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FINAL REPORT

ARAB ACADEMY FOR SCIENCE, TECHNOLOGY AND MARITIME
TRANSPORT

MEDIA (BACHELOR OF ARTS)

April 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMME

▪ “MEDIA” (BACHELOR OF ARTS)

OFFERED BY ARAB ACADEMY FOR SCIENCE, TECHNOLOGY AND MARITIME TRANSPORT, CAIRO, EGYPT

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 28th meeting on 23 February 2026 and the circulation procedure of 1 April 2026, the AQAS Standing Commission decides:

1. The study programme “**Media**” (**Bachelor of Arts**) offered by **Arab Academy for Science, Technology and Maritime Transport, Egypt** is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The study programme complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version.

The accreditation is given for the period of **six years** and is valid until **30 April 2032**.

The following **recommendations** are given for further improvement of the programme:

1. A matrix should be added to the course specifications to demonstrate the alignment of the National Academic Reference Standards (NARS) and course learning outcomes (CLOs) and to enhance transparency.
2. The CLC should collect and use graduate-related information from relevant external sources (such as ministries and professional associations) to diversify the sources of tracking.
3. The overall strategic framework for educational development and internationalisation should be formulated more clearly. A more strategic approach of the selection of partners should be considered to expand the opportunities for outgoing and incoming students.
4. The systematic measurement of the effectiveness and validity of different assessment formats should be developed further to ensure a continuous focus on the ILOs.
5. Due to the intended profile of the programme and the target of internationalisation of AASTMT, it should be considered to require B2 in English for admission.
6. It is recommended to systematically present the conversion between the implemented national Credit Hour system and the ECTS in an internationally compatible manner. The panel recommends developing a detailed conversion table that clearly explains workload calculations and their translation into ECTS.
7. It is recommended to establish a medium academic staffing plan to support sustainable workforce planning and ensure adequate staffing.
8. Professional development opportunities for staff, particularly in the areas of specialised media skills and new technologies, should be expanded to further improve the quality of teaching.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT ON THE STUDY PROGRAMME

▪ “MEDIA” (BACHELOR OF ARTS)

**OFFERED BY ARAB ACADEMY FOR SCIENCE, TECHNOLOGY AND MARITIME
TRANSPORT, CAIRO, EGYPT**

Visit to the university: 10-12 February 2026

Panel of experts:

Prof. Dr. Sawsan Amer	Director QA Management and Professor of Media Production, New Giza University (Egypt)
Prof. Dr. Felix Krebber	Professor of Corporate Communication, University of Applied Sciences Pforzheim (Germany)
Prof. Dr. Christoph Schmidt	Director Education and Training at Deutsche Welle and Head of study programme International Media Studies (Germany) (labour market representative)
Lukas Hässner	Student of University Eichstätt-Ingolstadt, Germany (student representative)

Coordinator:

Doris Herrmann	AQAS, Cologne, Germany
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I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the degree programme "Media" (Bachelor of Arts) offered by Arab Academy for Science, Technology and Maritime Transport (AASTMT).

1. Criteria

The programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in July 2025. The university produced a Self-Evaluation Report (SER). In September 2025, the institution handed in a draft of the SER together with the relevant documentation on the programme and an appendix. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 8 September 2025. The final version of the SER was handed in January 2026.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective discipline, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in January 2026. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place from 10 to 12 February 2026. On site, the experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programme. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation based on its discussion on 23 February and a circulation process on 1 April 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In May 2026, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General information on the university

Arab Academy for Science, Technology and Maritime Transport

The Arab Academy for Science, Technology and Maritime Transport (AASTMT) was established in 1972, with its headquarters located in the Miami district in Alexandria, Egypt. It currently has two additional campuses in Heliopolis (Cairo) and in the Smart Village in Giza. AASTMT is said to provide education, training, research, and consultancy in the fields of maritime transport, engineering, applied sciences, and management. Over the years, the Academy has expanded its portfolio to also include other academic fields as well as multi-campus operations across Egypt and the Arab region. The SER states that AASTMT's current strategic priorities include developing human capital, enhancing research capacity, promoting innovation, and contributing to regional integration through transnational higher education partnerships and mobility frameworks.

College of Language and Communication

The College of Language and Communication (CLC) was reportedly established in 2012 to broaden AASTMT's academic portfolio, addressing emerging national and regional demands in language studies, digital communication, media literacy, and content creation. The CLC operates on all three of AASTMT's campuses where it delivers both undergraduate and graduate programmes.

Each CLC campus operates under its own local governance, headed by a dean who holds overall responsibility for academic standards, staff appointments, and campus-specific strategic planning, as stated in the SER. Each Dean is said to be supported by a Vice Dean for Educational Affairs and a Head of Department who supervises the implementation of academic programmes and oversees course delivery as well as compliance with institutional and national quality frameworks. Against this background, a unified governance framework is said to be in place to ensure alignment of academic operations across the three campuses. Programme coordination is reportedly achieved through a central academic committee comprising the Deans, Vice Deans for Education, and designated Programme Coordinators from each location.

Media Department

The programme under review is hosted by AASTMT's Media Department. Each campus is said to have its own Media Department with a Head who reports to the respective Dean of the College at each campus. The department is reportedly responsible for assigning instructors to courses, monitoring teaching quality, and reviewing course materials. To facilitate multi-site delivery, the department implements cross-campus teaching planning for the courses, i.e., regular virtual meetings are scheduled where the head of departments across sites share, plan, and regulate academic plans.

IV. Assessment of the study programme

1. Quality of the curriculum

Bachelor's/Master's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

Description

The Bachelor's programme in Media at AASTMT is defined in the SER as a flagship programme for both AASTMT and CLC, as it supports the broader institutional mission. The Media programme comprises 8 semesters and 130 credit hours (CH), in line with the national credit system. It was initially launched in 2012 at the Heliopolis and Alexandria campuses and was subsequently extended to the Smart Village campus in 2016. Following a revision of the curriculum in 2021, the programme now operates under a unified academic structure to ensure that students receive the same curriculum and degree qualifications across all campuses. This means that majors and minors are offered at each site, as reported in the SER. The programme is primarily taught in English, with only four courses delivered in Arabic.

The programme aims to equip graduates with theoretical foundations and practical skills in the Media and Communication field, following an interdisciplinary approach. The SER further states that the curriculum encompasses both foundational theoretical frameworks and current developments in the Media and Communication, including emerging areas such as social media dynamics, transmedia narratives, influencer cultures, digital convergence, platform governance, immersive media, and AI-generated content. This curricular design is said to align with the European Qualifications Framework (EQF) Level 6 as it aims to foster critical awareness of contemporary practices and to equip graduates with the cognitive and practical skills required to address professional and academic challenges. The curriculum was developed by considering both national strategic decisions and international benchmarking.

