Decision of the FIBAA Accreditation Committee for Programmes

115th Meeting on June 5th, 2020

Extension:

- **116th Meeting on September 4th, 2020, Project-Nr. 20/083: extension of the existing accreditation by the distance-learning study format (see also report starting on page 40)**

Project Number:	19/068
Higher Education Institution:	Université Internationale de Tunis (UIT) in cooperation with German Business School (GBS)
Location	Tunis, Tunisia
Study Programme:	Bachelor of Business Administration with the specialisations • Marketing • Finance • (International) Management (English and French track) Bachelor of Business Administration (BBA) Licence en sciences de gestion en • Marketing • Finance • (International) Management
Type of Accreditation	Initial Accreditation

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

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the "Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation "FIBAA Programme Accreditation"", the study programme is accredited with one condition.

Period of Accreditation: from June 5th, 2020 until the end of summer semester 2025

Condition (see Chapter 5.3.1):

> GBS and UIT present the BBA programme with its three specialisations (Bachelor of Business Administration with three specialisations Finance, Marketing and (International) Management (BBA)) correctly on their websites.

Proof of meeting this condition is to be supplied by March 4th, 2021.

The condition is fulfilled.

FIBAA Accreditation and Certification Committee on March 23rd, 2022.

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):
Université Internationale de Tunis (UIT) in cooperation with German Business School (GBS)

Bachelor study programme:
Bachelor of Business Administration with the specialisations

- Marketing
- Finance
- (International) Management

(English and French track)

Degree awarding institution
UIT

Qualification awarded on completion:
Bachelor of Business Administration (BBA)
Licence en sciences de gestion en

- Marketing
- Finance
- (International) Management

General Information on the study programme

Brief description of the study programme:
The programme targets graduates of high school that wish to pursue their studies in Business administration. The programme is English or French taught and offers three specialisations:

- Finance
- Marketing
- (International) Management

The goal is to provide students with a first qualification that enables them to occupy various managerial positions.

Type of study programme:
Bachelor programme

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

- a 7-semester programme with an innovation project that allows upon completion 240 ECTS (English version)
- a 6-semester programme that allows upon completion between 180 and 240 ECTS (French version)

Mode of study:
fulltime

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
One class per specialisation of 15 students

Programme cycle starts in:
winter semester

Initial start of the programme:

- The English version of the programme started in 2018
- The French version in 2002 as “DEUG” and Maîtrise and 2008 as Bachelor and Master

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Business Administration in Marketing, Finance and (International) Management (BBA) was made between FIBAA and UIT on November 20th, 2019. On December 19th, 2019, 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. Andreas Grüner
University of St. Gallen, Switzerland
Professor of Finance and Accounting (Corporate Finance, Controlling, Finance and Accounting, Private Equity, Performance Measurement, Portfolio Management, Entrepreneurship, General Management, Experience with MBA-Programmes)

Prof. Dr. Andrea Rumler
Berlin School of Economics and Law, Berlin, Germany, University of Applied Sciences
Professor of Marketing (Marketing, Consumer Goods Marketing, Mobile Marketing, Marketing Controlling, Digital Business, General Business Administration)

Prof. Dr. Ali Muhtaroglu
Middle East Technical University, Northern Cyprus Campus
Professor of Electrical-Electronics Engineering, Director of Center for Sustainability, (Integrated Circuit Design, Renewable Energy Systems, Low Power Electronic Systems)

Prof. Dr. Eva-Maria Lewkowicz
Westfaelische Hochschule, Recklinghausen, Germany, University of Applied Sciences
Professor of General Business Administration (Marketing, Strategy and Organization, Entrepreneurship, Psychodynamic Organizational Development and Coaching)

Dr. Manfred Schmidt
Sikos GmbH, St. Ingbert, Germany
Managing Partner (Implementing and Auditing Management Systems, Process and Project Management, Human Resources Development, Training and Professional Development (Seminar Development)

Othmani, Wadie,
PhD University of Sousse, Tunisia
Associated researcher at the research laboratory “Horticulture, Paysage, Environnement“ & Associated researcher at the research laboratory “CNRS 6590 ESO – site Angers” (University of Angers, France).

Amadeus Aßbrock
Westfaelische Wilhelms-Universitaet Muenster, Germany
Student of Business Administration (M.Sc.) (Completed: Banking, Finance (B.Sc.))

FIBAA project manager:
Nora Winckel

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 2020, February 3rd and 4th at the HEI's premises in Tunis. The same cluster included an appraisal of Master of Business Administration in Sales management, Sustainable International Management and Sustainable management in Energy Business (MBA) and Master's Degree with the specialisations Business Management, Human Resource Management and Financial Engineering (M.Sc.).
At the 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 12th, 2020. The statement on the report was given up on May 19th, 2020, it has been taken into account in the report on hand.

Summary

The Bachelor of Business Administration with the specialisations Marketing, Finance and (International) Management (BBA) offered by UIT in cooperation with GBS fulfils with one exception 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 5th, 2020 and finishing in the end of summer semester 2025, under one condition. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the programme description[1]. They recommend the accreditation on condition of meeting the following requirement:

Condition 1 (see Chapter 5.3.1):
GBS and UIT present the BBA programme with its three specialisations (Bachelor of Business Administration with three specialisations Finance, Marketing and (International) Management (BBA)) correctly on their websites.

Proof of meeting this condition is to be supplied by March 4th, 2021.

Furthermore, the quality requirement that has not been fulfilled – [5.2.3 external evaluations] – is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- Logic and conceptual coherence (see Chapter 3.1.1),
- Feasibility of study workload (see Chapter 3.2.3),
- Logic and plausibility of the didactical concept (see Chapter 3.3.1),
- Course materials (see Chapter 3.3.2),
- Guest lecturers (see Chapter 3.3.3),
- Skills for employment / Employability (see Chapter 3.6),
- Academic qualification of faculty (see Chapter 4.1.2),
- External evaluation by alumni, employers and third parties (see Chapter 5.2.3).

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 is a criterion in which the programme exceeds the quality requirements:

- Transparency and documentation of admission procedure and decision (see Chapter 2.6)

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

[1] These aspects are asterisk criteria which means that they are essential for the study programme.

Information

Information on the Institution

The private institution International University of Tunis (UIT) was founded in 2002 and approved by the Ministry of Higher Education and Scientific Research (02-2002) as a University of Applied Sciences to meet a need for education, training and requalification.
From the beginning, UIT has initiated cooperation with Vatel Business School, University of Perpignan and Boston University as well as it worked with a melting pot of students with 42 nationalities from four continents.

UIT is organised in different schools/faculties, which offer bachelor and master programmes:

- "Ecole polytechnique": Bachelor and Master of Science (under German Accreditation), National Engineering's Degree,
- "Ecole de Commerce": Bachelor, Master, Professional MBA and Executive DBA,
- "Faculté de Droit": Bachelor and Master of Laws, LL. M. (Legum Magister).

In 2012, UIT CAST was established as a company that hosts UIT continuous training subsidiaries. From 2012 to 2017, the University evolved in terms of number of students from 160 to 380.
The derivate schools, registered as gGmbHs, are:

- "ESJ Tunis": Journalism Master`s Degree (titre RNCP, France) from ESJ Paris
- "German Business School": BBA and MBA taught in English and organised with German Partners, Executive Certificates and Language courses.

Besides, l'Université Européenne de Tunis was founded in 2015 with around 200 students in the fields of Political Science and Hotel Management.

The German Business School (GBS) was founded in April 2015 with the mission to develop, promote and strengthen the students` knowledge and skills necessary to operate in the international business environment. It aims to pursue excellence in research, career development and networking and to develop leaders in different sectors of national and international business and public service. In addition, it serves to facilitate the cooperation between Germany and Tunisia, which shall contribute to the economic development and growth of both countries. UIT cooperates with GBS to conduct the English-taught study programmes.

As the English track started in 2018, there are no graduates so far. Today, 11 students are enrolled to the first year. The students enrolled to the English track come in a majority from Tunisia (6). There is one student from Algeria, one from Yemen, from Lebanon and one from the republic of Congo. The French track with 74 enrolled students varies more in terms of nationality: 23 students come from Algeria, Cameroun, the republic of Congo, Djibouti, Guinea, Madagascar, Mali, Nigeria and Senegal.

Appraisal

The panel found a classical BBA programme, which is running smoothly.
During the interviews, the panel observed well the process of academic for the BBA programme and is convinced that UIT takes all necessary measures.

