business Administration” (MBA). On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 18th, 2015. The statement on the report was given up on May 29th, 2015, it has been taken into account in the report on hand.

Summary

The programme “Bachelor of Business Administration” (BBA) offered by Beirut Arab University fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 19th, 2015 and finishing on August 31st, 2020. The programme is in accordance with the national requirements and the FIBAA standards which are oriented towards the European Qualification Frameworks and the European Standards and Guidelines.

One quality requirement that has not been fulfilled (Guest Lecturers, chapter 3.5.3) is not an asterisk criterion, so that a condition is not necessary. The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed. The HEI should:

- undertake alumni-tracking studies more effective by recording und continuously updating exact numbers, status and occupational fields of alumni (see chapter 1.1);
- prolong the internship in the BBA programme (see chapter 3.1);
- implement an obligatory relative grading in the diploma supplement, which allows HEI to ensure fair transfer and recognition of grades of its students who want to study abroad (see chapter 3.1);
- implement the rule, that, in case that BAU does not accept the course achievements of a student, BAU has to prove that the course achievements are substantially different from the learning outcomes of the corresponding BAU course (see chapter 3.1);
- point the relevant international and intercultural learning outcomes of courses more clearly in the course descriptions (see chapter 3.3);
- involve guest lecturers for courses and single lectures to bring more experience from the realms of business into the teaching (see chapter 3.5);
- increase the amount of electronic sources like e-books of the libraries (see chapter 4.4);
- prolong the opening hours of the libraries (see chapter 4.4); and
- extend the evaluation process of third parties (see chapter 5).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are several criteria in which the programme exceeds the quality requirements:

- Foreign language content (chapter 3.3);
- Skills for Employment / Employability (chapter 3.6);
- Provision of Student Support / Coaching by Teaching Staff (chapter 4.1);
- Process Organisation and Administrative Support for Students and Teaching Staff (chapter 4.2);
- Advisory Body (Advisory Board) and its Structure and Responsibilities (chapter 4.2).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Institutions Details

Beirut Arab University (BAU) was established in 1960 by the decree 17 of the Lebanese Higher Education Law. The Faculty of Business Administration (FBA) established in 1961, is one of the ten existing faculties of BAU which are all fully recognised by the Directorate General of Higher Education in the Ministry of Education and Higher Education in Lebanon. In addition to FBA, the faculties of BAU include Pharmacy, Medicine, Dentistry, Law and Political Science, Health Sciences, Architectural Engineering, Engineering, Science, and Arts.

BAU's history is rooted in the history of education of the region. It counts over 100,000 graduates over the last 50 years. BAU has currently over 10,000 students studying across 10 disciplines and has 456 full-time equivalent faculty members.

The academic departments of FBA are Accounting, Business Administration, and Economics. In 2002, it changed its curricula of both mandatory and elective courses from Arabic to English in line with the fast developments in the field of Business Administration. In 2006, it adopted the credit hour system of the United States of America, thereby offering students much needed flexibility and simplicity in designing their own academic programmes in terms of course selection and schedules. FBA offers the Bachelor Programme "Business Administration" at hand and the following postgraduate programmes:

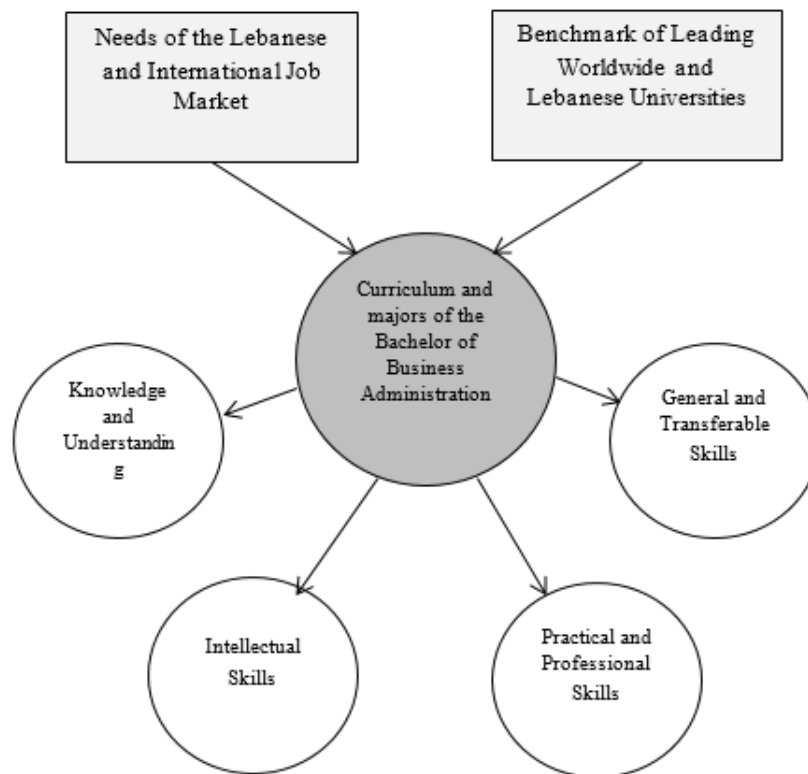
- Master of Business Administration – MBA
- Master of Business Administration – Supply Chain Management
- Master of Sciences and PhD in the following specialisations: Accounting; Business Administration; or Economics.

Description and appraisal in Detail

1. Strategy and Objectives

1.1 Logic and transparency of programme objectives (Asterisk Criterion)

The primary aim of the BBA programme at FBA is to equip students with the necessary skills and knowledge to compete in a rapidly changing national and international job market in the field of Business. The BBA with the seven majors tied to it, therefore, takes into account the academic ability of students as well as the comprehensive employability of its graduates. To achieve this aim BAU offers a state-of-the-art curriculum as well as a large choice of majors within the BBA programme.



The seven majors are:

Accounting:

The Accounting major provides students with the academic knowledge relating to recording economical events, preparing financial statements for external users, determining and controlling product costs, preparing information necessary for planning, controlling and decision making, and preparing tax return forms. At graduation, the students are capable of providing information for external and internal users at service and manufacturing organisations. Moreover, the accounting curriculum is designed to be flexible enough to cover different issues including accounting at governmental and non-profit organisations.

Management:

Regardless of the industry or profession the students aspire to enter (Health Care, Government, Law, Manufacturing, International Business, Technology, etc...), their ability to lead, communicate, collaborate and create a workplace that transforms talent into extraordinary performance is essential. The work of a business manager involves planning, directing and coordinating the activities of a company as well as analysing problems, decision making, delegating assignments, training and supervising staff, budgeting and coordinating activities.

A manager also oversees the work of others by building cooperation and performance among team members.

Economics:

The Economics major is grounded in the history of the faculty and provides opportunities for intensive training in theoretical and applied work. Economics graduates may be employed by large private or public organisations, profit or non-profit, governmental or local authorities, or consultation firms.

Banking & Finance:

The Banking & Finance major equips students with the academic knowledge to operate in the increasingly competitive world of financial markets and financial institutions. Moreover, it provides students with a board of knowledge in the field of financial management. It prepares graduates who are capable of analysing and solving complex problems in banking & finance, and who at the same time possess the ability to apply principles of financial management in real life applications.

Marketing:

Students in the Marketing major explore buyer behavior, marketing research, market segmentation, the development of products and services, pricing strategies, distribution systems, advertising and promotion, and the creation of strategies to meet consumer needs and organisational goals. Students learn about the six functional areas related to the marketing process - brand marketing, advertising, sales promotion, market research, sales, and retailing. Through the major students develop skills that enable them to function in many different marketing roles while working closely and effectively with other business functions.

Hospitality & Tourism Management:

Hospitality and Tourism Management is a multidisciplinary field of study with the purpose of preparing people with the expertise, commitment and skills for management, marketing and operations positions in the expanding industry that provides food, accommodations and tourism services to people away from home. As a field of study, Hospitality and Tourism Management is interdisciplinary. It draws upon a wide range of basic disciplines to provide the fundamental knowledge and skills that are required to fulfill the diverse demands placed upon individuals in management positions within the hospitality industry.

Management Information Systems:

The major generally prepares individuals to provide and manage data systems and related facilities for processing and retrieving internal business information, select systems and train personnel, and respond to external data requests. The programme includes instruction in cost and accounting information systems, management control systems, personnel information systems, data storage and security, business systems networking, report preparation, computer facilities and equipment operation and maintenance, operator supervision and training, and management information systems policy and planning.

The Alumni and Career Office tracks the progress and positions of the BBA's graduates. The results show that most graduates work in their field of specialisation at different managerial levels in Lebanon and abroad.

Appraisal:

The objectives of the programme are consistent in relation to the targeted vocational field of business and the different work fields according to the seven majors Accounting, Management, Economics, Banking & Finance, Marketing, Hospitality & Tourism Management and Management Information Systems. The objectives are explained in an intelligible manner. They are based on subject-specific and generic learning outcomes which are in line with the

academic state of the art and the level of the qualification to be awarded on completion. The objectives consider specialist discipline and practice as well as personal development.

In the view of the panel the Dublin Descriptors are adequately covered by the intended learning outcomes. Also, the requirements of academic abilities are fulfilled. Hence, the panel considers the learning outcomes of the programme to be at the appropriate level for Bachelor degrees.