The programme includes the two majors (specialisations) (1) Radio and Television Production and (2) Digital Media, which are each accompanied by a set of minors, according to the SER. This structure aims to provide students with an academic media qualification that is complemented with professional training. Against this background, students are required to complete at least 60 hours ($\approx$ 2–4 weeks) of internship or hands-on training in a media organisation prior to graduation.

The following programme-level Intended Learning Outcomes (ILOs) are identified in the SER:

- Demonstrate advanced theoretical grounding in media and communication studies by critically engaging with key concepts, debates, and paradigms in the field.
- Utilise robust research and analytical capabilities to identify, investigate, and critically evaluate complex media-related issues using appropriate qualitative and quantitative methodologies.
- Produce professional-quality content across multiple platforms and formats including print, audio, visual, and digital, by integrating both creative and technical skills.
- Adhere to ethical, legal, and regulatory frameworks governing media production and dissemination to ensure truth, fairness, privacy, and copyright compliance.
- Integrate language and communication skills effectively in professional media contexts, considering the bilingual nature of the college.
- Collaborate effectively in multidisciplinary teams, demonstrating leadership, adaptability, and the ability to contribute to diverse roles within media production.
- Communicate ideas and messages clearly and persuasively to technical and non-technical audiences through oral, written, and visual forms.
- Adapt to emerging media technologies and industry trends through continuous learning and professional development.

In addition to these general programme-level ILOs, the SER defines specific major-and minor-specific ILOs. According to the SER, the ILOs of all majors and minors are publicly available to students and stakeholders via the CLC website as well as in the Programme Learning Objectives section of the student handbook.

The SER further outlines that the curriculum for both majors advances from broad basics to intermediate common media skills to specialised professional training to integrative experience (capstone project/internship). In semester 1 and 2, all Media students take a common core of foundational courses. These include general education courses such as Introduction to Mass Communication, Introduction to Radio and Television, and basic language skills. Semesters 3 and 4 reportedly comprise core media courses that all students must take to establish a broad base in media studies. These courses are said to provide a theoretical framework (e.g., mass communication theories, audience analysis, and design principles) as well as fundamental practical skills (e.g., news writing and basic media production). In semester 5, students formally begin their major specialisation courses and concurrently select their minor. The curriculum is reportedly structured such that major courses deliver depth in either Radio/TV production or Digital Media, while minor courses provide an option to specialize. In semesters 6 and 7, students take courses that cover multi-camera studio production, directing techniques, etc. If the same student chooses the “Radio and TV Announcing” minor, they will also take the set of minor courses in term 8 focused on voice and speech, interviewing, and anchoring skills, according to the SER. Minor courses are typically clustered in the final year to allow students to immerse in the respective field. The Graduation Project in the final semester is supposed to serve as a culminating integrative experience for all majors and minors, where students must apply the full range of skills they have learned. Representatives of the labour market are reportedly involved in both capstone and graduation projects to ensure alignment with the industry and connect students to the labour market. This is further supported by workshops, industry talks, and other media-themed events organised by the Department that include labour market representatives.

To address the challenges of the future, the aspects of AI (Artificial Intelligence) and SDG (Sustainable Development Goals) are said to be integrated in the curriculum as well. The SER further outlines that the curriculum is designed in a flexible manner to adapt to emerging trends in the field such as social media, cross-media storytelling, or emerging technologies.

The SER states that information on the curriculum and the respective courses are accessible for students via the Course Catalogue which includes course descriptions outlining the course title, code, credit value, prerequisites (if any), a brief description, ILOs, topics covered, teaching methods, and assessment methods. As for workload, the SER states that each course typically has 3 credit hours within the Egyptian credit system (unless specified otherwise, such as some lab courses or internship being 1–2 credits). In this system one credit hour corresponds to one hour of lecture per week (or two hours of lab) over a 15-week semester. Workload expectations are said to include contact hours, independent study, and assessment preparation.

Experts’ evaluation

General remarks

The panel evaluated the curriculum with regard to coherence, academic rigor, learning outcome orientation, alignment with the programme’s qualification objectives, and effective implementation in teaching practice, ensuring that it enables students to achieve the intended competencies and meets both institutional expectations and labour market relevance.

Students may choose between two specialisations with associated minors: Radio and Television Production and Digital Media. These specialisations reflect both student interests and the needs of the regional labour market. By offering minors that include traditional as well as emerging media, the programme addresses the profound transformation of the media sector in the context of digitalisation. Maintaining both pathways in parallel is strategically advantageous for the institution, as actual student demand will determine which specialisation becomes more prominent. In this context, freedom of choice for students in alignment with individual career ambitions is ensured. This also supports a smooth transition for the organisation as media markets continue to evolve. Individualised specialisation choices are supported through regular, personalised academic advising.

The Academy demonstrated a convincing level of integration with the labour market. Industry representatives are involved as adjunct instructors, alumni frequently deliver guest lectures, and systematic consultations with employers on programme content take place. This ensures that curricular design and learning outcomes remain aligned with current industry expectations.

The integrated compulsory internship component is another strength of the programme, as it ensures structured professional integration and the practical application of the skills acquired. It is also noteworthy that many students complete additional voluntary internships beyond the formal requirements, which underlines both the high level of motivation among students and the relevance of the programme to professional practice. Overall, the intended learning outcomes are appropriate, clearly formulated, and effectively designed to prepare graduates for successful integration into the changing media labour market in Egypt.

The submitted documentation (including syllabi) as well as discussions during the site visit confirmed that – despite the programme’s strong application-oriented focus – training in research methods and theoretical foundations is robust and academically sound. The fact that the course Research Methods (HUM321) is only offered as an elective is not problematic, given the comprehensive methodological grounding provided in the early semesters. Besides that, approximately 80% of students opt for this course regardless.

A broad spectrum of didactic methods is applied, including project-based learning, group work, and role-play techniques, complementing lectures and seminars. Regular continuing education for teachers ensures high-quality teaching.

Final theses predominantly take the form of practice-oriented projects that incorporate applied research elements, particularly analytical components. In addition, students may choose to complete research-oriented academic theses. This reflects the programme’s individualised specialisation options and enables graduates to pursue either a practice-based or a research-focused career path. This flexibility is appropriate given that approximately 80% of alumni enter professional practice after completing the Bachelor’s degree while around 20% progress into Master’s programmes. The option of a research-oriented thesis therefore ensures a viable academic progression pathway.

Both alumni and labour market representatives strongly affirmed the quality of the programme and highlighted that graduates are well prepared for professional practice. The inclusion of students in research projects within the teaching context further illustrates the programme’s academic ambition. The resulting quality is evident in conference contributions and publications co-authored by students and academic staff.