As the HEI strives for a long-term competitive BBA programme in a globalized education and job market, the following conditions and recommendations should be taken into account as a possibility to strengthen both the MBA programme and the HEI for this challenge.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The programme targets graduates of high school that wish to pursue their studies in Business administration. It is English or French taught and offers three specialisations:

- Finance
- Marketing
- (International) Management

The goal is to provide students with a first qualification that enables them to occupy various managerial positions.
Bachelor students receive the needed skills and knowledge to:

- understand (and operate in) a changing, turbulent and multi-cultural international environment
- to efficiently carry out professional activity in the fields of marketing, teams and organisation management
- formulate and analyse information and data in a scientific approach in order to solve problems and take decisions
- to start and manage a new business
- to manage according to the sustainability requirements and while taking into consideration ethical and regulatory aspects
- to master self-management, stress management and self-development tools.

The curriculum has been aligned with regards to the professional range of tasks of management staff (outcomes), that need a relevant knowledge in the suggested fields. In addition to the initiation to the fundamental theories and strategies, the students are provided with a scientifically founded, methodological set of tools.

Appraisal:

The objectives of the programme including its specialisations are consistent in relation to the targeted vocational field of sustainable business management. They are based on subject-specific and generic learning outcomes. 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 BBA programme to be at the appropriate level for Bachelor degrees.
The objectives of the programme also reflect the international character of the existing modules and are in line with the final qualifications.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			x		

1.2 International orientation of the study programme design (Asterisk Criterion)

The programme offered in Tunisia respects the international standards of education and therefore, courses are adjusted to an international frame while taking into consideration the Tunisian context specifications. Courses are delivered by a variety of international experienced lecturers with various backgrounds and a rich international practical expertise.

UIT and GBS believe in the positive impact of business leaders' cultural awareness in succeeding their endeavours in an international frame. Therefore, candidates are introduced to new cultures via abroad organised sessions. Upon completion of the first year, the BBA students pass a summer school week in Germany introducing the students to the German culture and initiating them to the integration of a multicultural environment. Moreover, the Bachelor students spend at least one semester abroad in Germany or in one of the German speaking countries, in order to do a part of their specialisation courses in one of the partner universities.

Furthermore, the programme is taught in English, in recognition of the importance of the English language mastery in opening new international career opportunities. The French track offers English lessons as well.

Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching and research as well as graduate employability. Achieving this aim is specially nurtured through English as the teaching language or at least with English courses. 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 orientation reflects in the internationally oriented content. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		

1.3 Positioning of the study programme

The most important challenges of higher education in Tunisia are:

- Bridging the gap between universities and businesses: offering new work-study programmes, professional programmes,
- Improving the governance of public universities while preserving their scientific independence,
- Adapting university study offers to regional needs.

UIT states that the BBA programme with its English track is unique in a regional, national and international level for many reasons:

- It is one of the rare Bachelor programmes that are English taught in Tunisia.
- the only bachelor programme that follows the German norms and standard of education and

- the only Bachelor programme that offers upon successful completion a total of 240 ECTS in Tunisia.
- It provides students with self-development courses and offers the certification possibility.
- The programme offers the possibility to do an exchange semester abroad.
- Students receive mandatory German and English courses.
- Students take part in practical SAP workshops.
- the programme is practice-oriented which is supported by the lecturer's profiles that are recruited to deliver courses.
- The programme allows multi-cultural activities (summer school in Germany).

The French track is unique as it is the first professional-academic programme in Tunisia which offers best practices and special fields. Bachelor students have the opportunity to take part in the innovation project and the internship modules of GBS in order to gain extra 60 ECTS points.

This programme aims to at providing youth with a first degree that enables them to access the labour market (both national and international markets) in a globalised economy.
It has been developed considering current and future, national and international references for each specialisation. The modules cover all the business administration professions and take into consideration the technological aspects and their contribution into the transformation of the work forms and contents.

Together GBS and UIT offer a variety of programmes that are capable of satisfying the various needs of both executives and high school graduates who would like to operate in an international business environment. That is part of their overall strategic concept.

Appraisal:

The profile and the competence goals are such that the programme with its specialisations can compete both on the education and on the job market. The panel appreciates the orientation of the programme, which combines Tunisian and international requirements and that it is completely taught in English. In the view of the panel, this makes the programme unique and promotes the competitiveness of its graduates. The way in which the programme is incorporated into the HEI's overall strategy is described and reasons are given, i.e. focus on (international) business orientation and special needs of the Tunisian market. The programme follows qualification aims, which comply with the overall concept and strategic planning of the HEI.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		

2. Admission

To be accepted into the programme, the following admission requirements must be met:

- High school diploma
- English mastery level for the English track:
  Knowledge of English language at level B2 of the Common European Framework of Reference for languages to be proved at first during the interview and confirmed later on with TOEFL or equivalent (TOEIC: 785, TOEFL: 65, IELTS: 5.5.)
- Motivation for the programme:
  During a first interview to be held in French or English with the programme manager the motivation of the candidate will be discussed. Besides, the correspondence of candidate's expectations and ambitions with the programme outcomes will be assessed. In the French track, the minimum required level in English is A2; an English written test is conducted at the beginning of the winter semester to place the students in the adequate level that enables them to improve. German language skills are highly appreciated at the admission process to enhance the partnership with German partner companies in Tunisia and the exchange with universities and companies in Germany. The German courses are mandatory for the English track: students are expected to finish with a B2.2 German level. They are optional for the French track.

After test and admission interview, the application documents, along with test and interview results, will be sent to the Admission Committee for evaluation and validation. The allocation of study is performed according to the suitability degree of the applicants.

This is determined by evaluating three criteria:

Criteria	**Assessment**			
Higher school scores	Very good : 3 points	Good : 2 points	Satisfactory: 1 point	Sufficient: 0 point
Motivation	Very Good : 2 points	Good: 1 point	Satisfactory: 0 point	Sufficient: 0 point
Attitude	Very good : 3 points	Good : 2 points	Satisfactory: 1 point	Sufficient: 0 point

To ensure quality, applicants must have a total of at least four points, to be admitted to the University.

According to the University, the overall administrative procedure is as follows:

Prospects reached via social media, google, website, press, media or promotional activities are asked to register directly via the University website. Their details are automaticity saved to CRM system of UIT. Prospective students, who come in person or contact the University via phone, are directed to the pedagogical consultant that makes sure to enter their details to the CRM. Once their details are introduced to the CRM, they receive an automatic email that

guides them through the admission process, e.g. further needed documents. All documents have to be submitted at least four weeks before the semester begins. The admission office will contact the candidate in order to fix a date for the admission test and interview.
Among the University staff, a pedagogical consultant is available for any information request concerning the offered programmes. According to his availability, phone calls and in person meetings are done to clarify any inquiries about the admission process. The pedagogical consultant orients and guides the person to the programme that is the most appropriate to his profile and schedule meetings with the heads of departments for further demands.

After the assessment of the application, an admission letter is issued and communicated via email to the applicant. Applicants will be given 15 days to verify their registration.
In case of non-acceptance, the reasons are given in detail and possibilities of renewing the application is discussed with the applicant.
All steps and details of the process are communicated via the University website and the University communication channels.

Appraisal:

The admission requirements as presented on the website and in the student handbook are defined and comprehensible. The needs of the programme are taken into consideration.

Standardised and documented language tests with the requirement of a minimum score ensure that the students enrolled can actively participate in the courses held in English.
The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The applicants receive detailed information about the admission process and the BBA programme as well as an individual counselling option according to their personal needs.
The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated to the students. The panel appreciates the detailed information the applicants receive as well as that the applicants have the possibility to receive a consultation after the decision.