During the on-site visit, the panel gained insight in some documents that showed the work positions of several graduates. Even if these documents confirmed the employability of the graduates, the panel recommends undertaking alumni-tracking studies more effective by recording und continuously updating exact numbers, status and occupational fields of alumni.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1*	Logic and Transparency of Programme Objectives			X		

1.2 Positioning of the programme

On a historical scale, BAU is perceived as a well-established University, similar to the American University of Beirut (AUB), the Lebanese American University (LAU), the University Saint-Joseph (USJ), and the Lebanese University (LU). Until 2000, BAU was among the very few universities operating in Lebanon. Since 2000, the number of universities has substantially increased and many existing universities have diversified (there are currently 46 HEI operating in Lebanon).

However, on a tuition fees scale – contrary to Universities like AUB – BAU and FBA are positioned to offer education to the middle and lower middle class in Lebanon and the region. From that perspective, the unique selling proposition of BAU and the BBA programme is to provide quality education by a reputable and long-established university at affordable tuition fees for the middle class in Lebanon. For instance, offering education to the middle and lower middle class has always been an integral part of the university’s mission since its establishment.

Furthermore, FBA has the following strengths:

- FBA was established, accredited, and fully recognised in 1961 when only very few universities were operating at both the national and regional level.
- FBA is perceived as a leading university at the national and regional levels. The BBA programme has over 20,000 graduates.
- FBA has expanded geographically in Lebanon. BAU has 4 campuses and FBA currently operates in 3 geographical locations.
- FBA has established over the years strong connections with the corporate environment. Every year, FBA provides a large number of guaranteed internship opportunities to the students of the programme at hand.
- FBA is among very few schools of business in Lebanon that rely on a large number of full-time faculties that are PhD holders. In addition, FBA relies on part-time lecturers from the corporate environment in order to highlight the practical dimension.
- FBA is among few business schools that have an Advisory Committee composed of members from the corporate environment. This Advisory Committee has a strong influence on the FBA’s decisions.

The Faculty Council, in collaboration with the Advisory Committee, discusses periodically the emerging employment needs in the market and the necessary amendments to the programme curriculum and majors. According to the University, the main job opportunities for each of the seven majors of the BBA programme are the following:

Accounting:

Graduates may seek employment in different settings, since accounting and auditing are necessary for a wide variety of businesses, Government, tax authority, auditing firms (CPA firms) and banks. Hence, our graduates may find careers in accounting, internal auditing, corporate governance, external auditing, budgeting preparation, product costing and cost control, financial accounting, and managerial accounting. Some roles could be as follows: Tax Accountant, Cost Accountant, Managerial Accountant, Internal Auditor, External Auditor, Governmental Auditor, Finance Controller, or Finance Director.

Management:

Management graduates may be employed by large private or public organisations, profit or non-profit, governmental or local authorities or consultation firms. Some roles could be as follows: Administrative Assistant, Assistant Manager, Production Control Manager, Technical Consultant, Office Manager, Development Officer, Human Resources Specialist, Information Services Supervisor, Branch Manager, Information Systems Manager, Customer Service Manager, or Market Research Analyst.

Economics:

Economics graduates may also be employed by large private or public organisations, profit or non-profit, governmental or local authorities or consultation firms. Some roles could be as follows: Market Analyst, Investments Analyst, Urban/Regional Planner, Research Assistant, Securities Broker, Supply-Chain Analyst, Real Estate Agent, Budget Analyst, Insurance Analyst, or Real Estate Appraiser.

Banking & Finance:

The graduates of Banking & Finance may find careers in payroll, real estate, budget analysis, investor relations, financial reporting and among other areas. Graduates may seek employment in multiple professional settings, since finance professionals are necessary in a wide variety of businesses and organizations. Some roles could be as follows: Banking Professional, Credit Analyst, Personal Financial Advisor, Loans Officer, Financial Analyst, Financial Controller, Risk Analyst, Investments Banker, Security Analyst, Lending Officer, or Financial Planner.

Marketing:

Employers include large businesses and industrial firms but also smaller companies, private research organisations, and advertising agencies. Retail and wholesale trade, insurance, travel, and real estate are other areas where your training can open up job opportunities. Some roles could be as follows: Advertising Manager, Advertising Sales Director, Account Executive, Account Coordinator, Media Director, Media Coordinator, Brand Manager, Product Manager, Product Development Manager, Market Research Director, Relations Director, or Corporate Communications Manager

Hospitality & Tourism Management:

The major gives the graduates access to top positions and a wide range of career opportunities in different types of businesses including hotels, Ecotourism, cruise ships, events, sports and leisure management. Some roles could be as follows: Travel Agent, Tour Operator, Heritage Specialist, Housekeeping Supervisor, Executive Conference Manager, Executive Meeting Manager, Food and Beverage Manager, Front Desk Agent, Director of Hotel Operations, or Shift Leader.

Management Information Systems:

Graduates have a wide variety of careers open to them, with new forms of specialisation opening up almost daily in response to new challenges to society. In almost every sector of our economy, one finds people grappling with problems of information management, making your knowledge and skills increasingly valuable. Some roles could be as follows: Management Information Specialist, System Analyst, System Administrator, Management / Decision Support Specialist, Senior IT Officer, IT – Assistant Manager, Records & Information Manager, Software Developer, Programmer, or Database Administrator.

As already mentioned the FBA offers the BBA programme at hand and three Master programmes. The BBA programme was established in 1965 and was constantly offered until today. Over the years the HEI developed the programme and added the different majors according to changing conditions of the education and job market.

Appraisal:

The HEI analysed its competition in the education market and explained the situation of programmes in the field of Business Administration in Lebanon in an intelligible manner. The panel came to the conclusion that the programme can compete on the Lebanese educational market because of BAU's self-imposed quality standards (e.g. the amount of PhD holding staff or close relations to companies). The panel appreciates the intention of offering high quality education for the Lebanese middle and lower middle class. The quality standards and the affordable tuition fees appear as the reason why students choose to study the BBA programme of BAU. This was confirmed by both students and alumni during an interview on-site.

Regarding the competitiveness of the programme's graduates on the job market the panel has no doubt that they can compete successfully on the job market in Lebanon and abroad – especially in other Arabic countries. The future fields of employment for graduates are described plausibly for the programme with its different majors. The graduate' profiles correspond to the foreseeable demand. (Regarding alumni tracking see chapter 1.1.)

The BBA programme is the main programme of the Faculty of Business Administration and has a long, successful history and several thousand graduates. It pursues qualification goals which correspond to the HEI's concept and strategic planning.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		

1.3 International orientation of the programme (Asterisk Criterion)

BAU wants to create an intercultural and global understanding of the students in the field of international business. Hence, the international orientation is one focus of the BBA programme's design and can be seen in the international content of several modules, an international scope of teaching, monitoring international trends in various fields, and the international experience of the teaching staff. Where needed, instructors use case studies of countries and businesses at the regional or international level (see also chapter 3.3).

The teaching language of the entire BBA programme is English. Aim of the programme is developing an international and intercultural dimension in the provision of education and services, international profiling and international quality standards.

Furthermore, BAU and FBA are members in the international student mobility programme ELEMENT (Egypt-Lebanon-EU Mobility Exchange NeTwork) funded by the EU and the student's mobility programmes ERASMUS and PEACE. Several students of the BBA programme are currently studying at HEI in the UK, France, Italy and Germany. Several faculty members in the programme participate in Tempus projects such as the University Network of Arab Managers (UNAM), and Access to Society for People with Individual Requirements (ASPIRE).

Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching as well as graduate employability. Achieving this aim is specially nurtured through English as the teaching language. In opinion of the panel the programme equips graduates with the skills they need to perform the tasks required in an international environment by means of targeted knowledge and skills development. The panel appreciates the possibilities for students of studying abroad.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3*	International Dimension of the Programme			X		

1.4 Gender equality and equality of opportunity

According to its own statement, BAU is committed to eliminating all forms of discrimination in all of its activities, and in respect of all students, staff and relationships with the wider community.

The age distribution of students in the programme is varied. In addition, FBA does not discriminate on the basis of marital status, economic class, or religious affiliations. The programmes are open to all students whether national or international, female or male, lower middle or upper classes, young or old, and whether married or single. The selection of students that participate in FBA's regular councils are based on their GPA (Grade Point Average). Furthermore, every year, BAU provides direct financial support to students experiencing hardship in the form of tuition fees reductions.

FBA allows students with disability as well as students with some specific health conditions for extra time during assessments and allocate some people to write on behalf of students who have writing problems.

The following table shows the statistical data of the study year 2013/14:

2013-2014					
Level	Enrolment Number	% Female	% Foreign Students	Number of Nationalities	Average Age
1 st	878	49.20	25.63	11	19.60
2 nd	371	51.21	23.18	10	20.63
3 rd	385	51.69	21.04	7	21.44
4 th	477	50.94	18.87	8	22.28
Overall Total	2111	50.40	22.83	17	20.86

Appraisal:

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by the BAU. The aim is to create a learning and working environment that ensures equal opportunities for all students and employees of the Faculty. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as foreign students, are particularly assisted.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	Gender equality and equality of opportunity			X		

2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)

To be accepted in the BBA programme, applicants must hold the Lebanese Secondary School Certificate or its equivalent (non-Lebanese Secondary Certificate). Applicants holding the official Lebanese Secondary School Certificate (General Sciences, Life Sciences or Sociology-Economics section) may apply to all majors in the sophomore class. The holders of Humanities or Technical certificate may apply to the programme but they must take additional courses before starting the programme (e.g. Introduction to Algebra; Fundamentals of Statistics; Fundamentals of Economics).

Required Documents for admission to the BBA programme are:

- photocopy of the Lebanese Secondary School Certificate (or its equivalent) or a certificate of registration in Grade 12. They should submit equivalence for their certificate issued from the Equivalence Committee at the Lebanese Ministry of Education & Higher Education;
- official school records of Grades 10 and 11;
- photocopy of the Single Civil Status Record (for Lebanese applicants only);
- photocopy of the identity card or photocopy of the passport (for non-Lebanese applicants only); and
- two recent passport-size photos endorsed by the relevant authorities.