Specialisations and courses within the programme

The initial impression of the expert panel that a single, unified programme combining all aspects of digital and traditional media (radio, television, print) would be preferable was convincingly contradicted by the teaching staff during the discussions. The expert panel concludes that the structure with two distinct specialisations Digital Media and Radio and Television Production is well-founded and meets the industry’s differentiated requirements for the skills of graduates.

The learning outcomes for both specialisations (Radio and Television Production and Digital Media) are clearly defined, coherent and in line with current academic and media industry expectations in Egypt. They demonstrate a comprehensive integration of theoretical knowledge, analytical skills and practical production abilities covering both traditional broadcasting and digital and immersive media environments. The programme takes appropriate consideration of labour market expectations, as explicitly confirmed in discussions with professors and, in particular, with labour market representatives who actively advise and support the programme at the CLC. Their contributions provided clear evidence that the curriculum reflects current and emerging professional requirements, including skills in podcasting, artificial intelligence and cross-platform content production among other.

Regarding the minors Digital Advertising and Integrated Marketing Communication (IMC), the panel found that both specialisations clearly address labour market demands: the IMC minor is particularly relevant for positions in large corporations, whereas Advertising corresponds to the needs of the regional agency landscape. Although a unified IMC framework could be theoretically conceivable, it would not reflect labour market expectations or student interests. According to statements by the programme managers, the IMC specialisation is unique to Egypt, which sets the programme apart and differentiates it from others.

Media ethics are also addressed in the curriculum, which the panel considers highly commendable. The topic of sustainability is explicitly embedded in the programme through special courses on the SDGs and green energy and is also further strengthened as an overarching principle in teaching and research. The integration of digital transformation (paperless systems), the continuous revision of the curriculum in response to developments in the labour market, and the ethically guided use of AI are indicative of a future-oriented and resource-conscious approach. Furthermore, sustainability is reflected in practice-oriented projects, which underscores its relevance as a strategically anchored and overarching dimension of the seminar.

The quality of module descriptions and syllabi is exceptionally high. Course structures and learning sequences are clearly articulated. ILOs are well formulated, transparent, and appropriate. Alignment matrices clearly map ILOs to teaching and assessment activities. ILOs are discussed with students at the beginning of each semester, and all syllabi are made available in advance via the digital student portal.

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

Bachelor's/Master's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

The Quality assurance (QA) policies and procedures are embedded at both institutional and programme level. AASTMT's Deanery of Quality Assurance and Accreditation Centre (DQAAC) formulates QA policies, provides guidance for self-evaluation reports, and coordinates external accreditation efforts, as stated in the SER. The QA processes are overseen by the Vice President for Education and Student Affairs, who is said to monitor parity across campuses. Each college, including CLC, reportedly has a Quality Assurance Unit (QAU) that functions as the technical arm of DQAAC within the college. The QAU for CLC is responsible for the implementation of QA procedures in all programmes to ensure that activities such as course reports, student feedback collection, and programme self-reviews are conducted regularly.

CLC implements a five-year strategic plan that is aligned with AASTMT's strategic plan. The College has set three main strategic goals, namely, (1) teaching and learning, (2) social responsibility, and (3) international

status. Progress in achieving these strategic goals is said to be measured semi-annually and in reference to a predetermined set of key performance indicators (KPIs) specified by AASTMT. These KPIs focus on areas relevant to curriculum, staff, students, training, community services, facilities, and digital transformation.

The SER further states that AASTMT's QA system operates according to the Plan-Do-Check-Act (PDCA) cycle for programme design, approval, monitoring, and revision to ensure consistency of educational quality across its three campuses, such as unified curriculum delivery, cross-campus coordination, and standardised assessment practices. In this context, various data are collected to evaluate performance and effectiveness. This includes student performance data (e.g., pass rates, grade distributions for each course, graduation rates, time-to-degree) that is extracted from AASTMT's student information system and learning management system, student feedback (anonymous mandatory feedback at the end of each semester, participation in department meetings, QA committees, and the Department Council, student townhalls), exam moderation (exam papers and graded assignments are reviewed by an internal moderator), and stakeholder surveys (recent graduates, alumni, internship supervisors, industry experts). Lecturers can provide their feedback on the eligibility of the course aim, the flow of the educational process, suitability of course content to course objectives, effectiveness of teaching methods, and diversity of the assessment techniques in departmental meetings as well as via course review forms. To address the findings of the various collected feedback, an annual Programme Report is compiled which is based on Course Reports that are prepared by the lecturers.

In addition to the PDCA cycle, regular "Quality Circle" meetings are said to be held where instructors discuss teaching challenges and share best practices with relevance to teaching strategies, classroom management, assessment techniques, academic advising and student support. Additionally, Heads of Departments carry out periodical assessment of lecturers and teaching assistants and pay all instructors class visits to provide constructive feedback that aims to enhance the overall learning process.

As for curriculum development, AASTMT is said to include several external stakeholders such as the Industry Advisory Board which convenes at least once a year to review programme development and QA data. In addition, the Career Development Centre (CDC) and the Internship Unit under the supervision of the Vice Dean for Training and Community Service reportedly gather structured feedback from employers (both those who hire CLC graduates and those who host interns). For interns, after each cycle, supervisors fill out a questionnaire evaluating the intern's skills (communication, technical, teamwork, etc.). These are analysed and common points are fed back into curriculum improvement, according to the SER. Through the Alumni Office, alumni surveys are conducted, successful graduates present professional pathways, and they are also invited to annual Alumni Panels on campus. In these sessions, alumni share their university-to-work transition experiences, as stated in the SER.

The SER further outlines that the programme regularly invites professors from partner universities (e.g., UAB, Cairo University, Alexandria University, Ain Shams University, Helwan University and The American University in Cairo) to perform an informal review for capstone projects.

According to the SER, AASTMT's QA policies and procedures are formalised, documented, and publicly available for all stakeholders. The QA unit reportedly uses a tracking system to follow up on whether recommended actions were implemented and whether they solved the identified issue. Summary reports are at times published to students and staff to show that their input resulted in improvements.

Experts' evaluation

AASTMT's internal quality assurance system is aligned with the policies of Egypt's Ministry of Higher Education and Scientific Research and the requirements of the National Authority for Quality Assurance and Accreditation of Education (NAQAAE). Although the programme adopts the National Academic Reference Standards (NARS), no direct alignment (e.g. matrix) between these standards and the course learning outcomes (CLOs)

is indicated in the course specifications. A clearer presentation of this mapping should be provided to enhance transparency and facilitate external review (**Finding 1**).

The establishment of a Deanery of Quality Assurance and Accreditation Centre (DQAAC) reflects a clear approach to maintaining a unified system, ensuring adherence to quality standards from the academy (Head of DQAAC) down to college (Head of the Quality Unit) and programme (Program Manager) level.