The applied selection procedure is transparent, based on adequate criteria and ensures that qualified students are admitted. The admission procedure ensures that the expected professional experience of the prospective student corresponds to the defined qualification profile and the study programme's objectives.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		x			

3. Contents, structure and didactical concept of the programme

3.1 Contents

The following table shows the curriculum of both French and English track:

Bachelor of Business Administration Program Overview: Chronological structure

GA – group assignment // E – exam // A – assignment // P – participation // TP – term paper // D – defense// MT- Mid-term exam

Session title	Workload	Assessment		ECTS 240
Semester - 1				
TOTAL hours and ECTS	**Contact hours**	**Private Study**		**30**
Fundamentals of Business Administration	108	59	Mid Term+ exam	5
Business Law	24	64	Mid Term+ exam	4
Fundamentals of Economics	18	20.5	Mid Term+ exam	1
Macro-economics	30	45	Mid Term+ exam	2
Business Math	108	142	Mid Term+ exam	10
Presentation skills	12	13	Group Assignment	1
Research skills	30	45	Assignment	3
Team building and self-development	18	32	Participation	2
English	12	13	Exam	1
German	12	13	Exam	1
Semester- 2				
TOTAL hours and ECTS	**Contact hours**	**Private Study**		**30**
Sustainability Management	42	83	Mid Term+ exam	5
Principles of financial accounting	108	142	Mid Term+ exam	10
Business Economics	52	73	Mid Term+ exam	5
Business Statistics	42	83	Mid Term+ exam	5
Office IT	18	32	Group Assignment	3
English	12	13	Exam	1
German	12	13	Exam	1
Semester- 3				
TOTAL hours and ECTS	**Contact hours**	**Private Study**		**30**

Managerial Accounting		52	73	Mid Term+ exam	5
Business taxation		30	45	Mid Term+ exam	3
Corporate Finance		52	73	Mid Term+ exam	5
Leadership and management		52	73	Group Assignment + Exam	5
Principles of Marketing		52	73	Mid Term+ exam	5
Business communication		52	73	Group Assignment	5
English		12	13	Exam	1
German		12	13	Exam	1
Semester – 4					
TOTAL hours and ECTS					**30**
Project management		52	73	Group Assignment + Exam	5
Production and management control		52	73	Group assignment + Exam	5
Human Resources Management		52	73	Mid Term + exam	5
Inferential statistics		24	26	Mid Term+ exam	2
Innovation management and Entrepreneurship		58	98	Group assignment + Exam	6
Intercultural Communication		52	73	Group Assignment	5
English		12	13	Exam	1
German		12	13	Exam	1
Summer challenge					
TOTAL hours and ECTS		**Contact hours**	**Private Study**		**30**
Innovation project	Summer challenge	30	720	Defense	30
Semester 5 – International Management					
TOTAL hours and ECTS		**Contact hours**	**Private Study**		**30**
International management		36	64	Mid Term+ exam	4
Quantitative and qualitative analysis		52	73	Mid Term+ exam	5
Innovation and resources management		24	26	Mid Term+ exam	2
Process and change management		30	45	Mid Term+ exam	3
Performance and quality management		30	45	Mid Term+ exam	3
Decision making		24	26	Group Assignment	2
Management IT		30	45	Group Assignment	3
ERP		30	45	Assignment	3
Organizational behavior		30	45	Exam	3
Languages	English	12	13	Exam	1
	German	12	13	Exam	1
Semester 6 – International Management					
TOTAL hours and ECTS		**Contact hours**	**Private Study**		**30**
International Economics		30	45	Mid Term+ exam	3
Strategic Management		52	73	Mid Term+ exam	5
Introduction to psychology and Sociology		52	73	Mid Term+ exam	5
CSR and Business Ethics		24	26	Group Assignment	2
English		12	13	Exam	1
German		12	13	Exam	1
Bachelor Dissertation		15	310	Defense	13
Semester 7					
Internship		8 weeks		Internship report	30
Semester 5- Marketing					
TOTAL hours and ECTS		**Contact hours**	**Private Study**		**30**
Marketing strategies and management		52	73	Mid Term+ exam	5
Segmentation and territory aspects		30	45	Mid Term+ exam	3
Global Marketing techniques		32	20	Mid Term+ exam	5
Retail and sales management		36	64	Mid Term+ exam	4
Marketing communication		36	64	Group Assignment	4
Marketing research		36	64	Assignment	4
ERP		30	45	Assignment	3
English		12	13	Exam	1
German		12	13	Exam	1
Semester 6 - Marketing					
TOTAL hours and ECTS		**Contact hours**	**Private Study**		**30**
Logistical strategies		52	73	Mid Term+ exam	5

B2B marketing	24	26	Mid Term+ exam	2
International marketing	24	26	Mid Term+ exam	2
Consumer Behavior	36	64	Group Assignment + exam	4
English	12	13	Exam	1
German	12	13	Exam	1
Bachelor Dissertation	15	310	Defense	13
Semester 7				
Internship	8 weeks		Internship report	30
Semester 5 – Finance				
TOTAL hours and ECTS	**Contact hours**	**Private Study**		**30**
Finance and taxation	52	73	Mid Term + exam	5
Banking and financial markets	36	64	Mid Term + exam	4
Corporate Financial policy and strategy	36	64	Mid Term+ exam	4
Management IT	24	26	Group Assignment	3
Financial Econometrics and decision making	36	64	Mid Term+ exam	4
ERP	36	64	Assignment	4
Introduction to investment	36	64	Mid Term + exam	4
English	12	13	Exam	1
German	12	13	Exam	1
Semester 6 – Finance				
TOTAL hours and ECTS	**Contact hours**	**Private Study**		**30**
Risk management	36	64	Mid Term+ exam	4
Financial analysis	30	45	Mid Term+ exam	3
International finance	30	45	Mid Term+ exam	3
Entrepreneurial finance	24	26	Group Assignment	2
E-commerce	30	45	Group Assignment	3
German	12	13	Exam	1
English	12	13	Exam	1
Bachelor Dissertation	15	310	Defense	13
Semester 7				
Internship	8 weeks		Internship report	**30**

In addition to the general contents of business administration, the programme provides the candidates with three various specialisations that serve better their career ambitions: Finance, Marketing and Management.

Students in the Marketing major will receive in-depth courses about market segmentation techniques, retail and sales management, international marketing and consumer behavior. They will also learn about marketing research tools and the technologies used in the marketing field.

Students in the Finance major will receive in-depth courses about risk management, financial analysis, international finance, entrepreneurial finance, banking and financial markets. They will also learn about the technologies used in the financial field.

Students in the (International) Management major will receive in-depth courses about performance management, operations management, innovation and resources management. They will also learn about the decision-making processes and the technologies used in order to facilitate the management operations.

During the summer of the second year, the students in the English track will be working on an innovation project, finding solution to real life problems suggested by partner companies. Many workshops and lectures providing students with creativity, idea generation and innovation skills are included.

The seventh semester (English track) consists of an internship to give students a view of how real companies operate and to give them a chance to put some of the theory into practice. The aim of the internship is to familiarise students with the industry related to the specific programme, to observe the workplace practices and to develop a project with the knowledge

and skills acquired during their theoretical studies. It is supervised and evaluated by an advisor from UIT and a mentor from the company who agrees with the student about the project in the beginning of the 6th semester. Towards the end of the winter semester, the Internship preparation training begins with preparing a CV and the individual convocation of students to make them aware of the regularisation of their financial situation and to know their preferences regarding internships (companies). The Career Center and the prorgamme manager take care of all issues regarding the formal organisation of the internships and helps in case of difficulties. The students report on a daily and weekly basis about their progress, they sum up their findings on a scientific basis in the internship report. The proposal to the Scientific Council for the nomination of the three best internships of the year is planned to motivate the students to get ready for the competitive business environment.

Students of the French track can join the internship semester as well as the innovation project on a voluntary basis.

As the study programme is composed of courses referring to General Business Administration and also relies on specified contents, the HEI chose the name and the degree of a BBA, including the different specialisations. The degree in the French track follows the rules of Tunisia in degree names.

UIT and GBS transport their idea of ethical governance through the different meetings and committees and concretise ethical aspects in courses like

- Business law
- Research methods: scientific research ethics
- Sustainability management
- CSR and Business ethics

During the first year, students are provided with the needed research skills for scientific reports elaboration (research skills course). Furthermore, students receive a business statistics course that provides them with the needed knowledge and skills for data analysis. These skills are necessary for the elaboration of Bachelor thesis dissertation during the 6th semester. A presentation skills course is also delivered which is essential for Bachelor Thesis defence and for succeeding presentations within the study programme.

The examinations vary; they include written exams (30, 60 and 120 minutes), group assignments and presentations. To provide the students with the needed research skills for scientific reports elaboration, they gain Research Methodology skills in the first semester. A high proportion of self-responsible work is done at home. In this context, the students are asked to do individual or group assignment either in advance or after the presentation days. The assignments are either case studies or solving practical problems projects that are related to their professional context.

The final module serves the preparation and defense of the Bachelor thesis. Topics of the Bachelor thesis are related to the chosen specialisation.

Appraisal:

In the view of the panel, the curricula of the porgramme generally adequately reflect the described qualification objectives and are arranged logically; the contents of the courses are oriented towards the respective intended learning outcomes. The wide range of elective courses enable students to acquire competences and skills according to their individual interests.