In addition, in the application to join BAU, students are given the right to select four choices out of the seven specialisations (majors) with order of preference.

Since the programme and examinations of the BBA are set in English, the undergraduate applicants should show a level of proficiency in the English language by obtaining a minimum score on any of the tests shown below:

TOEFL (paper and pencil)	500
TOEFL (internet-based)	61
TOEFL (computer-based)	173
SAT I (writing section)	380
IELTS	5
BAU English Language Admission Exam	60%

Applicants who did not pass the BAU English Language Admission Exam will be asked to take remedial English courses at the Language Centre of BAU.

There are two possible dates for taking the BAU English Language Admission Exam, and these are publicly announced on the university's website. The announcement is made at least two months prior to the admission exams in order to allow enough time for students to organise and get prepared. The preparation of the English test is provided by the Faculty of Arts (English Literature Department) and the Language Centre and is organised by the Student Affairs Department. Within 2 weeks after the test, the results are published on the university's website.

The admission process is described in the “Rules and Regulations for the Undergraduate Programmes at BAU” and the Status Reports of each major (see chapter 3.1). All information on the admission requirements and procedures are also published on the University’s website and in information brochures (“Undergraduate admission to BAU”, “Why BAU?”)

Appraisal:

The panel considers the admission requirements as reasonable for an undergraduate Bachelor programme. They are fully in line with formal Lebanese regulations and safeguard that students of the BBA programme will be adequately qualified with a view to the intended learning outcomes.

The selection procedure on the basis of the secondary school results and the proved level of English language skills ensure the acquisition of particularly qualified students in line with the goal of the programme. Different standardised language tests are accepted and for each of them specific minimum results are defined. This selection guarantees that all enrolled students are able to participate actively in the English taught BBA programme.

The admission procedure is described and documented in binding regulations and accessible on the University’s website and in information brochures. The admission decision is based on transparent criteria and is published on the website.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION (REQUIREMENTS AND PROCEDURE) AND OBJECTIVES					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)					X
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

3. Implementation

3.1 Structure

HEI in Lebanon are free to implement the American credit hour system or the European credit point system. The BBA programme follows the credit-hour system of the United States. For instance, the implementation of the credits, workload, grading and other educational characteristics are all in accordance with the American credit-hour system. The BBA programme offers a three years education with a total of 100 credit hours. The first and the third semester are credited with 16 credit hours and the second and forth to sixth semester are

credited with 17 credit hours per week covering a selected number of course units of 2-3 credit hours each. Hence, each semester contains five or six courses.

A semester credit hour is based on one hour of contact hours (lectures) and two hours of guided self-study per week over a term structured into 16 weeks. For example, a 3 credit hour course is based on 3 hours of class and six hours of self-studying (homework, studying notes, supplementary readings, preparation of examinations) per week.

In normal circumstances, for the BBA programme, the workload per week is 16 or 17 credit hours (= 48/51 academic hours and 36/38 time hours per week). BAU's regulation also says, that the maximum workload of undergraduate students is 18 credit hours and should not be less than 9 credit hours per week (which corresponds to a maximum workload of 54 academic hours/40,5 time hours in one week).

The programme is structured to cover two main components, each of which including several modules. The two main components of the programmes are the University requirements (including mandatory University modules and the University elective modules) and the major requirements (including major core modules and major elective modules). The students follow the structure of the programme by covering the components and the modules of the programme to be eligible for graduation. The following table summarises the number of credits required for each bachelor granting major:

Major	University Requirements		Major Requirements		Total Credit Hours
	Mandatory Courses	Elective Courses	Major Core Courses	Major Elective Courses	
Accounting	5	11	75	9	100
Management	5	11	75	9	100
Economics	5	11	75	9	100
Banking & Finance	5	11	75	9	100
Marketing	5	11	75	9	100
Hospitality & Tourism Management	5	11	75	9	100
Management Information Systems	5	11	75	9	100

The curriculum of the programme is divided into components and these components are divided into course units. The whole curriculum is centred on learning outcomes and estimation of the workload necessary to achieve these learning outcomes.

The BBA programme's "Status Report" (one "Status Report for each major) includes a detailed description of the structure of the programme including (among others): information about BAU and FBA, the curriculum, the objectives and learning outcomes, career opportunities, information on the degree, information about the core courses, elective courses and University's requirements, information about the involved faculty members, their specialisations and research activities.

The Status Report also contains course specifications of every course which include: course title, credit hours, prerequisites, academic level and term, objectives and learning outcomes, teaching and learning methods, literature recommendations and a semester schedule which shows the content of every semester's week and timeframe for the course examinations during the semester.

Examination forms at BAU are: written exams, oral exams, true-false tests, multiple-choice tests, projects, case studies, presentations, or essays. Regarding the assessment requirements, the following table shows the appropriate number, frequency of examinations as well as grading percentages.

Assessment No.	Type	Start Week No.	Submit Week No.	Weight %
1	7 th Week Evaluation	1	7	30
2	12 th Week Evaluation	8	12	30
4	Final Examination		16	40
Total				100

The BBA programme includes an internship for the final year students (credited with 3 credit hours). A final thesis is not part of the study programme. After finishing all courses the graduates receive their diploma supplement which includes all examination results and the GPA. A relative grading is possible but not obligatory part of the diploma supplementations.

The “Rules and Regulations of the Undergraduate Programmes at BAU” contain the regulations about the credit-hour-system, the admission, the semester schedules, the prerequisites for graduation, the tuition fees, the evaluation and grading, as well as course transfer. The “BAU Guidelines for Effective Student Assessment” contain detailed information about the examination system.

Regarding course transfer BAU has the following regulations:

- the transferred courses must be comparable in the scientific content and in the number of credits to the BAU courses which are required to attain the desired degree;
- the applying student must have already passed the course with a GPA not less than C or its percentage equivalent in the yearly system;
- general knowledge courses can be transferred from other universities without being compared with equivalent BAU University Elective courses, as long as their credit count does not exceed 50% of the required BAU University Elective credits;
- the course completion date must not exceed 5 years; and
- the total transferred credit hours should not exceed 50% of the total number of credit hours required to obtain the relevant major degree.

Student’s attendance must be at least 80%. FBA has also prepared study plans for each major for the six semesters and contract sheets which allow students to keep track of their progress in line with the structural requirements of the programme. These are communicated to students to be able to plan their workload.

The standard week for the BBA programme includes 5 days from 8am to 4pm every day.

As to office hours, each faculty member is expected to allocate a minimum of 6 office hours per week. In terms of general student support, the administrative staff of FBA (Registrar, Executive Officers and Secretary) as well as those of BAU (for common multi-faculty student services) are available during regular office hours.

Appraisal:

The structure of the programme follows the credit system of the United States. Hence, the amount of contact hours in class and of self-study hours that are necessary to achieve the goals of the courses are reflected in the amount of credit hours of each course. The regular size of two to three credit hours per course, which represent courses with a total workload of six to nine hours per week, corresponds to the American system. In the view of the panel the structure of courses and workload in the programme is comprehensible and appears reason-

able to enable the students to achieve the intended objectives of the programme in the designated time. Furthermore, the ratio of core modules and elective modules as well as University modules and major modules is, according to the panel, weighted in a balanced manner. The workload is also evenly spread over the six semesters. The structure therefore helps to set the objectives of the student workload and the students to acquire the skills related to the specific objectives of their chosen major. Due to the fact that there are no courses with a duration over two semesters, the student's mobility is warranted. Furthermore, the programme's structure is in line with the requirements of the Ministry of Education and Higher Education in Lebanon.

There is a mandatory internship in the programme (three credit hours). The panel likes to point out the importance of practical experience for the students – especially in a BBA programme. Hence, the panel recommends prolonging the internship (for more than just a few weeks) in the BBA programme.

Regarding the diploma supplements the panel learned a relative grading is not an obligatory part of the supplements but is set in it if students ask for it. The panel recommends implementing an obligatory relative grading, which allows HEI to ensure fair transfer and recognition of grades of its students who want to study abroad.

The Status Report of each major contains general information about the programme and detailed information for all courses (like content, learning outcomes, credit hours and examinations).

Examination regulations exist and regulate the structural requirements for the programme. Furthermore, the panel learned that BAU was one of a few HEI in Lebanon that was involved in the process of establishing the national requirements which were officially implemented by the Ministry.

BAU has formulated detailed regulations regarding the recognition of course achievements and credit transfer from other HEI. Even Lebanon has not ratified the Lisbon Convention, the panel learned that BAU is willing to follow the Conventions rules. Therefore, the panel recommends implementing the rule, that, in case that BAU does not accept the course achievements of a student, BAU has to prove that the course achievements are substantially different from the learning outcomes of the corresponding BAU course.

There are several aspects that promote the feasibility of the BBA programme. The admission requirements ensure that students are enrolled who have the necessary English skills. Subject-specific and general support is provided to the students. The number and frequency of examinations is high but manageable due to the fact that the time schedules and preparation information is announced early via the "Status Reports" (regarding the system of continuous examinations see also chapter 3.2). The HEI evaluates all courses with an evaluation sheet that contains questions regarding the quality of the course content and outcomes as well as the educational quality (course organisation and lecturer). In addition, BAU just implemented a second questionnaire for the course evaluation that contains questions whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, examination). Altogether the panel comes to the conclusion that the student workload seems feasible.

Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X ¹		
3.1.3*	Study and Examination Regulations			X		
3.1.4*	Student workload			X		

3.2 Content

The course structure of the study programme is shown in the following illustrations:

Liberal / Non-Business Courses - 16 Cr.Hr.		Cr.	
ENGL001	English Language	2	
ARAB001	Arabic Language	2	
LAWS001	Human Rights	1	
	General Electives	11	

Core Business Courses - 48 Cr.Hr.			Prerequisite
BACC201	Principles of Accounting I	3	
BACC202	Principles of Accounting II	3	BACC201
BUSN201	Business Law	2	
BUSN203	Business Communications	2	
BUSN204	Business Ethics	2	
BECO201	Microeconomics	3	
BECO202	Macroeconomics	3	BECO201
BMTH201	Business Math	3	
BMTH202	Business Statistics	3	
BMGT202	Principles of Management	3	
BMGT301	Organizational Behavior	3	
BMKT301	Principles of Marketing	3	BMGT202
BMIS301	Management Information Systems I	3	BMGT202
BMGT303	Operations Management	3	BMGT202
BMGT304	Strategic Management	3	BMGT202
BFSC302	Taxation Systems	3	
BFIN302	Financial Management	3	

¹ BAU implemented the US course and credit hour system.

Required Courses (Accounting): 27 Cr.Hr.			Prerequisite
BACC301	Intermediate Accounting I	3	BACC202
BACC302	Intermediate Accounting II	3	BACC301
BACC401	Corporation & Partnership Accounting	3	BACC302
BACC402	Auditing	3	BACC401
BACC403	Cost Accounting	3	
BACC404	Managerial Accounting	3	BACC202
BACC405	Accounting Information Systems	3	BACC301
BACC406	Tax Accounting	3	BACC401
BACC410	Senior Project & Internship	3	
Elective Courses (Accounting): 9 Cr.Hr.			Prerequisite
BACC411	Governmental Accounting	3	BACC302
BACC412	International Accounting	3	BACC302
BACC413	Advanced Cost & Managerial Accounting	3	BACC403 + BACC404
BACC414	Advanced Financial Accounting	3	
BACC415	Cost Accounting for Restaurants & Hotels	3	BACC202
BACC416	Hospitality Managerial Accounting	3	BACC202
BECO406	Managerial Economics	3	
BMGT404	Entrepreneurship & Venture Management	3	
BMIS302	Management Information Systems II	3	BMIS301
BUSN420	Corporate Social Responsibility	3	
Total		100 Cr.	

Required Courses (Management): 27 Cr.Hr.			Prerequisite
BMGT303	International Business	3	BMGT202
BMGT306	Human Resources Management	3	BMGT202 + BMGT301
BMGT401	Leadership	3	BMGT202 + BMGT301
BMGT402	Organizational Analysis & Design	3	BMGT202
BMGT404	Entrepreneurship & Venture Management	3	
BMKT401	Marketing Research	3	BMKT301
BACC404	Managerial Accounting	3	BACC202
BUSN401	E-Business	3	
BMGT410	Senior Project & Internship	3	
Elective Courses (Management): 9 Cr.Hr.			Prerequisite
BMGT411	Human Resource Planning & Development	3	BMGT302
BMGT412	Quantitative Techniques for Management	3	BMGT302 + BMGT303
BMKT415	Logistics & Supply Chain Management	3	BMGT202
BACC403	Cost Accounting	3	
BECO406	Managerial Economics	3	
BFIN314	Investments	3	
BFIN412	Financial Institutions & Capital Markets	3	BFIN302
BHOT301	Introduction to Hospitality Management	3	BMGT202
BMIS302	Management Information Systems II	3	BMIS301
BUSN420	Corporate Social Responsibility	3	
Total		100 Cr.	

Required Courses (Economics): 27 Cr.Hr.			Prerequisite
BECO301	Intermediate Microeconomics	3	BECO201
BECO302	Intermediate Macroeconomics	3	BECO202
BECO401	Economics Statistics	3	
BECO402	Money and Banking	3	
BECO403	International Economics	3	BECO301 + BECO302
BECO404	Economics of Risk & Uncertainty	3	BMTH202 + BECO301
BECO405	Public Finance & Fiscal Policy	3	
BECO406	Managerial Economics	3	
BECO410	Senior Project & Internship	3	
Elective Courses (Economics): 9 Cr.Hr.			Prerequisite
BECO411	Environmental Economics	3	
BECO412	Health Economics	3	
BECO413	Labor Economics	3	
BECO414	Introduction to Econometrics	3	BECO401
BECO415	Islamic Economics	3	
BECO416	Economic Development	3	
BFIN412	Financial Institutions & Capital Markets	3	BFIN302
BMGT302	Human Resource Management	3	BMGT202 + BMGT301
BMIS302	Management Information Systems II	3	BMIS301
BUSN420	Corporate Social Responsibility	3	
Total		100 Cr.	

Required Courses (Banking & Finance): 27 Cr.Hr.			Prerequisite
BACC301	Intermediate Accounting I	3	BACC202
BACC302	Intermediate Accounting II	3	BACC301
BFIN401	Security Analysis	3	BFIN302
BFIN402	Islamic Banking	3	BFIN302
BFIN403	Portfolio Management	3	BFIN302
BFIN404	Bank Management	3	BFIN302
BFIN405	Principles of Insurance	3	BFIN302
BFIN406	Fundamentals of Risk Management	3	
BFIN410	Senior Project & Internship	3	
Elective Courses (Banking & Finance): 9 Cr.Hr.			Prerequisite
BECO402	Money & Banking	3	
BECO405	Public Finance & Fiscal Policy	3	
BECO417	Applied Econometrics	3	BMTH202
BFIN411	Real Estate Finance	3	
BFIN412	Financial Institutions & Capital Markets	3	BFIN302
BFIN413	Derivatives	3	
BFIN414	International Finance	3	
BFIN415	Credit & Risk Analysis	3	
BMIS302	Management Information Systems II	3	BMIS301
BUSN420	Corporate Social Responsibility	3	
Total		100 Cr.	

Required Courses (Marketing): 27 Cr.Hr.			Prerequisite
BMKT302	Services Marketing	3	BMKT301
BMKT401	Marketing Research	3	BMKT301
BMKT402	Strategic Marketing Management	3	BMGT304 + BMKT405
BMKT403	International Marketing	3	BMKT301
BMKT404	Brand Management	3	BMKT301
BMKT405	Consumer Behavior	3	BMKT301
BMKT406	Advertising Marketing Communications	3	BMKT405
BUSN401	E-Business	3	
BMKT410	Senior Project & Internship	3	
Elective Courses (Marketing): 9 Cr.Hr.			Prerequisite
BMKT411	Social Marketing	3	BMKT301
BMKT412	Professional Selling	3	BMKT301
BMKT413	Retail Management	3	
BMKT414	Public Relations	3	
BMKT415	Logistics & Supply Chain Management	3	BMGT202
BMGT302	Human Resource Management	3	BMGT202 + BMGT301
BMGT404	Entrepreneurship & Venture Management	3	
BACC403	Cost Accounting	3	
BMIS302	Management Information Systems II	3	BMIS301
BUSN420	Corporate Social Responsibility	3	
Total		100 Cr.	

Required Courses (Hospitality & Tourism Management): 27 Cr.Hr.			Prerequisite
BHOT301	Introduction to Hospitality Management	3	BMGT202
BHOT302	Lodging Management & Operations	3	BHOT301
BHOT401	Food & Beverage Production and Control	3	
BHOT402	Hotel Operations	3	
BHOT403	Event Planning & Management	3	
BHOT404	Hospitality and Tourism Marketing	3	
BACC415	Cost Accounting for Restaurants and Hotels	3	BACC202
BACC416	Hospitality Managerial Accounting	3	BACC202
BHOT410	Senior Project & Internship	3	
Elective Courses (Hospitality & Tourism Management): 9 Cr.Hr.			Prerequisite
BMGT302	Human Resource Management	3	BMGT202 + BMGT301
BMGT404	Entrepreneurship & Venture Management	3	
BECO406	Managerial Economics	3	
BHOT411	Travel Agency & Tour Management	3	BHOT301
BHOT412	Eco & Cultural Tourism	3	BMGT202
BMKT302	Services Marketing	3	BMKT301
BMKT401	Marketing Research	3	BMKT301
BMKT412	Professional Selling	3	BMKT301
BUSN411	Logistics & Supply Chain Management	3	BMGT202
BUSN420	Corporate Social Responsibility	3	
Total		100 Cr.	

Required Courses (Management Information Systems): 27 Cr.Hr.			Prerequisite
BMIS302	Management Information Systems II	3	BMIS301
BUSN401	E-Business	3	
BMIS303	Introduction to Programming for Business Applications	3	
BMIS401	Database Management Systems	3	BMIS302
BMIS402	E-Business Systems Development	3	BMIS401 + BMIS403
BMIS403	Web Applications Design & Implementations	3	BMIS303
BMIS405	Information Systems Analysis & Design	3	BMIS303 + BMIS301
BMIS406	Introduction to Networks & Security	3	
BMIS410	Senior Project & Internship	3	
Elective Courses (Management Information Systems): 9 Cr.Hr.			Prerequisite
BMIS411	Enterprise Resource Planning Systems & Applications	3	BMIS401
BMIS412	Business Intelligence	3	BMIS405
BMIS413	IS Project Management	3	BMIS301
BMIS414	Object Oriented Programming for Business	3	
BMIS415	Enterprise Data Warehouses	3	BMIS407
BMIS416	Web Analytics	3	
BMIS417	E-Government	3	BMIS401
BMIS418	Healthcare Information Systems	3	
BMGT404	Entrepreneurship & Venture Management	3	
BUSN420	Corporate Social Responsibility	3	
Total		100 Cr.	