Based on the documents provided by AASTMT and the discussions on site, the panel of experts learned that the quality assurance processes appear to be comprehensive and effective, based on AASTMT's Plan-Do-Check-Act (PDCA) cycle approach to continuous improvement, ensuring that standards are not only set but also regularly evaluated and continuously improved.

Continuous programme evaluation and quality assurance procedures are being successfully implemented. This is achieved through internal review mechanisms and centralised monitoring. The audit cycle is conducted annually across all colleges, departments, and support units. There are two levels of internal audits. Level 1 (L1) audits are carried out by the Head of the Quality Unit while Level 2 (L2) audits are conducted by the DQAAC. The EDQMS platform provides an open and accountable system for quality monitoring at the level of the Quality Assurance Unit, teaching staff, and the programme director throughout the semester.

Students are actively involved in the development and improvement of the programme through several formal mechanisms. This includes regular course evaluations, programme-level evaluations, graduate exit surveys, feedback on learning environment and support services as well as student representatives who communicate with programme head or lecturers.

Results of quality assurance activities are reviewed and used to support programme and curriculum improvement. The curriculum for each programme is reviewed and improved based on feedback from internal stakeholders (faculty and students) and external stakeholders (graduates and labour market representatives). Stakeholders from relevant sectors are engaged through multiple channels, including their participation in the evaluation of graduation projects and students' practical and professional training, to ensure the curriculum meets labour market demands.

On site, representatives from the labour market praised the students they train as well as AASTMT's graduates, in particular the latter's ability to adapt to diverse situations in the field as well as their high level of academic and professional foundation and effective communication skills.

The experts further learned that the results of the satisfaction and evaluation surveys are presented as numerical data and in an interpretive context, which increases their clarity and effectiveness. Although feedback loops were closed with corrective actions, the panel considers it to be beneficial developing a comprehensive, unified annual improvement plan instead of separate improvement plans for each area or sector. This could facilitate coordination and make the monitoring of improvement measures easier.

Data on study duration and completion are available through quantitative indicators such as time-to-degree, completion rates, and drop-out rates. This data is transparently reviewed at the programme level, and the general reasons for dropout (academic and language-related reasons) are identified. This data further shows that student progression and completion are monitored at the programme level, and all of this data is used as part of quality assurance and continuous improvement processes.

Graduate career paths are followed through alumni feedback and used to support programme development. However, the expert panel recommends to additionally collect and use graduate-related information from relevant external sources (such as ministries and professional associations) to diversify the sources of tracking (**Finding 2**).

The Quality Assurance Unit has formal and documented procedures for dealing with fraud and conflicts of interest.

Overall, AASTMT's internal quality assurance system is structured and operational and there is a clear awareness of the culture of quality. The expert panel observed this on site at various levels among students, graduates, faculty members, teaching assistants, programme directors, and senior leadership.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's/Master's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

The SER outlines that learning and teaching methods of the Media programme are student-centred and practice-oriented. The CLC is said to employ diverse pedagogical methods that promote active learning, creativity, and critical thinking such as interactive lectures, newsroom simulations, studio productions, project-based assignments, and collaborative workshops. Traditional lectures are enhanced with interactive discussions, problem-solving activities, and hands-on exercises such as case-studies, team projects, role-plays, games, and debates. Teaching and learning methods are selected to achieve the respective course-level ILOs.

The SER further states that Modern digital tools are used in the courses to enhance learning interactivity. ASTMT's online Learning Management System (LMS) reportedly allows for blended learning. Quizzes and polls can be done live in class via mobile devices and lecture notes, and multimedia resources (videos, podcasts, and interactive modules) are provided on the LMS for students to engage with before and after class (flipped classroom model).

Lessons are said to be designed to engage students through a blend of visual, auditory, and kinaesthetic learning experiences to reflect the realities of the media industry. Visual learners have access to slide presentations, infographics, and video case studies that illustrate concepts such as framing, lighting, and visual storytelling. Auditory learners can gain insights through class discussions, industry podcasts, and guest speaker sessions with media professionals to help them absorb tone, pacing, and delivery techniques. Kinaesthetic learners can engage in hands-on activities, such as operating studio equipment, conducting on-camera interviews, and participating in role-play simulations of newsroom scenarios. Students reportedly produce tangible media outputs as part of their coursework which can go beyond the classroom, e.g., some student works are broadcast on AASTMT's platforms or presented in competitions.

As for the mandatory internship, every student completes 60 hours (≈ 2–4 weeks) of mentored practical training in a professional media organisation. The College reportedly helps place students in newspapers, TV channels, radio stations, advertising agencies, digital content companies, etc. During their training, students are said to alternate between shadowing seasoned practitioners and carrying out supervised tasks that let them

apply classroom concepts in real time. Upon their return to the University, they submit a practical training handbook and a reflective report.

According to the SER, the assessment methods are aligned with the programme-level ILOs of the respective courses. Assessment criteria and regulations are reportedly transparently documented and accessible via the Student Handbook. They are said to be applied consistently across all campuses. Each course description outlines how students are assessed as well as the weight of each component. The programme employs the following assessment methods as outlined in the SER: Theoretical courses use exams, essays, and case study analyses to test understanding and critical thinking while skills courses rely on practical assignments (writing news pieces and editing footage) and project work, often compiled into portfolios. Production courses often culminate in a capstone project (such as producing a short documentary or developing a website) which is evaluated by a panel of instructors, sometimes including an external industry expert for authenticity. All courses are said to include continuous assessment components like quizzes, in-class exercises, and participation.

To ensure standardisation of assessment across the three campuses, coordination meetings are held to align final exams and assignment prompts with the same ILOs. Heads of departments and course coordinators centrally determine the types of questions and the assessment rubrics for all courses. Each campus then develops its own equivalent versions of exams, assignments, or projects that match the standards centrally prescribed. In addition, an external examiner, i.e., senior academics with expertise in media and communication, review a representative sample of assessments, including examination papers, student projects, and grading rubrics to verify that assessments are appropriately designed, fairly graded, and aligned with the ILOs.

The SER further outlines that instructors provide feedback to the students on assignments and exams, highlighting strengths and areas for improvement. Students often get continuous feedback throughout the semester before a final submission. For major projects and the capstone, a formal feedback session (almost like a defence) is given.

As for exam organisation, the SER outlines that AASTMT's examination and assessment regulations, which are published in the Student Handbook, cover aspects like exam scheduling, invigilation, academic integrity, grade appeals, and re-sit opportunities. Students with special needs may request accommodation such as extended time, alternative formats, or assistive technologies. Courses also offer diverse assessment types (visual, oral, written) to cater to varied needs.

AASTMT uses the plagiarism detection software Turnitin and implements penalties for copying work.