The bachelor degree and programme name correspond to the contents of the curricula and the programme's objectives. In the French track, the concept of the programme is checked and approved by the Tunisian authorities. Regarding the name of the major (International) Management see Chapter 5.3.1.

Based on the interviews and the draft regulations of the internship, the panel appreciates the design of the internship and the graduation project in each programme, which uses the impressing contacts of the UIT to companies. They are sure that this internship prepares the students very well for various job positions, starting with the responsibility for the application process and search. Moreover, theoretical questions are explained by means of practical examples in the study programmes. Case studies and project work are used in several courses.

To broaden the view of the students, various elective possibilities are offered, which in many cases enable the students to participate in subject-related courses or courses from other study fields. Hence, interdisciplinary is part of the programmes. Furthermore, ethical implications are communicated in appropriate regular courses.

In programme-specific research methodology courses and in project work, students acquire methodological competences and are enabled to do scientific work on the required bachelor level.

The examination system at UIT, with the midterm and final term parts, follows the idea of a continuous assessment. This enables the lecturers (and the students) to realise at an early stage if students' performances are below average. Thus, the lecturers can react and help students to achieve the aspired learning outcomes. The examinations at UIT are defined for all courses. The written and oral examinations check on different competences. Regarding the examinations, the panel recommends reducing multiple choice exams in favour of other more diverse exam formats like reports, essays, or presentations in even more courses.

Thesis and internship report are a suitable way to train the scientific skills of the students. However, the panel recommends asking the students to write more papers to train the scientific skills of the students earlier during their studies. Overall, the panel is convinced that UIT's examination system is checking adequately the achievement of the intended learning outcomes of the courses and of the programme in general.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		

3.2 Structure

Projected study time	English track: 7 semesters French track: 6 semesters
Number of Credit Points (CP)	English track: 240 ECTS French track: 180 ECTS
Workload per CP	25
Number of modules	International Management : 52 modules Finance: 52 modules Marketing : 51 modules
Time required for processing the final thesis and awarded CP	325 h, 13 ECTS
Number of contact hours	750 h per semester

The workload is divided between:

- Seminars
- Workshops
- Lectures
- Project and assignments preparation (self-tuition)

A semester takes 16 weeks. Study days start Monday and end Saturday of every week; the working hours of the University are from 8:30 am until 5:30 pm. Bachelor courses are scheduled during the regular working hours of the University.
Approximately, the contact hours represent 41% of the total workload, which gives the students flexibility in managing their private study.

The module descriptions enclose information on contact hours of lecturers, obligatory or elective, allocated credits, pre-requisites, aim of the course, content of the module, language of teaching, learning outcomes and competencies, teaching and learning methods, lecturers, form and methods of examination, assessment criteria and others.

Upon enrolment, students receive the study and exam regulation (GBS policy and regulation) which are also published on the website of GBS. Moreover, the students receive a student handbook with all course descriptions, rules and schedules. The recognition of degrees and periods of study at other higher educational institutions is regulated and practised in accordance to the Lisbon Recognition Convention. The grading system is defined and the overall result is to be calculated by the weighted average of the grades obtained by the student through successful participation in the programme and the grades earned for the Bachelor thesis.

GBS and UIT are committed in its pursuit of academic excellence to achieve a pro-active and inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture, and values diversity.
The two institutions are therefore committed to a policy and practice which require that, for both students and staff, admission or employment to GBS and progression will be determined only by personal merit and by performance related to the duties and conditions of each post and the needs of the institution concerned. The University offers scholarships to support students' efforts.

Appraisal:

The programme consists of modules and assigns American credit points as well as ECTS points per module on the basis of the necessary student workload. The programme structure with its uniform distribution of credit points over three semesters helps the students to reach the defined learning outcomes with a substantial proportion of structured contact.
The module descriptions in the student handbook provide detailed descriptions of intended learning outcomes and information defined in the ECTS Users' Guide (e.g. type and level of course unit, number of ECTS points, name of lecturer, assessment methods etc.)
In the view of the panel, the recommendation of relevant literature could be implemented not only in the course materials via Moodle but also in the course descriptions.

The existing set of regulations contains all relevant information about the programme structure, the admission procedure, the examinations, the grading process and the credit transfer. They are legally binding by signing the study contract.

There are several aspects that promote the feasibility of the BBA programme. The admission requirements ensure that only 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 module descriptions.

The HEI ensures gender equality and non-discrimination. 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 single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		

3.3 Didactical concept

Didactically, the programme is designed in a way that provides high school graduates with a first qualification.
The BBA enables students to pursue their higher education studies after accomplishing high school. The programme is covering various Business Administration disciplines and provides students with the needed skills to manage teams, perform and interpret analysis, take decisions and plan budgets and activities, and offers three specialisations that develop in-depth skills and backgrounds in Marketing, (International) Management and Finance.

The didactical concept is a combination of theory and practice. It fuses academic and experiential learning processes. It also provides students with the frameworks and technical knowledge essential to advance their career in the current or intended field, along with the context that puts these new skills into action.
The BBA's didactic concept is shaped in accordance with the commitment to academic freedom, active involvement of learners in academic and decision-making processes. This concept aims at increasing the student's responsibility along with a guiding role of the educators. The core principle which is implemented regarding the teaching approach is to fulfil subject-specific didactic requirements by choosing appropriate teaching and learning methodology.
Each instructor must independently develop the didactic materials in line with the jointly developed curriculum and module descriptions, the exams and assignments. Instructors are required to upload all course materials to the Moodle System, which provides availability for all students registered to the course.
The programme manager takes care of the module descriptions and the related learning materials for reference.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. The panel encourages the university to use more teambuilding and group work.
During the on-site visit, the panel members had the opportunity to examine the accompanying course materials of all courses. They came to the conclusion that the quality of these materials varies but on balance the materials were of a good quality and do meet international standards. They are digitally accessible, user-friendly and encourage students to engage in further independent studies. Regarding the used literature the panel recommends to have a stronger focus on keeping it up-to date and encourages the lecturers to motivate the students by highlighting sources and readings while using moodle entirely.

As the study programme is taught by lecturers with a lot of professional experience, guest lecturers do not appear especially for the BBA. Nevertheless, the University offers several guest lecturers events for all students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers				x	
3.3.4	Lecturing tutors					x

3.4 Internationality

During the second semester of the second year the students receive a multicultural communication course in order to prepare them for the integration of an international and multicultural work environment. Furthermore, the students take part of a summer school programme of at least one week in Germany which aims at introducing them to cultural diversity.

Within the programme an exchange semester abroad is planned in order to provide students with a first international experience.

The programme reflects international contents and frame in basic and specialisation courses. Local lecturers who all have academic and / or professional experience abroad provide international and intercultural skills and knowledge. Moreover, 50 % of the part-time lecturers come from abroad. Students learn how management theories are applied in major European countries and the USA and how to use them in international-oriented companies in Tunisia. Moreover, the students get used to international managerial technologies such as SAP and ERP. Intercultural subjects are covered as well.

The programme is open for every nationality. So far, the majority of the students in both tracks are from Tunisia (compare Information on the Institution). The French track benefits from foreign students from French-speaking countries.

As the BBA English track is entirely taught in English, it enhances the further employability of the students also abroad. Concerning the French track, English is a mandatory course with a minimum required level A2. The English level test is organised at the beginning of the winter semester and allows students to attend classes in the adequate level to improve:

- Intermediate 1 (B1.1)
- Intermediate 2 (B1.2)
- Advanced (B2 or higher).

Appraisal:

Based on the course materials, the panel states that international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples and, of course, through the international experience both of the lecturers, students are enabled to work in an intercultural environment.

The international composition of the faculty (teachers from different countries, professional and/ or academic experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented. Students from French-speaking countries contribute to the internationality of the French track.

The proportion of foreign language courses and required foreign language materials correspond in both tracks with the qualification objectives of the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The programme structure allows the development of multidisciplinary competences and skills during all sessions. Besides, the expertise topics in basics or specialisations enable students to acquire the ability to transverse their skills beyond their core area. Communication skills, problem-solving skills, group dynamics understanding, leadership and presentation skills are developed via case studies and problem-solving projects they need to work on in small groups. Students are often asked to present their work in class and discuss their outcomes.

Appraisal:

Competencies as social behaviour, conflict-handling and ethical aspects are given regard in the programme. In a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		

3.6 Skills for employment / Employability (Asterisk Criterion)

The programme helps improving candidates' employability by offering them the needed knowledge and skills to:

- enter the international and national labour markets
- start a new business as an entrepreneur.

