Doc. 300.3.1

Date: 15/03/21

External Evaluation Report
(Departmental)

- **Higher Education Institution:**
  Frederick University

- **Town: Nicosia**

- **School/Faculty: School of Business and Law**

- **Department: Maritime Transport and Commerce**

- **Department's Status: Currently Operating**

- **Programme(s) of study under evaluation:**
  Name (Duration, ECTS, Cycle)

Programme 1
In Greek:
Ναυτιλιακές Σπουδές [4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BSc)]

In English:
Maritime Studies [4 academic years, 240 ECTS, Bachelor (BSc)]

Programme 2
In Greek:
Διεθνές Εμπόριο και Ναυτιλιακή Διοίκηση [3 ακαδημαϊκά εξάμηνα, 90 ECTS, Μάστερ (MSc)]

In English:
International Trade and Shipping Management [3 academic semesters, 90 ECTS, Master (MSc)]

Department's programmes (to be filled by the CYQAA officer and verified by the EEC):

DEPARTMENT	PROGRAMMES OF STUDY
Department of Maritime Transport and Commerce	Management (3 / 4 academic years, 180 / 240 ECTS, PhD)
	International Trade and Shipping Management [3 academic semesters, 90 ECTS, Master (MSc)]
	International Trade and Shipping Management (3 academic semesters, 90 ECTS, Master (MSc), Distance Learning)
	Marine Engineering and Management (3 academic semesters, 90 ECTS, Master (MSc)) -Interdepartmental with Department of Mechanical Engineering
	Maritime Law and Shipping Management (3 academic semesters, 90 ECTS, Master (MA/LLM), Distance Learning) - Interdepartmental with Department of Law
	Maritime Law and Shipping Management (3 academic semesters, 90 ECTS, Master (MA/LLM)) -Interdepartmental with Department of Law
	Maritime Studies [4 academic years, 240 ECTS, Bachelor (BSc)]

A. Introduction
This part includes basic information regarding the onsite visit.

2 March 2021

10:00 – 10:10

- **A brief introduction of the members of the External Evaluation Committee**

[10 minutes]

10:10 – 10:50

- **A meeting with the Rector - Head of the Institution and the Vice Rector of Academic Affairs – short presentation of the Institution**

[20 minutes]

Participants: The Rector, the Vice – President of the Council, the Vice Rector of Academic Affairs, the Vice Rector of Research, Development and International Relations.

- **A meeting with the members of the Internal Quality Assurance Committee**

[20 minutes]

Participants: The Vice Rector, Chair of the Internal Evaluation Committee (IQC), the School of Business and Law representative in the IQC, the Chair of the Distance Learning Unit.

10:50 – 11:50

- **A meeting with the Head of the relevant department.**
  Short presentation of the School's / Department's structure

[60 minutes]

Participants: The Dean of School of Business and Law, the Chair of the Department of Maritime Transport and Commerce, the BSc Maritime Studies Coordinator, the Vice Chair of the Department and members of the teaching staff

11:50 – 12:00

- *Coffee Break*   *[10 minutes]*

12:00 – 12:50

Programme 1 (Bachelor): BSc Maritime Studies

- **The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development**

[50 minutes]

Participants: The BSc Maritime Studies Coordinator and the Chair of the Department of Maritime Transport and Commerce

12:50 – 13:50

- *Lunch Break*   *[60 minutes]*

13:50 - 14:50

- **A meeting with members of the teaching staff (Bachelor) on each course for all the years of study (QA session).**

  o **Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.**

  o **Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).**

  o **Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.**

  o **Discussion on assessment criteria, samples of final exams or other teaching material and resources.**

[60 minutes]

Participants: The Chair of the Department of Maritime Transport and Commerce, the BSc Maritime Studies Coordinator and all the members of the teaching staff.