Experts' evaluation

Teaching and learning methods

The panel of experts assesses that the Media programme at CLC is characterised by a balanced integration of theory and practice. Theoretical knowledge is supplemented by practical media production, enabling students to apply concepts in real-world professional contexts. The programme demonstrates a strong orientation towards labour market needs. Courses are continuously updated to reflect developments in the media industry, including digital transformation and the increasing role of AI. Against this background, CLC students can produce concrete media products, and the internship further strengthens this practical dimension by providing supervised professional experience in media companies. The mandatory internship of 60 hours further strengthens the employability by providing mentored practical experience in professional media organisations.

On site, the experts learned that the Media programme applies a clearly student-centred approach. Learning methods include interactive lectures, newsroom simulations, and studio productions, project-based

assignments, and case studies. These methods promote active learning, teamwork, and critical thinking. They are appropriately aligned with course-level ILOs.

Overall, students benefit from a well-designed combination of visual and kinaesthetic learning methods. Visual materials, such as presentations, infographics, and video case studies, are complemented by discussions, guest lectures, and hands-on production activities. The expert panel was impressed by the professional equipment which allows students to operate on a high level, conduct interviews, and produce media outputs.

State-of-the-art digital tools support teaching and learning. The Learning Management System (LMS) at CLC enables blended learning, provides access to lecture materials and multimedia resources, and facilitates interactive elements such as quizzes and surveys. Elements of flipped classrooms are to some extent implemented. AI is reflected in a critical manner and integrated into teaching as students are guided to use AI ethically as a tool while maintaining independent work.

As pointed out in the chapter “Curriculum”, research elements are already embedded in the first semesters, sometimes connected with the seminar Empirical Methods. Students develop academic writing skills through essays and research-based assignments. Quantitative and qualitative research methods are taught, and students complete term papers and research projects in a structured form based on continuous supervision and support from lecturers. This supports the development of analytical and academic as well as professional skills.

Teaching at the three campuses is coordinated to ensure consistency in content and standards. Teaching methods and assessment strategies are clearly aligned with course-level and programme-level ILOs. The students confirmed that the lecturers present the ILOs at the beginning of the courses and monitor student progression throughout the semester, allowing adjustments where necessary.

Assessment of students

Assessment procedures are transparent and regulated. Assessment criteria and grading procedures are documented in the Student Handbook and communicated clearly to students. The regulations comprehensively cover crucial aspects such as examination planning and supervision. The system is characterised by flexibility and inclusivity, as students who are unable to take examinations due to illness are allowed to postpone them and extend their studies accordingly. Failed examinations can be retaken in the following semester. In addition, the programme actively supports students with special needs through appropriate accommodations, such as extended examination times, alternative assessment formats, and assistive technologies.

Different assessment formats are used to evaluate different skills. Theoretical courses include written examinations, essays, and case study analyses. Competence-based courses rely on practical assignments, portfolios, and media productions. Production courses often culminate in final projects that are assessed by academic staff and, in some cases, external industry experts. Continuous assessment methods – including quizzes, participation, assignments and in-class presentations – provide ongoing feedback and support learning. This diversity supports competence-based assessment which is further backed by course descriptions specifying the assessment of components and their respective weighting.

Students receive continuous and structured feedback on assignments and larger projects. External examiners review examination papers and (practical) student work and thus contribute to quality assurance and fairness. The use of the applied plagiarism detection software supports academic integrity.

The relationship between staff and students is characterised by openness and accessibility. Students receive both formal and informal feedback and can turn to academic advisors as their first point of contact. Student feedback is incorporated into programme development, and communication between students and staff contributes to a supportive learning environment.

The expert panel thus assesses AASTMT's approach to learning, teaching, and assessment as generally being of high quality. The programme is characterised by a balanced integration of theoretical knowledge and practical application, ensuring strong alignment between ILOs, teaching methods, and assessments.

Despite the overall positive assessment, some aspects should be considered for future improvement:

While many activities demonstrate quality and responsiveness, the overall strategic framework for educational development and internationalisation should be formulated more clearly. A more strategic approach of the selection of partners should be considered to widen the opportunities for outgoing and incoming students (**Finding 3**).

In addition, the systematic measurement of the effectiveness and validity of different assessment formats should be developed further to ensure a continuous focus on learning outcomes (**Finding 4**).

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's/Master's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Admission

Admission to the Media programme is governed by AASTMT's central Admission and Registration Deanery in accordance with AASTMT's regulations and the guidelines of the Egyptian Ministry of Higher Education. The criteria are pre-defined and publicly available on AASTMT's admission website and CLC brochures. Key admission requirements include minimum secondary school credentials, e.g. of 55-65% as well as English language proficiency requirements. Applications can be submitted via AASTMT's online system where they can also select their preferred campus. The timeline of the admission process (e.g., application opening, submission of documents, notification of acceptance) is reportedly communicated on official channels. All accepted students receive an official acceptance letter.

The SER further states that the CLC reviews the quality of the incoming cohort's qualifications to ensure standards are maintained and assess if any adjustments to the admission criteria are needed.

Progression

Once admitted, students must follow the programme academic regulations to progress through the semesters and ultimately qualify for graduation. These regulations are reportedly outlined in the Student Handbook and emphasised during student orientation sessions. Students typically register for about 15-18 CH per semester. There are maximum and minimum load limits (e.g., a max of 21 CH for seniors pending good academic standing). Students on academic probation may be limited in their load to help them focus. For these cases, AASTMT implements an Early Warning System. Students must maintain a minimum cumulative GPA (often 2.0 on a 4.0 scale, equivalent to a C average) to be in good academic standing. If a student's GPA falls below this threshold, they are placed on academic probation. They then have a set number of semesters (usually

two) to improve their GPA, or they risk dismissal from the College. Academic probation also triggers interventions such as mandatory advising sessions, possibly reduced course loads, and referrals to tutoring if needed.

The registration process for courses is managed through an online system which automatically enforces pre-requisites for each course. Passing a course typically requires a minimum of 50% (or a D grade) in the weighted total of assessments, though some critical courses might require higher for progression, as stated in the SER. While the Media programme is delivered in three geographically distant campuses, majors and minors are offered at each site. In terms of minors, if a particular elective course has lower enrolment at one campus, students from that campus are said to be given the option to register the course in any of the two other campuses.

Each student is assigned an academic advisor (faculty member) who approves their course selections and monitors their progression. Advisors counsel students on course load, elective choices, and any academic difficulties to ensure students can graduate in the intended timeframe, as stated in the SER.

The SER further states that information about progression rules are publicly available on the College website and are also explained in the student orientation phase and student Handbook.

Recognition

The SER states that AASTMT has policies in place to recognise prior learning and credits obtained outside the University. Students transferring from another university into the programme can have their transcripts evaluated. If they took equivalent courses to some of CLC courses, those credits may be transferred. Typically, no more than 50% of credits can be transferred to still earn an AASTMT degree. The evaluation is carried out by a committee, including the department head and relevant subject professors based on the national regulations on credit transfer.