The programme's structure covers various managerial fields and provides the candidates with a variety of managerial skills that improve polyvalence (e.g. project management). The programme develops scientific research skills needed for starting a consulting career. Soft skills and English language mastery play equally an important role in boosting employability. Furthermore, via workshops, candidates are introduced to new managerial techniques.

Appraisal:

The panel has no doubt that the graduates of the programme are employable, given the practical application orientation of the programme. Although the HEI does not use formal alumni tracking so far, the panel could talk to graduates who were all in a good job position after having finished the programme. In the view of the panel, the defined specialisations meet market's needs in Tunisia as well as abroad.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		

4. Academic environment and framework conditions

4.1 Faculty

The faculty of the programme consists of the programme manager, the leaders of the Academic committee and the teachers of UIT and GBS with professors, assistant professors and visiting professors:

	UIT's Business School	Number	Percentage %
1	Program Manager (a doctor and an expert for each specialty)	6	22
2	University professors Professor Assistant and associate Professors	 5 7	 18 26
3	Professional experts	5	18
4	Visiting Professors	4	16

	German Business School	
2	Program Managers (BBA & MBA)	16% permanents
6	Lecturers and consultants	30% Academic professors
18	Lecturers and experts	70% Experts/Consultants/ Ph.D (assistant/ associate professors)

In addition, external teachers are hired at national and international level from companies, as well as public and private organisations. Most of them work as part-time lecturers or instructors. Their contracts with the University are concluded for training courses for a certain period. The teaching staff is composed of

- Academic lecturers: almost 60% of the BBA lecturers have at least a PhD academic grade and almost 30% have the grade of a professor. The lecturers have experience in university-teaching of at least 5 years. However, almost 30% of the academic lecturers have a professional experience in management or in fields that are relevant to the courses which are offered to the BBA students.
- Professional lecturers: the remaining 40% of the lecturers are professionals with a high experience in the taught field with teaching experiences in similar programmes in Tunisia or abroad.

Most of the lecturers are from Tunisia but gained international experience by working or studying abroad.
The teaching staff undergoes a transparent recruitment process in accordance with the qualifications of the programme and the strategic goals of the University. The candidates' profiles are described by the programme manager and validated by the academic Director. After examination of the candidate's file and the interview with the programme manager, a tripartite commission is composed in order to assess the pedagogic and scientific suitability of the candidates for the position with objectives and evaluation of the qualifications, experiences and merits of the different candidates.

The school administration is responsible for ensuring that the academic, pedagogical and didactical qualifications of the teaching staff correspond to all requirements and objectives of the BBA programme. This includes promoting the proficiency for testing and examining the students and ensuring specific measures for their further qualification. For that purpose, the University installed the Scientific Council and the Pedagogic committee.
Beside the academic and pedagogical abilities, the University puts emphasis on the professional experience of the lecturers in the BBA programme: Almost every lecturer has (international) experience in the field related to the delivered course.

Since the programme manager is responsible for the internal collaboration, coordination and overall administration, she/he holds study programme meetings (three times per semester) and faculty meetings based on the study programmes' meeting report (every two weeks). The goals of these meetings are group evaluation of the programme developments; need for curricular changes results of students' evaluation of particular course units, the overall quality of the study programme and their factual workload; interaction problems between lecturers; making demands towards the administrative staff etc. Group decisions and responsibilities to implement changes are distributed. All decisions are recorded and have binding character.

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. Nevertheless, the panel recommends to strengthen the scientific qualifications of the lecturers. The staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. As the panel learned, measures for personal development of the lecturers are available.

Regarding internal cooperation, the size of the HEI allows for a close cooperation amongst core staff. In addition, the department regularly hosts joint events, in which all of the HEI's teaching and administrative staff participate.

As affirmed by students of the HEI during the on-site visit, the counselling of students by teaching staff is satisfying. Student support and coaching is part of the services provided by the teaching staff and are offered on a regular basis. Emails are answered fairly quickly. Where necessary, the students are given support with academic and related issues.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)			x		
4.1.7(*)	Student support in distance learning					X

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					

4.2 Programme management

The programme director is responsible for managing all aspects of the programme including academic, pedagogical and didactical quality as well as social, ethical and legal aspects, that reflect the guiding principles of leadership, learning, accountability and diversity. She/he is a member of the Academic Committee (see chapter 5 below) with voting right. The programme directors' tasks include:

- the academic supervision of the programme and the curriculum design,
- the promotion and development of research in a relevant field
- the development of partnerships with appropriate stakeholders.

The programme director is also responsible for the communications with faculty members and students regarding all issues related to the programme.

The administrative staff provides professional support to operational management and strategic direction of the alumni administration team, including:

- scheduling classes.
- providing admissions and requests for students and teachers,
- preparing letters, final exams,
- changing rooms and classes cancellation,
- organisation (for example, accommodation and meals, maintenance, etc.) for meetings of the Committees and conferences,
- providing technical support for teachers in the use of e-learning equipment.

Thus, the administrative staff serves as a bridge between students and teachers in the organisation and implementation of the learning process. Teachers and students are involved in decision-making processes that refer to their areas of work. The administrative staff has several employees for all the different tasks.

Appraisal:

As the panel learned during the on-site visit, the programme management coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

The process organisation, administrative support as well as decision-making processes and responsibilities are determined transparently. The administration acts as a service provider for students and teaching staff. In terms of both quality and quantity, taking into account the involvement in other programmes, sufficient staff is available so that the processes described can be implemented appropriately. Measures for personal qualification for the administration staff are provided.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		

4.3 Cooperation and partnerships

In 2015, UIT and its subsidiary (UIT CAST) and GBS (In-Eifer Studien GmbH) made a franchise contract until the beginning of March 2025. UIT, as franchisee is responsible for the operational/administrative part of the programme, while GBS provides content and programmes according to the academic level. As the vice-president of UIT is also the president of GBS and there are lecturers from both Universities, there is no substantial difference between the performance of UIT and GBS.

Beside that cooperation, UIT maintains several cooperation with universities in Tunisia and abroad, which do not have direct impact on the study programme:

- Université des sciences appliquées de Mannheim – Hochschule Mannheim: students and lecturers exchange
- Université de la Sarre – Universität des Saarlandes: students and lecturers exchange
- Université Paris 1 Panthéon – Sorbonne: students and lecturers exchange
- Académie des Sciences de Management Paris: lecturers exchange
- Centre International de la Formation Européenne: students exchange
- Ecole Supérieure de Journalisme Paris: programme exchange
- Supcom Tunisia partnership for specific certification
- Eni carthage access partnership for laboratory access
- Université virtuelle de Tunis: providing assistance for online courses and blended learning supports

UIT and GBS created a network of companies in Tunisia as well as abroad which they use for the provision of internships and for the enhancement of students' career opportunities:

Organisme Acceuillant	activity area
PETROFAC	oil, gas and petrochemicals
Attijeri bank	Banking - Finance - insurance
Natilait	dairy industry
BTK	financial markets-banking sector
HCC Tax, Audit Conseil	accounting / management / audit
BH Invest	Stock Exchange and Negotiation, Financial Engineering
SEGOR	agriculture / agro-food / environment
AFC	FOOD PROCESSING
AON	risk management, insurance brokerage and reinsurance
KPMG	accounting
2AS	data processing
Cabinet Malek Sedhom	accounting
Web Expert	Functional analyst, test and validation analyst, information architect, Web architect. FTTH business manager, Optical studies manager, Web communications

	manager
Cabinet Souhail Jammoussi	accounting
Cabinet Anis Jabnoun	accounting
eppm	Crafts, Miscellaneous, Industry, Small Trades
Hamtel	IT and management (online payment, E-commerce and payment solutions, internet recharge
Deloitte Tunisie	Finance, Banking, Oil and Gas, Energy, Public Service
Air Liquid	Industrial gas production
Monoprix	finanace
Key Decision	consulting / study / strategy
Essor Management	management
SOTULUB	finance Accounting
UIB	finance, bank
U-accelerator	data processing
BVMT	finance (Stock exchange)
Kars Int	trade
Vermeg	IT, Management
Datavora	data processing
Diva Sicar	telecommunications
Silatech tunisie	IT, Communication
ATB	Banking - Finance
GEFCO	trade / transport / preparation
Line Data	data processing
Sotumag	Distribution
Amen Bank	Banking - Finance
Tunisie télécom	telecommunications
Assurance Salim	insurance
Assurance GAT	insurance
KARMEX	automobile / motors / mechanical devices