14:50 - 15:00

- *Coffee Break*   *[10 minutes]*

15:00 – 15:40

- **A meeting with students and graduates only (5 – 15 participants - Bachelor).**

[40 minutes]

Participants: Students and graduates from the Bachelor programme

15:40 – 16:35

- **A meeting with members of the administrative staff and discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).**

[55 minutes]

Participants: The Director of Administration and Finance, the Director of Studies and Student Welfare Service, the Director of Administration, the Director of Research and Interconnection, the Head Librarian

16:35 – 17:30

- **A meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).**

[55 minutes]

Participants: The Dean of the School of Business and Law, the Chair of the Department of Maritime Transport and Commerce, the Vice Chair of the Department, the BSc Maritime Studies Coordinator

10:00 – 10:10

- **A brief introduction of the members of the External Evaluation Committee**

[10 minutes]

10:10 – 11:50

Programme 2 (Master – Conventional): MSc International Trade and Shipping Management

&

Programme 3 (Master – Distance Learning): MSc International Trade and Shipping Management

- **The programmes' standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programmes' design and development**

[100 minutes]

Participants: The Chair of the Department of Maritime Transport and Commerce, MSc Coordinator, the Dean of the School of Business and Law, the Vice Chair of the Department, the Chair of the Distance Learning Unit, the BSc Coordinator and members of the teaching staff

11:50 - 12:00

- *Coffee Break*   *[10 minutes]*

12:00 - 13:10

- **A meeting with members of the teaching staff (Master) on each course for all the years of study (QA session).**

    - **Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.**

    - **Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).**

    - **Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.**

- o **Discussion on assessment criteria, samples of final exams or other teaching material and resources.**

[70 minutes]

Participants: All the members of the teaching staff

13:10 - 14:00

- **A meeting with the distance learning committee.**

[50 minutes]

Participants: The Chair and members of the Distance Learning Unit

14:00 – 15:00

- *Lunch Break*   *[60 minutes]*

15:00 – 15:40

- **A meeting with students and graduates only (5 – 15 participants - Master).**

[40 minutes]

Participants: Students and graduates from the MSc programmes

15:40 – 16:00

- **EEC's meeting**

[20 minutes]

16:00 – 16:45

- **A meeting with the Head of the relevant department and the programmes' Coordinators - exit discussion (questions, clarifications).**

[45 minutes]

Participants: The Dean of the School of Business and Law, the Chair of the Department of Maritime Transport and Commerce, the BSc Maritime Studies Coordinator

B. External Evaluation Committee (EEC)

Name	Position	University
Prof Albert Veenstra	Professor	Erasmus University Rotterdam
Prof Nikos Nomikos	Professor of Shipping Finance and Risk Management	The Business School (formerly Cass), City, University of London
Prof Jens-Uwe Schroder-Hinrichs	Professor	The World Maritime University
Mrs Margarita Panagi	Student Representative	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report refers to the Department as a whole (programmes offered, teaching staff, administrative staff, infrastructure, resources, etc.).*

- *The external evaluation report follows the structure of assessment areas and sub-areas.*

- *Under each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

> *1 or 2:   Non-compliant*
>
> *3:   Partially compliant*
>
> *4 or 5:   Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*

- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*

- *In addition, for each assessment area, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), **which must be in agreement with everything stated in the report.***

- ***The report may also address other issues which the EEC finds relevant.***

1. Department's academic profile and orientation
(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas
1.1 Mission and strategic planning (including SWOT analysis) **1.2 Connecting with society** **1.3 Development processes**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

       1 or 2: Non-compliant
       3:   Partially compliant
       4 or 5: Compliant

Quality indicators/criteria	
1. Department's academic profile and orientation	
1.1 Mission and strategic planning (including SWOT analysis)	**1 - 5**
1.1.1 The Department has formally adopted a mission statement, which is available to the public and easily accessible.	3
1.1.2 The Department has developed its strategic planning aiming at fulfilling its mission.	4
1.1.3 The Department's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	4
1.1.4 The programmes of study offered by the Department reflect its academic profile and are aligned with the European and international practice.	4
1.1.5 The academic community is involved in shaping and monitoring the implementation of the Department's development strategies.	4
1.1.6 Stakeholders such as academics, students, graduates and other professional and scientific associations participate in the Department's development strategy.	4
1.1.7 The mechanism for collecting and analysing data and indicators needed to effectively design the Department's academic development is adequate and effective.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.	

The Department has a formally defined mission and strategic statement, as it was presented to members of this Panel. However, there is no separate formulation of the research statement on the departmental website, that is accessible from the internet

Additionally, provide information on the following:

1. Coherence and compatibility among programmes of study offered by the Department.

2. Coherence and compatibility among Departments within the School/Faculty (to which the Department under evaluation belongs).