For study abroad or student exchange opportunities, pre-approved academic agreements are established to determine the equivalency of courses taken abroad with those offered in the home curriculum, as outlined in the SER.

While recognition of non-formal prior learning (like work experience) is less common at undergraduate level, the College might, on a case-by-case basis, allow students to skip an internship requirement or place them in an advanced class.

If students want to transfer between AASTMT campuses, credits can be transferred fully as the Media programme is identical at all three sites.

The SER states that all recognition decisions are documented, and students are informed officially which credits were accepted.

Certification

To graduate, students must complete all required courses and credits (including core, major, minor, and general requirements) of typically 130 CH, attain at least the minimum cumulative GPA of 2.0, complete the internship requirement, and clear any other institutional requirements (like community service hours if required by AASTMT). Upon successful completion of their studies, students are said to receive an internationally recognised certificate. The degree awarded is Bachelor's Degree in Media.

The certificate generally outlines the major (e.g., Bachelor's Degree in Media (Radio and Television Production)" for someone who took that track) and is accompanied by a detailed academic transcript listing all courses and grades, which serves as the official document for further education or employment.

The SER further states that graduates can also obtain an accredited certificate from AASTMT's partner university Universitat Autònoma de Barcelona (UAB). The procedure to obtain the UAB certificate is that student

records are shared with UAB upon graduation, UAB verifies that the student completed the validated programme, and then issues a certificate.

Experts' evaluation

Based on the discussions on site and the reviewed documentation, the experts find that clearly defined and digitally supported regulations are in place in the areas of admission, study progression, recognition, and certification. Admission is based on nationally prescribed criteria and follows a standardised procedure. The final grade from secondary schooling and an English placement test are considered. The required level is B1 (according to the Common European Framework of Reference for Languages), and language courses are available for students who do not meet this threshold. However, the panel of experts has doubts whether B1 is sufficient for the academic demands of the programme. In light of the academic requirements and the international orientation of the programme, a review of the current language level requirement (B1) is recommended (**Finding 5**). This could also support student mobility. To support language use and provide internationalisation at home, additional guest lecturers could be invited, as mentioned by the students.

The regulations governing student progression are comprehensive, clearly structured, and digitally implemented. Measures include digital course registration with automatic verification of prerequisites, minimum GPA requirements, academic probation, and an early warning system. The mandatory involvement of academic advisors supports realistic study planning and contributes to completion within the standard period of study.

As for recognition, documented procedures exist for the transfer of external academic achievements as well as for mobility phases (equivalency agreements). Transfers between AASTMT campuses are unproblematic, as the curriculum is identical. Recognition of informal learning is considered on a case-by-case basis but is not systematically institutionalised. A stronger explicit orientation towards international recognition principles would further enhance transparency.

A central structural challenge lies in the international comparability of AASTMT's credit system. While the internal logic of the Credit Hour system is regulated, the conversion to the ECTS is only partially transparent and not fully internationally comprehensible. It is therefore strongly recommended to systematically present and align the conversion between the institution's implemented (national) Credit Hour system and the ECTS in an internationally compatible manner. The panel recommends developing a detailed conversion table that clearly explains workload calculations and their translation into ECTS (**Finding 6**). While this adjustment might not be the sole responsibility of a single faculty but rather concerns AASTMT on an institutional level (or even national regulations), a conversion table is of crucial importance for student mobility and international compatibility.

Graduation requirements are clearly defined. Graduates receive a degree certificate specifying their major as well as a detailed academic transcript. The possibility of obtaining an additional certificate from the partner university constitutes an international added value.

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor's/Master's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

The CLC's teaching staff comprises both full- and part-time faculty members. Distributed across Heliopolis, Alexandria, and Smart Village campuses, all faculty reportedly work within a cohesive departmental structure. Full-time lecturers (currently 35) range from Professors to lecturers and reportedly hold at least a Master's or Doctorate degree in relevant fields (Communication, Media Studies, Journalism, Public Relations, etc.) from both local and international institutions, and, for the most part, have professional experience in media industries (e.g. former journalists, producers, editors). Several teaching staff are also said to be members or advisors in organisations and NGOs such as the National Council for Women, Radio and Television Union, and the National Media Authority. Part-time lecturers or teaching assistants are said to be appointed for specialty requirements and to provide industry expertise in the courses. The SER outlines that many faculty members publish in peer-reviewed journals, present at international conferences, and contribute to the global academic discourse. Academic staff in all three campuses is supported by industry experts in terms of guest lectures and supervision of field and practical training as well as graduation projects to ensure alignment with the labour market. The current student-to-faculty ratio is roughly 20:1, as stated in the SER.

Recruitment at AASTMT is said to be merit-based and seeks to select candidates with strong academic credentials and media expertise. The recruitment process is said to adhere to Egyptian university guidelines and follows transparent criteria and steps. All appointments must be approved by AASTMT's higher administration (via the Human Resource Affairs (HRA) in conjunction with the Faculty Members Affairs (FMA) and then approved by the President) and often as well by the relevant ministry bodies.

The SER states that teaching staff performance is systematically evaluated through three complementary mechanisms: (1) anonymous student feedback forms, (2) peer observation, and (3) formal review by the Head of Department. Evaluation results are reportedly used as diagnostic tools to inform targeted professional development. Continuous didactical and professional development of lecturers is reportedly encouraged through pedagogical training, workshops, conferences, and exchange programmes. Every newly appointed lecturer reportedly begins with a mandatory induction delivered by AASTMT's Faculty Development Centre (FDC). This orientation programme is supposed to familiarise staff with AASTMT's grading and GPA framework, introduces research-based teaching methodologies, demonstrates technology-enhanced learning tools, and offers practical guidance on designing fair assessments and working effectively with students who have varied learning styles and needs. The FDC further delivers regular workshops on emerging pedagogical practices, digital teaching platforms, and reflective classroom techniques, according to the SER. Faculty members are required to attend selected sessions each academic year.

As for research, the SER states that the CLC implements a research plan which is built around six key research areas: Digital Transformation and AI in Media, Media Literacy and Digital Citizenship, Media and Public Opinion in the Digital Age, Sustainable Media and Green Communication, the Future of Journalism and Investigative Reporting, and Entertainment Media and Cultural Identity in the Digital Age. The plan emphasises fostering collaborative research partnerships locally, regionally, and internationally with universities, media organisations, and international bodies. Research output of the academic staff reportedly also informs teaching and learning at the Department.