Each major of the BBA programme contains a blending of core courses from several disciplines which consist 16 credit hours (mandatory and elective courses) that are meant to broaden the knowledge of students and ensure interdisciplinary thinking. The major requirements component aims at achieving general and specialised knowledge and understanding, analysis, application, and evaluation in business studies as well as related to the major selected by the student. The University requirements component aims at providing additional insights to the students beyond the major. The mandatory major requirements are crucially important to achieve the programme objectives and as such has 75% of the credit requirements for graduation. The mandatory university courses, which make 5% of the credit requirements, include English Language, Arabic Language, and Human Rights, and are essential for any university student regardless of the field of study to develop careers. The elective university courses include, among others, Culture and Health, Principles of Nutrition, Principles of Political Sciences, Medicinal Herbs, Photography, or Introduction to Astronomy. In addition, the modules of the programme are logically connected with each other. Some courses are pre-requisites to some other courses. For instance, in some areas of the programme, some previous knowledge received in some disciplines is required when solving the problems of the others.

Elective courses, which make 20% of the credit requirements allow students to gain beneficial skills in accordance with their own preferences. Some of these elective courses are related to the major that the student has selected to further widen and deepen the knowledge and understanding as well as the intellectual skills of the student. The University Requirements elective courses are meant to ensure interdisciplinarity.

In line with the empowering of the student's professional and practical skills, as well as general and transferable skills, the curriculum teaches dialoguing in conditions of intercultural interaction and developing "intercultural competence" by making English the teaching language of the programme, and by teaching courses of "Business English" and "Business Communications", as well as modern computer technologies via ICDL (International Computer Driving Licence). These courses allow to achieve the practical and professional skills objectives of the programme as well as the general and transferable skills.

The qualification is awarded to the students who demonstrate knowledge and understanding in business in general and in the specific field of their majors. Hence, the graduates of the programme have competences in solving problems related to business administration. According to this content the programme description and the awarded qualification title are "Bachelor of Business Administration".

The preparation of students for practice during the whole period of studies is one of the top priorities of the programme. This is among others achieved via:

- case examples as an integral part of the courses: demonstrations, PowerPoint presentations, real-life problems and case studies are widely used in order to enhance students understanding for different areas of the curriculum;
- most of the part-time lecturers are from the corporate environment;
- employers regularly take part in meetings of FBA such as the Advisory Committee meetings and the Faculty Council meetings. The Faculty is aware of the importance of strengthening its position with the corporate environment. From that perspective, FBA is constantly establishing partnerships with companies to have a fruitful impact on the students of the programme at hand;
- FBA provides students of the BBA programme the opportunity to do an internship in some of the most renowned businesses in the country. Among others, internships are offered in the following organisations: Ministry of Finance, Lebanese private banks, Central Bank of Lebanon, Lebanese retail and services companies.

An important element throughout the whole programme is the application of analytical and conceptual skills. The courses attempt to impart the ability to empower students to think conceptually and to achieve the ability to gather, synthesise and interpret data. The programme allows the graduates to master methodology, to perform academic work and learn to understand and compare the study material from specialised sources. Hence, one of the objectives of the BBA program is to develop graduates with the conceptual understanding and methodological competence needed to create, interpret, critically evaluate and advance knowledge in the field of Business.

Students are tested on whether or not they achieve the intended learning outcomes of the programme through the tests and assignments during the programme. A system of continuous assessment is used and has the advantage of students receiving continuous feedback on their progress. The continuous monitoring of student progress means that problems which some individual students may have are identified sooner, and instructors can immediately refer these students to the study advisors for a meeting.

Appraisal:

The curriculum of the programme – varying in the major specific modules – takes the programme objectives into consideration to a sufficient extent. There is a balanced mixture of courses in terms of content and they are arranged in a logical sequence. The panel has seen the Status Reports of all majors including the course descriptions and is positive about the course content as the panel finds that all relevant topics for the BBA programme are addressed at an adequate level. They also found evidence that the seven majors enable stu-

dents to acquire beneficial skills in accordance with their own preferences. Altogether, the programme particularly corresponds to the outcome-based approach.

The reasons for the qualification “Bachelor of Business Administration” are given and the title is in line with the focus of the programme content and the national requirements. Also, the programme description corresponds to the content of the curriculum.

Theory and practice are sufficiently combined throughout the curriculum. Theoretical questions are geared towards application fields to promote employability on the programme. Many lecturers bring their business and educational skills with up-to-date knowledge of recent developments into the programme. The programme’s content also promotes interdisciplinary thinking.

Finally, the programme ensures that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature. It is also indicated as learning objectives in the course descriptions.

The panel has seen a variety of assessments, e.g.: written tests, case studies, tests, etc. Assessment techniques comply with the subject matter to be tested. The level of performance in examinations are aligned with the learning outcomes of the module in terms of form and content. The requirements are in line with the level necessary to attain the qualification in question.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity			X		
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		

3.3 Internationality

The international focus of the programme reflects in various international and intercultural aspects. Regardless of the chosen major, all students participate in the Business Ethics course which covers the globalisation and international business with regard to ethical aspects. It also covers ethical relativism and cross-cultural values and international rights. Disciplines such as International Accounting, International Finance, International Economics, International Business or International Marketing (depending on the major) are aimed at creating an international outlook of the graduates and future managers. Furthermore, many other courses of one or of several majors contain international and intercultural aspects as well (e.g. Auditing, Tax Accounting, Advanced Financial Accounting, Cost Accounting, Portfolio Management, Economic Development, Human Resources Management, ECO and Cultural Tourism, Logistics and Supply Chain Management, Hotel Management, Management Information Systems II, Introduction to Hospitality Management, Social Marketing, or Public Relations).

A certain group of student community comes from abroad or has two nationalities because of a multinational family background. In the BBA programme are currently studying students of 17 nationalities (more than 20% of the students in the programme) The students nationalities are: Jordanian, Iraqi, Australian, Egyptian, Turkish, Libyan, Saudi Arabian, Danish, American, Moroccan, Palestinian, Moroccan, Syrian, Sudanese, Iranian, and Swedish. Teaching staff in the programme represent five nationalities: Lebanese, Egyptian, American, Palestinian and Syrian. In addition, most of the academic staff has an international experience. The Egyptian lecturers come from a wide variety of universities in Egypt i.e. Alexandria University, Cairo University, American University of Cairo, while others have graduated from HEI in the US or Germany. The Lebanese lecturers are also graduates of universities in France and the UK which bring an international dimension to the content and delivery of the course. In addition, most of the teaching staff have a practical experience at an international level and participate almost every year in international conferences and workshops in Lebanon and abroad.

The BBA programme is taught in English Language since 2002 which ensures sufficient use of foreign language to better promote employability of graduates. Secondly, student of the BBA programme must complete a university requirement course in Arabic in order to graduate. Finally, among the university elective courses, students have the possibility to study French or Spanish.

Appraisal:

The international orientation of the programme is shown in the curriculum of the programme and equips graduates with the skills they need to perform the tasks required in an international and inter-cultural environment. Hence, the panel is positive about the international and intercultural content but – due to transparency – recommends pointing out the relevant learning outcomes even more clearly in the course descriptions. A significant proportion of the student community comes from abroad or has an international background. Furthermore the international composition of the teaching community corresponds to the requirements and affords the acquisition of skills. An emphasis of the international orientation of the programme is that the entire programme is taught in English language and according to this the use of foreign language material (literature, cases, ect.). The resulting English skills and the knowledge of a second language promote clearly the employability of the graduates in an international context.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community			X		
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content		X			

3.4 Additional acquisition of knowledge and skills

BAU pays great attention to the students' development of generic skills. The aspects of ethics, skill acquisition, management concepts, responsible citizenship and leadership in business communities, personal development, and mutual respect are taken very seriously. The Code of Ethics at BAU reflects the importance of ethics at the institution level. Graduates of the programme possess among others the following common cultural competence in full:

- ability to take an active civic position,
- readiness to cooperate with colleagues and to work in team,
- ability to make organisational and administrative decisions and readiness to take responsibility for them,
- ability to work with information in global computer networks and corporate information systems,
- ability to consider consequences of managerial decisions and actions from the perspective of social responsibility, and
- ability to adhere to ethical values.

Development of skills for communication and public speaking, as well as group work and acquisition of skills in conflict resolution are conducted with students of the programme on a regular basis:

- In the programme's courses there is active conversation between the lecturers and the students.
- The students have to work in teams on a regular basis.
- In many disciplines students are asked to present their solutions, to a task and lead a debate about it.
- The students are trained to form oral and written messages in logical, reasoned and clear manner.

Appraisal:

As the panel states, the development of generic skills such as ethical aspects, managerial skills and management concepts as well as an educational component, which is not specifically related to the final qualification, is provided on the programme on a consistent basis. Also, in various courses, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. Communication skills and public-speaking skills as well as team-work and conflict resolution

are nurtured by means of knowledge and skills development on the programme and students practice the techniques individually during their classes.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or re-research-oriented skills (only for Master programmes in Germany)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

3.5 Teaching Methodology

BAU encourages the lecturers to use many different teaching methods, to enable a choice for the most effective methods and to connect to different teaching and learning methods. The teaching and learning methods are described in the Status Reports so students can understand the logic of the programme and position themselves as active and affective learners. The courses comprise a combination of:

- lectures with direct reading;
- data shows;
- data analysis;
- case studies;
- project work;
- presentations; or
- group discussions

The case studies and project works are based on national and international business practices. The lectures can use white boards, overhead projectors, PowerPoint and personal computers for data shows.