Sanlucar	agriculture / agro-food / environment
Poste Tunisienne	transport and distribution of mail
STB	Banking - Finance
BTL	Banking - Finance
TELNET	Communication & Energy, Avionics, Automotive, Electronic Payment, System & Security, Solutions & Products.
Force management	management
M&M	trade / sale / distribution
ooredoo	telecommunications
API	building materials industries (legal framework)
Cabinet Ali Zarrouk	lawyer
Green Tunisie	transport / logistics (legal framework)
Instance Nationale de la lutte contre la corruption	legal framework
Cabinet Kamel Rezgui	lawyer, teacher and researcher
Cabinet Sonia Garram	lawyer
Maître Anis Jabnoun	lawyer
NEXT STEP	IT / Telecom
STAR Assurance	insurance
Infratech	technical studies
ELITE Conseil	IT / Telecom
Sungard	world leader in software
ISI	implementation and maintenance of IT systems in the industrial sector
Make-it Digital	IT / Telecom
ONT	manufacturing, industry, commerce or services
BFI Groupe	IT / Telecom
Siemens	Design, development, manufacturing and marketing
lookii mobile	IT services and management
ARDIA	IT, Multimedia and Telecommunication and Industrial
ELITECOM	ICT, Software and web development, Telecommunications

AYMAX	team of experts passionate about SAP and its new technologies
Gerance Informatique	information system security
ALTRAN	developments
softparadigm	developments

Beside the organisation of internships, the network influences the content and the further development of the programme.

Appraisal:

GBS conducts in cooperation with UIT the BBA programme (English track). Regarding this corporate law network, the panel formed the view that GBS has to be seen as an additional campus for the programmes taught in English. Nevertheless, the panel assessed the cooperation contract, which defines responsibilities and tasks in a sufficient way. The quality circles and measures are the same and supervised by GBS and UIT. Module descriptions and content of the study programme is developed under the responsibility of GBS and the name of UIT.

The panel appreciates the overall efforts of the University to widen and cultivate their cooperation network with companies and universities, which is already quite impressive and contribute to the development of the BBA, especially for the internship. The panel would like to encourage the University to go further with this cooperation, for example by cooperating in thesis projects (compare Chapter 3.1.7).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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 business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		

4.4 Facilities and equipment

UIT and GBS are located in the heart of the city of Tunis between four city's main roads and near Tunis-Carthage International Airport with two buildings compounded by:

- 2 amphitheatres with 72 seats,
- 1 amphitheatre with 150 people,
- 12 classrooms,
- 4 TP rooms equipped with computer and/or electronics,
- 2 libraries,
- 1 teacher's room,
- 2 meeting rooms,

- Offices,
- University restaurant,
- Open spaces for students,
- 2 floors dedicated to R & D in the process of being implemented; 1 floor dedicated to the SAP nextGen Hub,
- 2 server rooms.

The campus is equipped with High-speed connection, Internal network (server room), Access points (Wi-Fi hotspots) throughout the campus, Access point (RJ45) in all rooms. Video projectors and tablets in all classrooms, interactive boards (Mimio), computers for computer rooms, electronic equipment for mini-lab and an IT Service Helpdesk for User Account Management.

Through a partnership with SAP University Alliances, the student will be able to participate in SAP/ERP workshops (optional unit). An educational platform allows students to follow an applied learning on ERP and to discover different management modules preparing them for a better integration in the professional field.

All the students have access to the library located at the main entrance of the University. This library is open before the beginning of the course from 7:30 am until the end of the working hours at 7:00 pm. Moreover, UIT has a cooperation with the state library of Tunis, so the students are allowed to use its complete service. Students have also access to EBSCO and receive journals etc. via moodle.

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. The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. The HEI sufficiently assured to provide barrier free access in case that disabled students are enrolled.

A library is available and open both during and outside of semester times for sufficient periods. 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. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		

4.4 Additional services

UIT offers a career service to provide students with places for their internship, to further connect the university with the business world and to assist its students with career planning, résumé building and preparing for job searches. The career centre shall announce job and

internship opportunities and aims at helping the students to find employment and internships in the sectors and companies that are best suited to them.

The (few) alumni so far are in constant contact with the administration in an informal way. They recommend the UIT's programmes to their family members and friends. The alumni organisation almun'UIT is under construction in order to organise events by country chapters.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The panel has no doubts that UIT provides sufficient resources for such activities.

The panel observes that an alumni organisation has been set up with the aim of developing an alumni network. Given the fact that there are only few alumni so far and several club activities in the University, the panel appreciates the efforts, and expects that the evaluation of the alumni will receive more formal focus, and alumni activities will increase in the following years.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		

4.6 Financing of the study programme (Asterisk Criterion)

At the beginning of the year, a complete list of registered students is sent to the MESRS, which calculates a security deposit proportional to the number of registered students in order to guarantee the continuity. UIT also benefits from the development within the same group of training courses of similar academic level, as well as with international partners.

The training is fully covered by the registration fees. It is calculated on an hourly basis taking into account the overall price trends, wage trends and local and regional socio-economic criteria. The ITU monitors the quality of price changes (see QM) according to the market. Price changes are set by the general management, discussed at the pedagogical council and validated by the scientific council during the report on the evolution of admissions. The board of directors can possibly intervene if the strategic impact is at stake.
Prices are in Tunisian Dinars for Tunisian students and in Euro for foreign students
Students benefit from 5% discount for the annual payment, an additional 5% for registrations before August 31st, 7.5% before June 30th and 10% before April 30th.

About 15% of students benefit from partial or total scholarships offered by the University and decided at the first pedagogical meeting of the year.

To encourage students to excel and improve their skills, UIT offers scholarships for excellence ranging from 20% to 30% of the tuition fee. Successful students also benefit from scholarships and discounts.

Appraisal:

The programme finances itself through tuition fees which cover the running costs. A reserve fund exists and is controlled by the Tunisian Ministry. 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.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			x		

5 Quality assurance and documentation

A quality assurance and enhancement procedure is used to systematically and continuously control the BBA programme content, processes, and outcomes.

The Executive Board meets once a year and approves the University's annual budget. The scientific council meets twice a year, at the end of each semester, to discuss new curricula and study programmes (based on reports and preliminary studies), partnerships with universities, institutions and strategic partner companies and more. Study programme meetings (three times per semester) and Faculty meetings based on the study programmes` meeting report (every two weeks) are held by the programme manager to assure the coordination on the progress of the subjects and the acquired skills during the semester. The educational meeting (two times per semester) organised by the academic director serves in its agenda to the faculty's needs and University's reports or requests.

In order to maintain a good academic and organisational level, the UIT has developed its own quality process, based on references of ISO 9001. The process aims to measure, monitor and improve the quality of teaching with an adequate organisation, with four major axes:

- The Commercial Audit aims to increase the reputation of the brand image, improve the overall level of students, go towards pedagogical and scientific excellence through Marketing, admission process and benchmarking and finance.
- The Administrative Audit provides critical information to all participants of the University, assures transparency in all processes and develops the internal and external information systems. It is responsible for Student life cycle Management, Resources Management and Services Audit.
- The Academic & Pedagogical Audit aims to improve the quality of teaching and pedagogic approaches and to ensure continuous improvement of the programmes, the research topics and student employability. It is responsible for the programmes administration, the Platform and curriculum-monitoring as well as for research and employability within the study programme.
- The Student and Professional Audit is responsible for the student life, supporting clubs managed between lecturers, administration and students which are organised in order to create a real sense of belonging and solidarity within the UIT Groups.

Four responsible persons have to ensure control by indicators (KPIs), communicate the results to the concerned services and councils, address problems, optimise resources, and implement corrective actions. The audits serve also towards the quality and transparency of the meeting chain.

At the end of each course, students write their anonymous review of the class and give their feedback on its quality. These reviews are used continually to improve the quality of the programme. The evaluation produces information on how the content and the structure of the course were perceived by students and how they assess the quality of the teaching and the faculty. Additionally, the students answer open questions on which aspects they liked and disliked about the lecture as well as what suggestions they have to improve the course.

The used questionnaire contains several detailed questions regarding the actual workload of the courses. Results of the evaluation are discussed at the end of each winter semester in the Student's Council, where the academic director or general management, a programme manager or head of faculty, two academic professors and one expert or professional lecturer participate in order to identify difficulties in the subject or person, and to identify managerial actions regarding opportunities, resources and more.