As for research development, the CLC reportedly supports faculty with attending academic conferences both locally and internationally to present research or simply to stay updated. CLC also organises the annual LAN-COM International Conference and publishes the open-access, peer-reviewed journal "Insights into Language, Culture and Communication" that includes research in fields such as linguistics, applied linguistics, literary

studies, cultural studies, critical theory, media studies, translation studies, among others. Efforts to internationalise the teaching staff of CLC include regularly hosting visiting professors from international universities, e.g. from UAB, and providing opportunities for teaching staff to engage in collaborative research and training abroad. Faculty are further encouraged to remain connected to the industry by undertaking short consultations or summer projects with media firms to keep their practical skills up to date. Furthermore, the CLC is said to encourage junior staff to pursue their academic studies by providing support including scholarships, sabbaticals and financial aid.

Experts' evaluation

The Bachelor of Media programme is delivered by 35 full-time faculty members at the college level, supported by part-time lecturers, industry experts, and teaching assistants. A comprehensive list of staff members, including their academic qualifications, relevant professional qualifications, research experience, and professional backgrounds (CVs), was provided by the academy. The qualifications and competencies of the academic staff are suitable for delivering the programme as they possess clearly specialised expertise and educational skills which support the provision of a high-quality learning experience and demonstrate a strong commitment to both the students and the educational process.

The faculty structure effectively supports the needs of the student body. The student-to-faculty ratio at the college is 34:1 and faculty members are distributed across the multiple campuses to cover the offered courses. Calculating the student-to-faculty ratio additionally at programme level is recommended to establish a medium academic staffing plan to support sustainable workforce planning and ensure adequate staffing (**Finding 7**).

A balanced representation of female academics is shown in the faculty composition. This representation helps achieve diversity within the academic environment and provides students with diverse role models academically and professionally. In the academy's communication with students, alumni and the wider community, this balanced representation is highlighted as a positive feature.

Teaching staff performance is evaluated through multiple mechanisms, including student feedback, student representatives, and formal review by the Head of Department. This aligns with AASTMT's quality assurance system, ensuring continuous periodic monitoring of teaching efficiency and performance.

During the site visit, the faculty and teaching assistants generally expressed positive views regarding the support provided by the academy for their professional and research development. This support includes providing training opportunities in specialised fields, research development, and teaching methods. The panel of experts was informed during the visit that the academy also encourages academic advancement, including the pursuit of doctoral degrees and promotion to the ranks of assistant professor and professor by providing the necessary financial and institutional support for research and dissertation work. Furthermore, AASTMT facilitates travel to attend and participate in scientific conferences and to complete postgraduate studies (Master's and Doctoral theses) abroad. This indicates a structured approach to staff development as continued investment in the area of faculty members is vital for sustaining the programme's quality. Against this background, professional development opportunities for staff, particularly in the areas of specialised media skills and new technologies, should be expanded to further improve the quality of teaching (**Finding 8**).

The expert panel learned on site that faculty and teaching assistants are satisfied with their overall workload, which includes teaching, research, and administrative responsibilities. However, to allow transparent and effective tracking of the workload, preparing formal documentation detailing each faculty member's individual teaching load would be beneficial.

Faculty members demonstrate a clear commitment to supporting students in various ways, including academic advising and office hours. Students are also encouraged to participate in scientific research and keep up with developments in the use of AI, while ensuring full transparency in its use.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

Bachelor's/Master's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

Learning Resources

The SER outlines that each campus of AASTMT is equally equipped with state-of-the-art facilities, including general classrooms and lecture halls, professional television studios, radio studios, multimedia computer labs, photography studios, and editing suites. CLC is further said to provide specialised software for media production (e.g., video editing, graphic design, sound mixing) and to maintain a digital multimedia lab which provides access to software such as Adobe Creative Suite (Premiere Pro, InDesign, Photoshop), Audacity, Canva, and data visualisation tools like Flourish and Datawrapper. To mitigate differences in learning resources, the CLC practices resource sharing.

Each studio/lab reportedly has assigned technicians or lab supervisors who conduct routine checks, manage bookings to avoid conflicts, and assist during classes. There is a maintenance contract for equipment to ensure hardware such as cameras and mixers are serviced annually. If something breaks down, AASTMT's procurement is responsible for repairs or replacement.

Library services at AASTMT reportedly include physical libraries on each campus as well as extensive electronic resources and databases such as EBSCOhost, ProQuest, Emerald, and JSTOR that are accessible via AASTMT's digital library portal. Students have access to the Kortext platform which provides thousands of free books and resources. It also offers several interactive features including AI-powered features such as summarising, translating, and creating quizzes. The College reportedly organises workshops to train students early on in their studies to use the platform and other library services and provide them with technical support.

The SER outlines that all campuses have high-speed internet (including campus-wide Wi-Fi). The Computer and Network Data Center (CNDC) is in place to ensure that any connectivity issues are resolved swiftly.

Student Support Services

The CLC is said to offer academic advising, mentorship programmes, and career guidance for students. As for academic advising, each student has an academic advisor who works on the student's academic plan, guides them on course selection, monitors their academic performance, and offers advice on academic issues.

Advising meetings are scheduled at least once per semester. In addition, all faculty members offer weekly office hours where students can seek help with course material, assignments, or general academic/career advice.

The SER further states that AASTMT has a Community Services and Continuing Education Centre that offers general courses (e.g., English, writing, IT skills) to all students. In addition, the CLC organises extra workshops and remedial classes if a student cohort is struggling with a particular skill. Senior students sometimes

volunteer in peer tutoring. Training workshops are organised by the Vice Dean for Training and Community Service at each CLC branch, assisting students with securing internships at AASTMT's partner organisations, ranging from national broadcasters to international media agencies (e.g. the Arab League's media departments, United Nations information offices, local TV channels, and international partners). AASTMT's Career Development Centre (CDC) offers workshops for CV writing, career fairs, and circulates job postings.

As for psychological and personal support, AASTMT provides students with support systems through the medical department, as stated in the SER. Students can get counselling for stress, time management, and personal issues affecting studies

The SER outlines that students with special needs are supported by the CLC in several ways. This includes offering alternative exam formats, flexibility with exam timing and duration, having wheelchair-accessible facilities, additional office hours for remedial purposes, and providing assistive technology and specialised equipment as well as course material in a variety of formats that meet specific inclusion needs, among others.

AASTMT reportedly also offers some merit-based or need-based scholarships which are published on the website. The criteria for these scholarships are transparently documented, as stated in the SER.

Experts' evaluation

Learning Resources

During the site visit, the panel of experts inspected the facilities and learning resources to assess their adequacy, quality, and alignment with the requirements of the study programme. Technical resources for media production are appropriate. Radio and audio studios are available and integrated into teaching. Computer labs provide extensive processing capacity, and students may use the computers during scheduled courses and afterwards for project work. Up-to-date production software (e.g. Adobe Creative Suite) as well as research software (e.g. SPSS) is available.

Although the expert panel assesses the technical resources as sufficient, the students mentioned limited capacities at certain locations and, in some cases, a higher demand for studio time. Against this background, the experts identified the potential for further development, particularly with regard to ensuring comparable conditions across campuses.