The responsible lecturers for each course have developed descriptions of the courses which contain its aim, the basic literature and applied teaching methods. The students receive this information with the Status Reports of their major. Additional materials like lecture notes, textbooks and other materials for preparing the student's self-study time are presented by the lecturers during their courses or online via the student's portal "iConnect".

Regarding guest lecturers FBA points out, that every year a lecturer from John Hopkins University in the United States is invited to teach the course of Corporate Social Responsibility in the programme.

Furthermore, in some courses the majors Accounting and Management Information Systems during tutorials (Accounting) and lab sessions (MIS), teaching assistants from higher semesters help students get the grasp of the courses by enhancing their understanding through practical exercises.

Appraisal:

The logic of the teaching methodology is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme and tailored to the specific courses. What is more, case studies and project work are used as part of the curriculum and are aimed at developing the students' skills. Many of the used case studies are from abroad, especially the United States. This panel appreciates this with regard to the international orientation of the programme but also point out the importance of referring the cases to the Lebanese market and economic situation.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required Bachelor level. They are user-friendly and encourage students to engage in further independent studies. The materials are electronically accessible on the student's internet portal.

Only one course of the programme is given by a lecturer from another HEI. In the view of the panel this lecturer meets more the requirements of a part-time faculty member than of a real guest lecturer. Therefore, the panel strongly recommends involving guest lecturers for courses and single lectures to bring more experience from the realms of business into the teaching.

Student assistants are part of the support strategy in some major courses to help the students to develop their skills.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers				X	
3.5.4	Student Assistants involved in Teaching			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

The programme is designed for comprehensive training of bachelors in Business Administration. The curriculum of the programme is constantly monitored by an Advisory Committee whose members are businessmen from Lebanon. Their role among others is to provide the dean with advice on the emerging needs of the corporate market in Lebanon (see also chapter 4.2). Besides disciplines which are mandatory, the curriculum includes the seven pathways, which allow students to gain a deeper understanding on relevant areas according to their individual interests. This approach allows the students to develop the skills which the student finds most interesting and promising, in accordance with the plans of his future career.

The employability of graduates from the programme is based among others on the following elements:

- a strong link between theory and practice,
- the training of methodological competencies,
- English language courses and international content,
- the promotion of self-dependent and systematic work, and
- the training of social skills.

Appraisal:

The BBA programme at hand is intended to afford the graduates with skills for employment. Employability is recognisable as a central theme of the programme through all the stages of the course. The curriculum content is such that it is possible to achieve the employability aspired to in the programme objective and to get a degree, which has an explicit profile with regard to the content. Due to the close relation of FBA to its Advisory Committee and the resulting influence of the Committee members in the development process of the curriculum the programme is systematically aligned to the anticipated requirements of the job market and adapts to changes on the job market to a large extent. (Regarding alumni tracking see chapter 1.1).

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.6*	Skills for Employment / Employability		X			

4. Academic Environment and framework conditions

4.1 Teaching staff

The following table shows the structure and number of the BBA programme:

BBA Programme	Fall 2013-2014	Spring 2013-2014
Full-time faculty		
Number of academic staff members	22	25
% holding a doctoral degree	95%	95%
% non-nationals	75%	75%
Number of Nationalities	2	2
% faculty with foreign professional or study experience	90%	90%
Part-time Faculty		
Number of academic staff members	31	34
Number of Nationalities	4	4

The procedure of appointing a new faculty member to a position is performed considering FBA's professional requirements in collaboration with the Human Resources Department. However, the final decision on whether to take the applicant on board is made by the dean of

FBA. The HR Department is responsible of verifying the authenticity of the documents submitted by candidates and implement the whole recruitment procedure.

Applicants applying for “Professor” and for Associate Professor” must have a Master and PhD degree and have spent at least 5 years working after attaining their PhD. Furthermore they have to submit 3-5 (for Associate Professor) or 5-8 (for Professor) academic works, of which at least 1 (Ass. Prof.) or 2 (Prof) must be single authored works.

The minimum requirement for part-time lecturers is to hold a Master degree in their respective field of teaching. However, most of the part-time faculty members hold a PhD degree from international universities.

FBA pays attention to the development of junior instructors that start as teaching assistant and eventually can get a part-time or full-time position. The teaching assistants are current or previous students that have strong academic credentials.

The teaching staff actively participates in national and international conferences and workshops. At the same time, FBA hosts and organises conferences at national and international levels. The most recent was a conference in “Supply Chain Management in the Middle East: Chains of Opportunities and Challenges” which was organised in December, 2013.

Moreover, every year the university organises teaching skills workshops where new teaching techniques and technologies are discussed. All faculty members of the university are encouraged to attend. During the term 2013/14, two different workshops were organised by external facilitators and several faculty members attended and received a certificate.

Most of the full-time faculty members are or have been previously involved in consultancy work. In addition, some of them worked for large multinational organisations such KPMG, Philips Electronics, NGOs, etc. In order to bring more of the world of practice to the classroom, FBA is increasingly relying on part-time faculties that are working in the corporate world for some well-known organisations in Lebanon, such as the Central Bank of Lebanon, Four Seasons, Ministry of Finance, First National Bank, The Union of Arab Banks, etc. In fact, this allows bridging the gap between the classroom and the domestic corporate world.

FBA holds regular formal and informal meetings to discuss problems related to the programmes and make decisions. As to the formal meetings, FBA holds a Faculty Council every month (the first Friday of every month). Prior to the Council, an agenda is prepared. This agenda can include topics related to student affairs and other academic and administrative issues. All full-time faculty members must attend the faculty council. The decisions made are then approved by all faculty members. In addition, FBA organises some informal meetings in order to discuss pressing issues that can't wait for the next Faculty Council. The part-time faculty is invited to participate in the Council and is informed about the results and decisions that have been made. In general, the dean of FBA is in close contact with the part-time faculty and ensures that they are involved the internal cooperation in the programme.

Regular supporting and consulting of students is compulsory to all faculty members. This takes place through office hours. Each full-time faculty member is expected to allocate a minimum of 5-6 office hours per week. Part-time lecturers are available before their courses and always stay longer after their courses for answering individual questions of the students. Both, full-time and part-time faculty is also available via e-mail. Faculty members are also expected to support students during Advising/Registration processes. In addition, faculty members can be freely consulted on personal matters. Students and teachers can also interact through the university system “iConnect” via e-mails or by posting latest news related to the course.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. A list of all involved lecturers shows the availability of the required capacity to implement the programme. According to the CVs the academic ability and the practical experience of the teaching staff is in line with the requirements of the BBA programme for teaching. Besides, a high number of lecturers have long-year experience in teaching. The staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. Altogether, the panel appreciates very much that FBA follows a very clear strategy when appointing new lecturers. A special focus is given to the academic qualifications which results in the high amount of PhD holding teaching staff. The panel learned that this fact is a clear advantage in the regional educational market.

The personal development of the lectures is ensured via regular workshops (e.g. regarding new teaching methods) and via possibilities of attaining conferences in Lebanon and abroad.

Internal collaboration and coordination is ensured by the dean and can be seen clearly in the meetings of the teaching staff. The panel appreciates especially the Faculty Councils in which the HEI's teaching staff participates on a regular basis.

As affirmed by students of the BBA Programme during the on-site visit, the counselling of students by teaching staff is intensive. Student support is an integral part of the services provided by the faculty. The lecturers are available for the students outside the specified office hours as well and e-mails are answered fairly quickly. Hence, the students are "fully content" with the support they receive and the Open Door Policy of the FBA.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			

4.2 Programme Management

The programme is managed by the FBA's administration. The BBA programme is offered on three campuses of BAU (in Beirut, Debibeh and Tripoli). On each campus a programme director is responsible for the programme. Hence, each director runs the programme on the

day-to-day basis, takes actions if necessary, and controls the quality of education. The programme director is responsible of interviewing and selecting the staff of the programme and monitors the progress and performance of the involved part-time instructors. The director is supported by the heads of the departments and the faculty members.

Furthermore, there is one programme coordinator for the BBA programme. He is responsible for the achievement of a homogenous level regarding the teaching, examinations and grading process on all campuses. The process includes, among others, that at the end of every semester the several examinations (the two best, two mediocre and the two with the lowest results) are double-checked by the dean of FBA. Besides the coordinator's meetings with the programme directors, he weekly meets with the heads of the departments.

Teachers and students take part in the decision-making process which affects their area of activity as well. Faculty members can freely discuss with the programme director and the dean different issues related to their courses and activities. Students at the undergraduate and postgraduate levels are involved in the decision-making process by attending and participating (with voting rights) in the regular faculty councils. For instance, two student's representatives participate in the faculty's councils. This allows students to raise issues related to their own interests and ensures more transparency. Students are also encouraged to join the activities groups that established and managed by the university's student activities department.

FBA provides advising to students during their studies and especially for new students during the registration weeks of each term. The questions can be subject-specific questions or general questions about the overall academic progress of the student. The advising process is compulsory. Regular office hours of the administration are from 8:00 am till 4:00 pm but individual meetings can be arranged, too.

The Advisory Committee of FBA consists of representatives from the corporate field. The responsibilities of the Advisory Committee that meets once every term, is to raise issues from the corporate environment that are relevant to business education. From that perspective, they provide suggestions in terms of curriculum development of the programmes, employability, and quality assurance.

Appraisal:

The programme directors coordinate the activities of everyone involved in the programme and ensure that the BBA programme runs smoothly on each campus. Through the function of the programme coordinator and measures like checking regularly on the quality of examinations the HEI guarantees that the same level is achieved no matter on which campus the students study.