The report is taken up by the academic Director and Programme Managers to prepare the corrective actions which, along with the reports at the end of the Class Councils (by class, by level and by department), will form the agenda of the consecutive faculty and educational meetings.

In addition, quality assurance by the teaching staff is carried out on a regular basis. The programme manager evaluates each instructor‘s classes and gives instructors ideas on how they can improve. Instructors’ professional activities on their jobs as well as publishing and attending professional events are considered an important way of quality assurance.

Alumni are invited by the HEI to several events like seminars or conferences and the HEI uses these occasions to get feedback on the programme.

Details of the study programme are provided in the following documents, which are made available to students and staff at the start of the academic year:

- BBA Student Handbook
- Website (at present: Bachelor of Business Administration, two icons with “program” named **Bachelor of Business Administration in Marketing, Finance and (International) Management**

Appraisal:

The HEI has formulated quality targets for the development of programmes and regularly assesses their implementation. A quality assurance and development procedure of the programme exists as well and is performed regularly. Several processes of quality assurance are carried out by different members of the University’s staff, the collaboration of all participants is observed as effective.

Evaluation by the students is carried out on a regular basis and in accordance with a described procedure. The questionnaire which is used for evaluation of the courses covers the key aspects of the programme. Several questions aim to check if the actual workload of the students corresponds to the estimated workload.

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 like alumni are involved in the quality assurance system in an informal way. The panel recommends to formalise and document the evaluation process for alumni to enhance business contacts especially for the development of the BBA and to further develop a network among the BBA students and graduates. This could improve the strategic position of this programme in the educational market.

In the view of the panel, the information handed to the students is comprehensive and by the use of the online-platform, constantly updated by the HEI. Thus, information provided for the students corresponds with the students’ needs and gives details on various aspects of the programme, including programme content and programme structure. In addition, subject specific and generic advice is provided to students.

Nevertheless, the panel states, that the current websites do not provide the right information regarding the study programme, based on the findings during the on-site visit. There is a contradiction between the information provided in the student handbook and on the website both of UIT and GBS. According to the information on the website during the on-site visit, three, at minimum two BBA programmes are offered, and not one BBA programme with three specialisations (Bachelor of Business Administration with three specialisations Finance, Marketing and (International) Management (BBA)).

In any case, it is not transparent whether the University offers one BBA programme with specialisations or different specified BBA programmes. Moreover, the names of the specialisations online and in the handbook do not match. The HEI pointed out that they are in the process of revision. The panel therefore recommends the accreditation under the following **condition:**

GBS and UIT present the BBA programme with its three specialisations (Bachelor of Business Administration with three specialisations Finance, Marketing and (International) Management (BBA)) correctly on their websites.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties				x	
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				condition	
5.3.2	Information on activities during the academic year			x		

Quality profile

HEI: Université Internationale de Tunis (UIT) in cooperation with German Business School (GBS)

Bachelor programme: Bachelor of Business Administration with the specialisations Marketing, Finance and (International) Management (BBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)			x		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			x		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		x			
3.	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			x		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects			x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			x		
3.2	Structure					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers				x	
3.3.4	Lecturing tutors					x
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
4.	**Academic environment and framework conditions**					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)			x		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(	Cooperation with HEIs and other			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
*)	academic institutions or networks (Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		
4.6*	Financing of the study programme (Asterisk Criterion)			x		
5	**Quality assurance and documentation**					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties				x	
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)				**condition**	
5.3.2	Information on activities during the academic year			x		

Decision of the FIBAA Accreditation Committee for Programmes

116th Meeting on September 4th, 2020

Project Number:	20/083
Higher Education Institution:	Université Internationale de Tunis (UIT) (in cooperation with German Business School (GBS))
Location	Tunis, Tunisia
Study Programme:	Bachelor of Business Administration with the specialisations • Marketing • Finance • (International) Management (English and French track) Master's Degree in Business administration with the specialisations • Business Management • Human Resource Management • Financial Engineering (French version)
Type of Accreditation	extension of the existing accreditation by the distance-learning study format

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

According to § 7 (2) in conjunction with § 10 (1) of the "Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation "FIBAA Programme Accreditation"", the existing accreditation of the study programmes is extended by the distance-learning study format.

Period of Accreditation: from June 5th, 2020 until the end of summer semester 2025

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):
Université Internationale de Tunis (UIT) (in cooperation with German Business School (GBS))

Bachelor and master study programmes:
Bachelor of Business Administration with the specialisations

- Marketing
- Finance
- (International) Management

(English and French track)

Master's Degree in Business administration with the specialisations

- Business Management
- Human Resource Management
- Financial Engineering

(French version)

Degree awarding institution
UIT (and GBS)

Qualification awarded on completion:
Bachelor programme: Bachelor of Business Administration (BBA)
Licence en sciences de gestion en

- Marketing
- Finance
- (International) Management

Master programme: Master of Science (M.Sc.)

General Information on the study programmes

Brief description of the study programmes:
The BBA programme targets high school graduates that wish to pursue their studies in Business administration. The programme is taught in English or French and offers three specialisations:

- Finance
- Marketing
- (International) Management

The goal is to provide students with a first qualification that enables them to occupy various managerial positions.

The Master programme aims to master the specific aspects of the managerial and administrative dimension of a company in a globalised economy. Deciding and acting shall be the objectives of this training. It is consecutive to the BBA programme of UIT and GBS and allows graduates to pursue a specialised Master's degree.

Type of study programme:
Bachelor and Master programme

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

- a 7-semester programme with an innovation project that allows 240 ECTS points upon completion (English version)
- a 6-semester programme that allows between 180 and 240 ECTS points upon completion (French version)

Master programme: a two-year programme that allows 120 ECTS points upon completion

Mode of study:
fulltime

Didactic approach:
Distance-learning study format

Double/Joint Degree programme:
no

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

- One class per specialisation of 15 students

Master programme:

- Minimum one class speciality with 6 students
- Maximum two classes with 18 students per class

Programme cycle starts in:
winter semester

Initial start of the programme:
Bachelor programme:

- The English version of the programme started in 2018
- The French version in 2002 as “DEUG” and Maîtrise and 2008 as Bachelor and Master

Master programme:

- 2008 as Master Professionel

Type of accreditation:
Extension of the initial accreditation by the distance-learning format

Procedure

The on-campus versions of both study programmes, the Bachelor of Business Administration with the specialisations Marketing, Finance and (International) Management (BBA), and the Master's Degree in Business administration with the specialisations Business Management, Human Resource Management, and Financial Engineering (M.Sc.) – with obligatory class attendance – were initially accredited on June 5th, 2020 with one condition from June 5th, 2020 until the end of summer semester 2025. Date of contract was November 20th, 2019.

A contract for the extension of the existing accreditation to the distance-learning study format of both study programmes was made between FIBAA and the Université Internationale de Tunis (UIT) on August 4th, 2020. On August 10th, 2020, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the specific criteria for programme accreditation in the Distance- learning study format were met.

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

Ulrike Schultz
Germany's State Distance-Learning University Academic Councilor
(Distance Learning Didactics, Law, Communication Science)

Prof. Dr. Eva-Maria Lewkowicz
Westfaelische Hochschule, Recklinghausen, Germany, University of Applied Sciences
Professor of General Business Administration (Marketing, Strategy and Organization, Entrepreneurship, Psychodynamic Organizational Development and Coaching)

FIBAA project manager:
Nora Winckel

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel

The assessment report based on this was delivered to the HEI for comment on August 22nd, 2020. The statement on the report was given up on August 25th, 2020; it has been taken into account in the report on hand.

Summary

The existing accreditation of both study programmes, the Bachelor of Business Administration with the specialisations Marketing, Finance and (International) Management (BBA), and the Master's Degree in Business administration with the specialisations Business Management, Human Resource Management and Financial Engineering (M.Sc.), can be extended to the distance-learning study format. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members also identified several areas where the programmes could be further developed:

- Didactical concept (chapter 3.3) and
- Faculty (chapter 4.1)

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

Information

Programmes' Description and Appraisal in Detail

4. Objectives

4.1 Objectives of the study programmes (Asterisk-Criterion)

The objectives of the study programmes remained the same as in the initial accreditation.

The distance-learning study format targets exclusively working students and students with special impediments (e.g. handicap, persons in special life circumstances).

Further information can be taken from the main reports.

Appraisal:

The panel members appreciate the interest of the University to serve these target groups. Moreover, blended learning possibilities are becoming ever more important in view of the challenges the world is and will be facing today and in the future.

Apart from the points mentioned above, the appraisal is in accordance with that in the main reports.