The libraries have a relatively modest collection of physical books, but this is complemented by comprehensive access to digital journal and international literature databases (EBSCOhost, ProQuest, Emerald, and JSTOR). Library staff support students with literature research.

The CLC operates a Learning Management System (LMS) through which teaching materials are distributed. This is complemented by the digital textbook platform Kortext, which incorporates AI-based tools enabling students to generate flashcards and summarise texts. AI-generated content is critically discussed in class. The implementation of this platform aligns with the CLC's strategic aim of acting as a pioneer in AI-enhanced learning.

Student Support

During the discussion of the panel of experts with the students, it became evident that administrative processes are transparent and organised in a low-threshold manner. Application and enrolment procedures are carried out digitally and are clearly structured. An Introduction Week as well as course-specific briefings facilitate the students' entry into the programme. Overall, the organisation is structured and student oriented.

The feedback and support structures are functional and accessible. Feedback can be provided through surveys, digital complaint channels, or in direct exchange with the Head of Department. Concrete examples demonstrate that student feedback has led to adjustments in teaching methods or individual solutions (e.g. the

opportunity to resubmit assignments). This indicates a system that not only formally exists but is also effectively implemented. Particularly noteworthy are the lived feedback culture and the accessibility of contact persons.

During the discussion with the students, it further became obvious that they regard the overall workload as manageable. While peak workloads occur particularly during examination periods, students report greater flexibility in other weeks. This suggests a generally realistic and feasible study organisation.

A mandatory 60-hour internship is required. Although the number of hours allocated to the internship appears low, this is stipulated by national regulations. A significant proportion of students voluntarily complete additional internships. Internship opportunities are communicated by the institution. Due to close ties with employers, students can readily secure placements with top organisations. Students consider this an important contribution to their preparation for the labour market. Support for practical integration therefore appears to be effectively implemented.

Internationalisation opportunities are visibly communicated, and individual students have undertaken study periods abroad.

Students have access to free health insurance, and medical services are provided through university-affiliated clinics, supporting both physical and mental health.

Conclusion

The criterion is fulfilled.

7. Information

Bachelor's/Master's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

The SER outlines that all pertinent information on the Media programme is published and regularly updated. Both AASTMT and the CLC reportedly maintain websites that provide stakeholders such as prospective students, current students, parents, and employers with details on the programme structure, ILOs, course syllabi, credit requirements, assessment methods, and opportunities like internships and study abroad. AASTMT's website reportedly contains a dedicated section for the CLC. Prospective students can find an overview of the Media programme, admission requirements, campus locations, and other features. Specifically, it outlines that CLC offers a Media programme with majors and minors and also mentions the specialisations (Digital Media and Radio/TV Production) and minors.

AASTMT and the CLC further engage in social media outreach (Facebook, Instagram) where news about programme achievements, student project showcases, workshop announcements, etc. are shared.

The online presence is said to be further supported by printed informational materials such as brochures. For each admission cycle, the CLC is said to produce brochures for the Media programme. These brochures contain a programme overview, key learning outcomes, structure of study, highlights such as State-of-the-art studios, international certificate from UAB as well as career prospects and testimonials or alumni profiles (illustrating outcomes through success stories). The brochures are publicly distributed on open days, sent to high school counsellors, and available for download on the website.

To attract prospective students, AASTMT and the CLC organises on-site orientation sessions. AASTMT also offers a hotline (AASTMT Call Centre).

The SER further outlines that current students have access to information on their study programme through the student portal and handbooks such as the Student Handbook, the Academic Advising Guide, and the Internship Manual.

Experts' evaluation

The CLC ensures a high level of transparency and accessibility of information about the Media programme. Relevant information is published comprehensively on AASTMT's official websites which contain detailed and structured descriptions of the Bachelor's programme, including the ILOs, the structure of the curriculum, and specialisation options. The website also presents the admission requirements and possible career prospects. However, the latter are currently only available for Master's graduates. During the review and in various discussions during the on-site visit, the experts were able to confirm that the information available online is generally relevant and suitable for all key stakeholders, including prospective students, current students, parents, alumni, and employers.

In addition, AASTMT pursues an active communication strategy through the use of social media such as Facebook, where information about relevant events and academic activities is shared regularly. The focus is relatively strong on teaching staff and management, but it nevertheless reflects the activities of the CLC well.

Students benefit from access to comprehensive internal information systems, including the student learning portal and the library system. These resources provide clear guidance on academic requirements, study progress, and institutional procedures. Additional services such as AASTMT's Service Centre, Career Centre, and International Office are commendable.

The experts identified a minor weakness regarding the accessibility of audiovisual materials on the CLC websites. While the inclusion of videos and audio content represents a valuable addition, the experts noted that some of these materials were difficult to access.

Overall, the experts conclude that the CLC has established effective, transparent, and comprehensive mechanisms for publishing and disseminating programme- and faculty-related information.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “Media” (Bachelor of Arts) offered by the Arab Academy for Science, Technology, and Maritime Transport without conditions.

Commendation:

The qualification profiles of the staff at AASTMT are convincing and the commitment of the lecturers is outstanding. Opportunities given to staff to develop their skills are remarkable. The experts are impressed by the trustful relationship between students and staff. Students are well informed about the support system of the academy. The facilities that are provided at the three campuses which were visited during the site visit are very good (labs, library etc.) and support students on their educational path.

The interaction with alumni, guest lecturers, and representatives of the labour market is appreciated by the experts because this ensures that the programme is considering the current needs of the media labour market.

The college is aware of the importance and impact of internal and external quality assurance and has an effective and comprehensive QA system in place.

Findings:

1. A matrix should be added to the course specifications to demonstrate the alignment of the National Academic Reference Standards (NARS) and course learning outcomes (CLOs) and to enhance transparency.
2. The CLC should collect and use graduate-related information from relevant external sources (such as ministries and professional associations) to diversify the sources of tracking.
3. The overall strategic framework for educational development and internationalisation should be formulated more clearly. A more strategic approach of the selection of partners should be considered to expand the opportunities for outgoing and incoming students.
4. The systematic measurement of the effectiveness and validity of different assessment formats should be developed further to ensure a continuous focus on the ILOs.
5. Due to the intended profile of the programme and the target of internationalisation of AASTMT, it should be considered to require B2 in English for admission.
6. It is recommended to systematically present the conversion between the implemented national Credit Hour system and the ECTS in an internationally compatible manner. The panel recommends developing a detailed conversion table that clearly explains workload calculations and their translation into ECTS.
7. It is recommended to establish a medium academic staffing plan to support sustainable workforce planning and ensure adequate staffing.
8. Professional development opportunities for staff, particularly in the areas of specialised media skills and new technologies, should be expanded to further improve the quality of teaching.