The process organisation, administrative support as well as decision-making processes, skills and responsibilities are determined transparently. The lecturers and students are involved in the decision-making processes, which affect their areas of responsibility. In terms of both quality and quantity sufficient staff is available taking account of their involvement on other programmes so that the processes described can be implemented appropriately.

In addition, the core procedures and responsibilities laid down are described. The administration acts as a service provider for students and teaching staff. That was confirmed by students and faculty during the on-site visit. The HEI offers continuous professional development for the administrative staff. Electronic service-support possibilities are used to the best possible extent and supplement the advice provided on a one-to-one basis.

An Advisory Committee has been established in the FBA and its recommendations are used with regard to the programmes objectives and content. The responsibilities are laid down clearly (regarding the Advisory Committee see also chapter 3.6).

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and Administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities		X			

4.3 Cooperation and partnerships

The University has several contractual partner universities and colleges in the Arabic world, Europe and other continents. The potential of these partnerships offers a variety of exchange-options for students and lecturers. Like mentioned before BAU participates in exchange programmes like ERASMUS or ELEMENT (see also chapter 1.3).

Recently, FBA is working on cooperation agreements with 2 European universities and a university in the United States which should result in mutual study programmes and projects as well as student and lecturer exchange.

In the framework of the Tempus project “Innovation and Development of academic-industry partnerships through Efficient Administration in Lebanon” (IDEAL), as a member in the project, BAU is working on ways and procedures to be implemented to strengthen its cooperation with Enterprises. A faculty member of FBA is participating in the workshops organised in the framework of the project and is currently preparing a plan for the upcoming academic year which should allow more cooperation with enterprises and organisations.

The installed Advisory Committee proves the close contact of the HEI with the business field and industry as well. The well-functioning relation with companies enables BAU to offer internships in the most well-known companies in Lebanon.

Appraisal:

Cooperation with HEIs and other academic institutions as well as with companies are described and actively pursued. Results are, among others, activities such as internships, lecturer and student exchanges and a course, offered by a lecturer from another HEI. Overall, the cooperation have an impact on the programme and promote the development of the students’ skills. The panel appreciates the efforts of BAU to increase their cooperation activities.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities

The FBA is situated at the main building of the university in Beirut as well as in Tripoli and at the campus of BAU in Debbieh. All campuses have dozens of classrooms in different sizes. The classrooms are equipped with modern multimedia facilities (projectors, whiteboards, and multimedia devices). The University offers free access to a highspeed Wi-Fi connection so that students can work on the campuses with their own laptops. The buildings are equipped with elevators.

Considering access to required literature, a library on each campus is available. According to FBA, each lecturer updates the library on the relevant books and textbooks s/he would like to use. Access to the literature and journals are geared to the programme content and are up-to-date. The main library in Beirut houses a growing collection of textbooks, 16,719 books at the time of the on site visit. Most of the books/textbooks are in Arabic or English language. Besides the books the libraries contain theses, specialised Periodicals, and journals as well as references, maps and CDs/DVDs. The libraries are also equipped with photocopiers and printers.

The library opening time is 8 am till 6 pm during term time and 8 am 4 pm otherwise. They are closed on the weekends except for the time when the students prepare for the final examinations. The staff of the libraries assists and supports the students in all matters regarding the libraries. At the beginning of semesters new students are invited to introduction lectures to get to know the libraries and its services. An online library catalogue provides students with information on the libraries' holdings and gives access to online databases and open access resources. A circulation of sources between the libraries is possible. The libraries include additional rooms which may be used by the students for self-directed learning. They are designated either for individual quiet study or group activity. In addition, desktop PCs for students who do not bring their own laptop are available, too.

Appraisal:

In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme, also taking into account the use of resources for other programmes. Free access to a Wi-Fi network is available for students. The campuses are fully equipped with modern information technology. This was confirmed by students and lecturers of FBA as well as one panel member who visited

the campus in Debbieh during an on-site visit of another accreditation procedure. The buildings are equipped with elevators. Nonetheless there are some barriers that impede the access for disabled people to parts or rooms of the building. But BAU sufficiently assured to provide barrier free access in case that disabled students are enrolled.

Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured, in line with the programme contents and up to date. But the panel recommends increasing the amount of electronic sources like e-books. The opening hours and the support service take into account the students' needs. There are sufficient library workstations available to students with sufficient technical equipment and space for group work.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		

4.5 Additional Services

The Alumni Affairs and Career Office communicates job vacancies and internships via e-mails and social media to alumni and potential graduates. Until now, the Office organised three workshops for 463 students. Such workshops entitled "Build your CV and Ace your Interview" were provided in collaboration with BLOM Shabeb. Moreover, the Alumni Affairs and Career Office provides students of the Accounting major with instruction on how to be a "Certified Accountant" in Lebanon.

The Office also organises events, workshops and seminars for the members of the Alumni Association. One of the organised events is the annual Job Fair in which the students of the programme at hand participate. The organisations that participate in the job fair also organise some job based workshops.

The student affairs department supports students through various activities such as:

- Financial Aids (e.g.: scholarships, reduction of fees or individual pay plans/rates),
- Psychological Support (every faculty has advisors for the students and the Department of Psychology offers a psychological service), and
- Health Care Support.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. Sufficient resources are provided. The panel especially appreciates the organised job fairs which benefits from the companies-network of the FBA. An alumni organisation has been set up with the aim of developing an alumni network.

Counselling and welfare services are an integral part of the HEI's services and are offered on a regular basis.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students			X		

4.6 Financial planning and financing of programme (Asterisk Criterion)

BAU is a private university, which sustains itself. As the HEI states, fees for education and donations constitute the main sources of BAU's income. As the HEI argues, financial activity is given by the facts that the number of students has been stable and through the existence of a reserve fund of the HEI. Altogether, BAU is in a position to secure funds for requisite investment, to cover the running costs over the planning periods and demonstrate that the continued financial viability of the BBA programme are guaranteed.

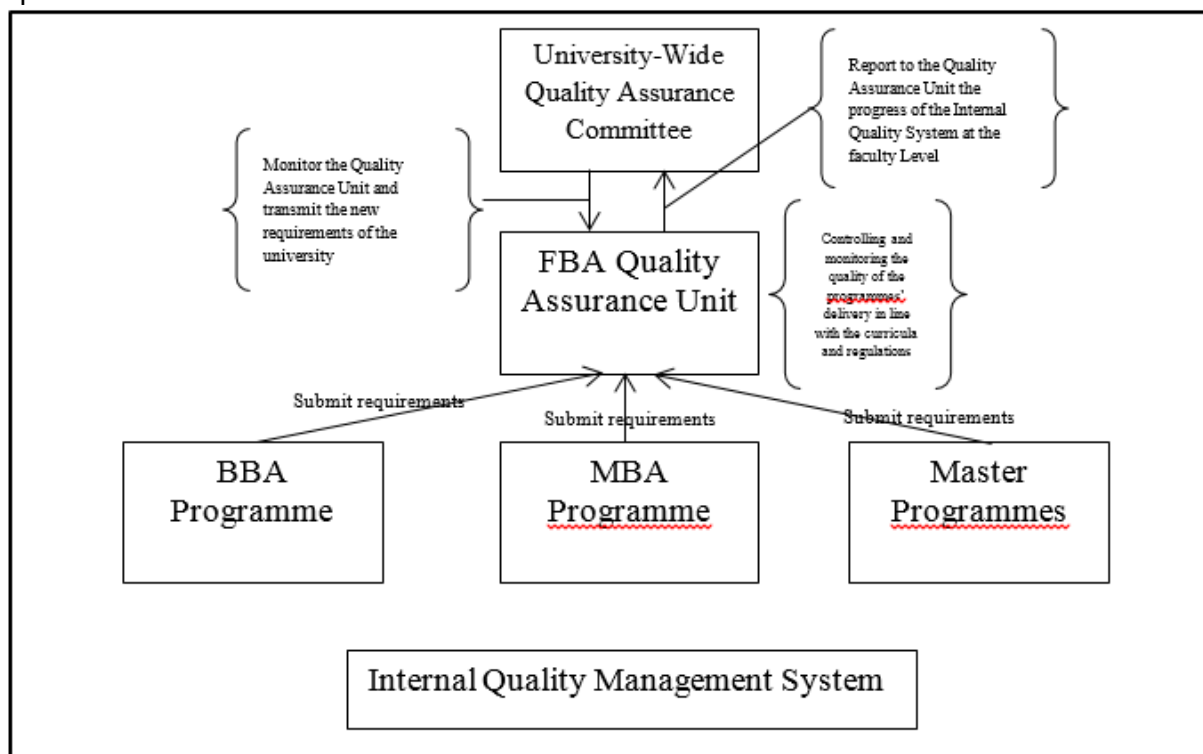
Appraisal:

The programme finances itself through tuition fees which cover the running costs. A reserve fund exists. Within the limits of a review process and with regard to financial stability of the HEI in recent years and the existing reserve fund, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.6*	Financial Planning and Financing of Programme			X		

5. QUALITY ASSURANCE

According to BAU, quality enhancement is one of the main pillars of the University. This was explicitly adopted in the University-wide strategic plan of 2013-2018. BAU has installed an Internal Quality Management System that ensures a continuous update of the quality management criteria and its objectives. The system aims to develop the study programmes curricula in line with the development of scientific knowledge, technologies, and job market needs and update the quality assurance process of the study programmes curricula and teaching plans. The University-wide Quality Assurance Committee has the role of continuously controlling and monitoring the quality of the programmes' delivery as well as the outcomes of the study programmes. Furthermore, each faculty at BAU, including FBA, has a Quality Assurance Unit (QAU) in charge of monitoring the delivery of the programmes offered. The monitoring occurs at the end of each term. Faculty members are expected to submit a list of required documents through which the QAU can make sure that the programme requirements as well as the faculty and university regulations are well respected. The QAUs are also monitored by a University-wide Quality Assurance Committee. For instance, anytime, the University-wide Quality Assurance Committee can visit the documents stored by the Faculty QAU in order to make sure that the criteria of monitoring are well respected.