5. Admission

Applicants interested in the distance-learning study format are subject to the same admission requirements that apply to students who study on-site. In addition, people in employment have to provide a work certificate. Applicants with special impediments (handicap, persons in special life circumstances) should provide a medical file containing a certificate indicating their inability to move.

This format offers equal opportunities for students with accessibility obstacles. The approach encourages these students to pursue their ambitions and aspirations. However, commitment and autonomy are major success keys. Therefore, the students' motivation and commitment are assessed during the interview in the selection procedure.

Further information can be taken from the main reports.

Appraisal:

The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated to the students.

The appraisal is in accordance with that in the main reports.

6. Contents, structure and didactical concept of the programme

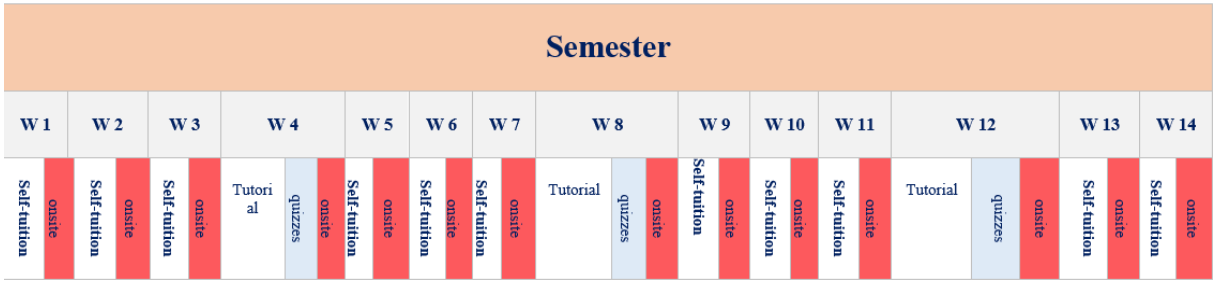
6.1 Contents

The curriculum in the distance-learning format does not differ from the one of the on-site programmes. It is online based on a triangulation between the lecturer, the knowledge and the learner set-up by mechanisms of:

- Training of trainers
- Harmonisation of course delivery forms as theoretical courses via video-conferences, webinars and tutorials
- Asynchronous and synchronous interaction (compare Chapter 3.3)

Tutorials are scheduled every three weeks to address the student's questions and difficulties. The breakdown is as follows:

- On-site learning: workshops, seminars and examination 20%
- Online learning: remote learning, tutorials and quizzes 15%
- Self-tuition: LMS access, assignments, pre-course preparation and examination preparation 65%



In the Master programme, the fourth semester is dedicated to a 3 to 6 months internship. In the English track of the BBA, the internship takes place in the 7th semester. Students in employment usually gain their practical experience in a project based in their companies. During the admission procedure, the admission office ensures the adequacy of the occupied job position. In the event that the company does not offer this possibility, the internship and career department as well as the academic and professional supervisors provide assistance.

Beside quizzes and monitoring, the examinations take place on-site. Students with special impediment receive necessary help to attend these.

Further information can be taken from the main reports.

Appraisal:

As stated in the initial accreditation report, the curricula of the porgrammes adequately reflect the described qualification objectives and are arranged logically. The contents and examination forms of the courses consider the distance-learning study format.

The appraisal is in accordance with that in the main reports.

3.2 Structure

The division of workload in the distance-learning format is as follows:

	Onsite rate 20%	Online rate 15%	Self-tuition rate 65%	Total number of hours per semester
Bachelor.SC	180 hours	135 hours	585 hours	900 hours
Master.SC	150 hours	113 hours	487 hours	750 hours

Study and Exam regulations and the Student's handbook are the same as for the on-site students. All students receive extensive time tables and a tutorial calendar. Student´s workload and complaints are evaluated.

Further information can be taken from the main reports.

Appraisal:

The panel members assess the workload in the distance-learning formats as feasible. Thus, the appraisal is in accordance with that in the main reports.

3.3 Didactical concept

The courses are available in several formats:

- Recordings of the lectures that are dedicated to the presentation of theoretical aspects and concepts (live courses using Microsoft Teams and Mimio are recorded. The videos are uploaded to the platform along with course materials (PDF, power point presentations)
- Recordings of the on-site seminars dedicated for discussions, case studies presentations scheduled each Saturday
- Webinars dedicated for discussions, case studies presentations using Microsoft Teams
- Face to face Workshops dedicated to practical work and projects each Saturday
- Course slides, reading material, assignments, group work uploaded to the LMS platforms.

The students can interact with their lecturers asynchronously and synchronously via moodle and MS Teams (compare chapter 4.1 and 4.4).

Appraisal:

The didactical concept of the distance-learning study format is described, plausible, and oriented towards the programmes' objectives, the methods are suited for distance learning. They include, for instance, independent work with the course materials, lectures, and quizzes. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives. The recorded lectures could have a better quality regarding sound and light. It is recommended to offer a didactical check of the written course material to guarantee a comparable quality.

The use of guest lecturers could be strengthened in order to improve the synchronical output for the students via webinars. From the panel's point of view this would be a simple way to implement more didactical variety.

The appraisal, apart from the above mentioned, corresponds to that in the main reports.

4 Academic environment and framework conditions

4.1 Faculty

The faculty of both programmes on-site is also responsible for the distance-learning study format. The school administration is responsible for ensuring that the academic, pedagogic and didactical qualifications of the teaching staff correspond to all requirements and objectives. This includes promoting the proficiency for testing and examining the students and ensuring specific measures for their further qualification. For that purpose, the University installed the Scientific Council and the Pedagogic committee.

Since the programme manager is responsible for the internal collaboration, coordination and overall administration, s/he holds study programme meetings (three times per semester) and faculty meetings based on the study programmes' meeting report (every two weeks). The goals of these meetings are group evaluation of the programme developments; need for curricular changes as result of students' evaluation of particular course units, the overall quality of the study programme and their factual workload; interaction problems between lecturers; demands towards the administrative staff etc. Group decisions and responsibilities to implement changes are communicated. All decisions are recorded and have binding character. The meetings include exchange about needs in and further development of the distance-learning format.

The university offers technical as well as consulting support to their students.
Technical support is provided by the IT department with experienced technicians and the Pedagogical Support Department: They train students in the application of the LMS tools and platforms, (Moodle, Microsoft Teams), help resolve access issues, monitor students' quizzes results by the end of each tutorial and interact with students in these areas. They listen to the students' concerns, collect suggestions and complaints and provide guidance in order to improve the University's and the students' performance.
Moreover, a user manual is available for students as well as lecturers.

The lecturing tutor provides advice to a small number of students whenever this is necessary based on students' or lecturers' request.

Within the University's Pedagogical Support Department, the online platform manager supervises the availability of course materials, monitors students` activities and reminds lecturers to feed the platform. (He is in charge of platform supply, activity monitoring and alert frequencies via Email and telephone). The aim of this control is to check the adequacy of the platform content with the syllabus and to ensure necessary updates on a weekly basis.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. The faculty is, so far, qualified for distance education. The ongoing support of the students is ensured by tutors and, as the panel could verify by the students' satisfaction survey, also by individual counselling.

Nevertheless, the panel recommends to strengthen the pedagogical/ didactical qualifications of the lecturers for the further development of the distance-learning study format. In order to assist the authors in their task to prepare well readable documents with activating elements, is the panel recommends to set up a unit/or position for a person versed in educational technology in charge of editing documents.

The appraisal, apart from the above mentioned, corresponds to that in the main reports.

4.4 Facilities and equipment

The University built a virtual campus by using moodle and MS Teams. Moodle shows course materials and educational activity by the lecturers, students can also submit their works to be evaluated by the lecturers. Moreover, moodle offers forums and chat groups. MS Teams, Microsoft Forms and Microsoft Miro offer synchronous interaction during live sessions and assessments via surveys and quizzes. Students and lecturers also use the whiteboard to share contents. Video conferences are provided via MS Teams.

All students have access to the library located at the main entrance of the University. This library is open before the beginning of the course from 7:30 am until the end of the working hours at 7:00 pm. Moreover, UIT has a cooperation with the state library of Tunis, so the students are allowed to use its complete service. Students have also access to EBSCO and receive journals etc. via moodle.

Appraisal:

The panel formed the view that the technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

Services for adequate support of the participants are documented. The requirements for students' work-stations at home are listed (e.g. technical IT-equipment).

The appraisal, apart from the above mentioned, corresponds to that in the main reports.