Provide suggestions for changes in case of incompatibility.

The programs offered are consistent and form a coherent set of programs for the department. In addition, within the School the program is compatible with other programs offered.

1. Department's academic profile and orientation

1.2 Connecting with society		1 - 5
1.2.1	The Department has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Department provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Department ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Department has an effective communication mechanism with its graduates.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The department is very well in tune with the surrounding business community, both through the companies, as well as through graduates and alumni.

1. Department's academic profile and orientation

1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, carry out research and effectively carry out their work.	4
1.3.2	Planning teaching staff recruitment and their professional development is in line with the Department's academic development plan.	4

1.3.3	The Department applies an effective strategy of attracting high-level students from Cyprus and abroad.	3
1.3.4	The funding processes for the operation of the Department and the continuous improvement of the quality of its programmes of study are adequate and transparent.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Admission criteria for the BSc course appear to be dependent only on school-leaving certificate and competency of English language. This can be a justifiable choice, but it has consequences as the average duration of studies is well above four academic years. This EEC understands that this may also be due to many students switching to Part-Time studies as they progress through their studies. In any case, in the long-run, being more selective on the admissions will only benefit the department and enhance the quality of the academic program. Furthermore, while students pointed out that Part-Time studies were a preferred choice, the Department is recommended to review this practice as the percentage of students in need of one or two extra semester to finish the studies was quite high.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department is well-oriented towards its main business community (the Cypriot ship management and operations cluster) and is offering educational programs that equip students with the necessary skillsets to do well in this sector.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The program and teaching staff are strong elements in the offerings of the department. Students have expressed great satisfaction with the knowledge, support and dedication of the teaching staff. The department plays a key role in delivering job opportunities to the students, and this is appreciated both by students as well as the business community.

The fact that the study program is offered in English was seen as a great advantage compared to other competing institutions in Cyprus who offer this program in Greek.

The staffing of the department is well-balanced, and contains all the required fields of interest for the programs offered. There is a good balance between faculty, teaching practitioners and visiting teaching staff.

ΔΙΠΑΕ CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

A problem area identified by the committee is the entry level of the Bachelors program. Here students are offered entry into the program based on their school-leaving certificate and competency of English language. This is not a very selective process and the risk is that some weaker students will also be admitted. This EEC feels that the program will benefit from being more selective in the process of admitting students.

Some of the key external experts that provide for the outstanding recognition of the MSc program have reached an age in which succession planning may be advisable in order to ensure the high level of quality in the long run.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
1.1 Mission and strategic planning	Compliant
1.2 Connecting with society	Compliant
1.3 Development processes	Compliant

2. Quality Assurance
(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas
2.1 System and quality assurance strategy   **2.2 Quality assurance for the programmes of study**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
2. Quality Assurance	
2.1 System and quality assurance strategy	**1 - 5**
2.1.1 The Department has a policy for quality assurance that is made public and forms part of the Institution's strategic management.	4
2.1.2 Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	4
2.1.3 The Department's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	4
2.1.4 The quality assurance system adequately covers all the functions and sectors of the Department's activities:	
2.1.4.1 Teaching and learning	4
2.1.4.2 Research	3
2.1.4.3 The connection with society	5
2.1.4.4 Management and support services	5
2.1.5 The quality assurance system promotes a culture of quality.	4
2.1.6 Students' evaluation and feedback	4

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is no clear target focus on research. Some suggestions for the department to consider is setting up a Journals list as well as targets for peer-review publications. It may also be advisable to consider developing a list of focus areas for research in order to bundle competences and to direct the development of deeper academic impact. Similarly, it appears that there is no formal quality assurance system for research.

2. Quality Assurance	
2.2 Quality assurance for the programmes of study	**1 - 5**
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Department lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Department are clear, sufficient and known to the students.	4
2.2.3	The quality control system refers to specific indicators and is effective, which have been presented and discussed.	4
2.2.4	The results from student assessments are used to improve the programmes of study.	4
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	4
2.2.6	The established procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Department publishes information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	4
2.2.8	Names and position of the teaching staff of each programme are published and easily accessible.	4
2.2.9	The Department has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	4
2.2.10	The Department flexibly uses a variety of teaching methods.	4