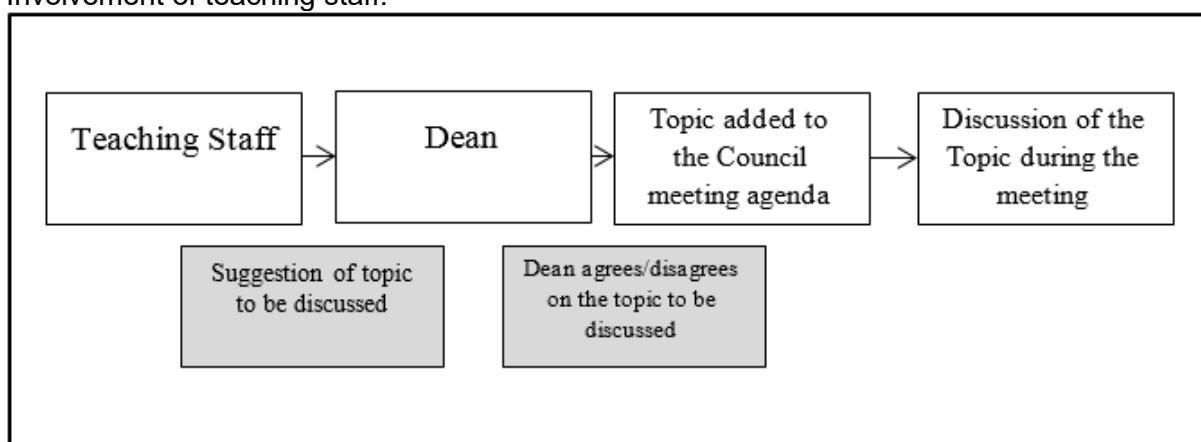


In addition to the general quality assurance measures, FBA regularly checks on the programme's quality itself and develops it according to current standards. In 2013, the curriculum of the BBA programme was changed (including a reduction of number of credit hours from 120 to 100 – mainly to compete with other six-semester Bachelor programmes in Lebanon and abroad). The procedure of developing the programme was as follows: Concerning the programme at hand, a committee was established at the faculty level (professors, heads of departments, etc.) to update and develop the curriculum. The committee prepared a benchmarking study of the curricula of several leading national and international universities. The benchmarking study was compared to the existing Bachelor requirements and the requirements were subsequently modified taking into consideration the needs of the Lebanese job market. As part of the process, the dean ensured the transmission of the requirements of the University-level committee to the programme-level committee. Once the first draft of the new curricula was ready, the dean organised a meeting with the heads of the departments to

discuss changes. Suggestions were taken into consideration and further modifications were brought to the new curriculum.

Students' feedback and input are taken into consideration at two different levels. At the first level, since 2011, the university has required that student representatives attend and participate in the Faculty's Council meetings. At the second level, students are expected to fill a survey at the end of the semester to give their feedback on their overall satisfaction, and course-specific feedback. The questionnaire includes a question if the number of teaching hours was sufficient to cover all course items. The results of these surveys are collected by the Centre of Academic Development. These results are taken into consideration by the university-wide Quality Assurance Committee to feed into new criteria and measures through Quality Assurance Units and the deans of the faculties. Two years ago, BAU has established a new position known as the "the Dean of Student Affairs" in order to monitor among others the student satisfaction and come up with suggestions to improve the studying experience at BAU.

Involvement of teaching staff:



As shown in the above diagram, according to the university regulations, each faculty must meet once per month during term period. The teaching staff can request, upon permission from the dean, to discuss during FBA's monthly Council a specific topic that will then be added on the meeting agenda. During the meeting, this issue will then be discussed.

In order to enforce employers and third parties input into FBA's decisions, FBA has established the before mentioned Advisory Committee (see chapter 4.2) that meets with FBA each term to question its general progress and suggest recommendations based on the corporate experience of its members. In addition, a member of the Advisory Committee attends the regular FBA's meetings being held three times every term. The Advisory Committee of the Faculty of Business Administration provides high-level, strategic advice to the dean, faculty members and staff. It is worth mentioning that the Advisory Committee has alumni among its members.

Information on the objectives and content of the programme, its structure and the admission requirements are published and available for online access on the website of the BAU. The main source of information about the University, the programme, the majors and the courses are the Status Reports which are provided to the students at the beginning of every academic year. The programme and examination regulations are published in the student handbook which is available to students on the portal "iConnect". The handbook includes all necessary information on the credit-hour system including semester registration, academic advising, grading system, general rules, requirements of the programme etc.

BAU prepares an annual report at the university level. Each of the 10 faculties of BAU provides the details of all activities that took place in the previous academic year. These include

student activities, new programmes, organised conferences, publications and paper conferences, and other activities.

Appraisal:

The panel members came to the conclusion that BAU has formulated quality targets for the development of programmes and regularly assesses their implementation. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. A quality assurance and development procedure on faculty level exists as well and is used for constant improvement as well as for the strategic development of the programme (like the change of the curriculum and the amount of credit hours).

Evaluation by the students is carried out on a regular basis and in accordance with a described procedure. The questionnaires which are used for evaluation of the courses covers the key aspects of the programme (see chapter 3.1).

The teaching staff is involved in the further development of the programme through regular meetings and has the possibility to point out options for quality enhancement. Third parties (alumni and companies) are involved in the quality assurance system as well but the panel recommends to extend the evaluation processes.

As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. Also, the activities which take place during the academic year are continuously documented and published in annual reports.

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		

Quality Profile

Institution: Beirut Arab University

Bachelor programme: Bachelor of Business Administration (BBA)



Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1*	Logic and Transparency of Programme Objectives			X		
1.2	Positioning of Programme					
1.2.1	Positioning of the Programme on Education Market			X		
1.2.2	Positioning of the Programme on Job Market (Employability of Graduates)			X		
1.2.3	Positioning within HEI's overall Strategy			X		
1.3*	International Dimension of the Programme			X		
1.4	Gender equality and equality of opportunity			X		
2.	ADMISSION (REQUIREMENTS AND PROCEDURE)					
2.1*	Admission Requirements			X		
2.2	Selection Procedure (if available)					X
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)					X
2.4*	Ensuring Foreign Language Competence			X		
2.5*	Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation			X see chapter 3.1		
3.1.3*	Study and Examination Regulations			X		
3.1.4*	Student workload			X		
3.2	Content					
3.2.1*	Logic and conceptual Coherence of Programme / Curriculum			X		
3.2.2*	Rationale for the Qualification Title			X		
3.2.3*	Reasons given for programme description			X		
3.2.4*	Integration of Theory and Practice			X		
3.2.5	Interdisciplinarity			X		
3.2.6*	Methodological Competence and Academic Work			X		
3.2.7*	Performance in Examinations and Thesis			X		
3.3	Internationality					
3.3.1*	International and intercultural aspects			X		
3.3.2	Internationality of Student Community			X		
3.3.3	Internationality of Teaching Community			X		
3.3.4	Foreign language content		X			
3.4	Additional Acquisition of Knowledge and Skills					
3.4.1*	Acquisition of application and / or research-oriented skills (only for Master programmes in Germany)					X
3.4.2*	Generic Skills			X		
3.4.3*	Communication skills and public speaking skills / team-work and conflict handling			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.5	Teaching Methodology					
3.5.1*	Logic and Transparency of Teaching and Learning Methodology			X		
3.5.2	Accompanying course materials			X		
3.5.3	Guest Lecturers				X	
3.5.4	Student Assistants involved in Teaching			X		
3.6*	Skills for Employment / Employability		X			
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3*	Teaching Staff's Pedagogical / Teaching Qualifications			X		
4.1.4	Practical Business Experience of the Teaching Staff			X		
4.1.5*	Internal Cooperation			X		
4.1.6*	Provision of Student Support / Coaching by Teaching Staff		X			
4.2	Programme Management					
4.2.1	Programme Directors			X		
4.2.2	Process Organisation and Administrative Support for Students and Teaching Staff		X			
4.2.3	Advisory Body (Advisory Board) and its Structure and Responsibilities		X			
4.3	Cooperation and Partnerships					
4.3.1*	Cooperation with HEIs and other academic institutions or networks (Asterisk-Criterion for cooperation programmes)			X		
4.3.2*	Cooperation with enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes)			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.4	Facilities					
4.4.1*	Quantity, Quality and Media and IT Facilities of Teaching Rooms			X		
4.4.2*	Library Resources			X		
4.4.3	Number of Technical Equipment at Library Workstations for Students			X		
4.5	Additional Services					
4.5.1	Careers Advice and Placement Service			X		
4.5.2	Alumni Activities			X		
4.5.3	Individual Counselling and Welfare Services for students			X		
4.6*	Financial Planning and Financing of Programme			X		
5.	QUALITY ASSURANCE					
5.1*	Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development			X		
5.2*	Quality Assurance and Development of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance					
5.3.1*	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		
5.4	Programme Documentation					
5.4.1	Programme Description			X		
5.4.2	Documentation of Activities during Academic Year			X		