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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2.2.11	The Department systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	4
2.2.12	The Department analyses and publishes graduate employment information.	4
2.2.13	The Department ensures adequate and appropriate learning resources in line with European and international standards and/or international practices, particularly:	
	2.2.12.1 Building facilities	4
	2.2.12.2 Library	4
	2.2.12.3 Rooms for theoretical, practical and laboratory lessons	4
	2.2.12.4 Technological infrastructure	4
	2.2.12.5 Academic support	4
2.2.14	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
2.2.15	The Department's mechanisms, processes and infrastructure consider the needs of a diverse student population such as mature, part-time, employed and international students as well as students with disabilities.	4
2.2.16	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	4
2.2.17	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	N/A
2.2.18	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	N/A
2.2.19	The Department has mechanisms and funds to support writing and attending conferences of doctoral candidates.	N/A
2.2.20	There is a clear policy on authorship and intellectual property.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is only one PhD student so this is an area for which we have limited information.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

All the relevant quality assurance procedures were found to be in place, with the exception of procedures to promote high quality research. The department is verifying its educational quality according to the standards set by the university.

Since the department has no doctoral program, no evaluation scores are given for questions 2.2.17-19.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

In terms of educational quality, a strength is that the department takes good care of the educational offering and the way in which this matches with expectations in the business community. As a result, the program and the knowledge and skills offered to students closely match their needs in the industry.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The committee had some concerns as to the research output and quality of the department. The committee has not identified a clearly articulated policy to promote research quality, such as a preferred journals list, clear time allocations for research and education time for staff members, a research strategy based on student's MSc thesis, or individual or collective publication targets. The committee recommends the development of a research strategy that is in line with the requirements and expectations of the business community of ship management and operations, and that explicitly includes the work of BSc and MSc students, as well as long-term (financial) involvement of companies.

Please √ what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
2.1 System and quality assurance strategy	Compliant
2.2 Quality assurance for the programmes of study	Compliant

3. Administration
(ESG 1.1, 1.3, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		**1 - 5**
3.1	The administrative structure is in line with the legislation and the Department's mission.	4
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Department.	4
3.3	The administrative staff adequately supports the operation of the Department.	4
3.4	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Department's council competently exercises legal control over such decisions.	4
3.5	The Department applies effective procedures to ensure transparency in the decision-making process.	4
3.6	Statutory sessions of the Department are held and minutes are kept.	4
3.7	The Department's council operates systematically and autonomously and exercise the full powers provided for by the law and / or the constitution of the Department without the intervention or involvement of a body or person outside the law provisions.	4
3.8	The manner in which the Department's council operates and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	4
3.9	The Department applies procedures for the prevention and disciplinary control of academic misconduct of students, teaching and administrative staff, including plagiarism.	4
3.10	The Department has appropriate procedures for dealing with students' complaints.	4

3.11	Internalization of the Department and external collaborations.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The material and information provided prior to the visit and during the interviews suggest that all the issues raised in the table above are adequately complied with.

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department appears well organized, and compliant to all university standards.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The division of responsibilities and knowledge management between the university as a whole and the department seems to be well balanced. This is particularly clear for the topic of distance learning innovation, where the cooperation between the department and the central distance learning unit is working well.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The committee has not immediate areas for improvement in this assessment area.

Please select what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
3. Administration	Compliant

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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4. Learning and Teaching
(ESG 1.2, 1.3, 1.4, 1.9)

Sub-areas
4.1 Planning the programmes of study **4.2 Organisation of teaching**

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
4. Learning and Teaching	
4.1 Planning the programmes of study	**1 - 5**
4.1.1	The Department provides an effective system for designing, approving, monitoring and periodically reviewing the programmes of study.	4
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	Intended learning outcomes, the content of the programmes of study, the assignments and the final exams correspond to the appropriate level as indicated by the European Qualifications Framework (EQF).	3
4.1.4	The programmes of study are in compliance with the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	4
4.1.5	The Department ensures that its programmes of study integrate effectively theory and practice.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Programs are tailored and attuned to industry needs. However, some of the learning outcomes in module specifications are convoluted and, for the MSc course in particular, do not appear to be consistent with a Masters' level program. In addition, the Literature also appears to be out of date and overly comprehensive

4. Learning and Teaching		
4.2 Organisation of teaching		**1 - 5**
4.2.1	The Department establishes student admission criteria for each programme, which are adhered to consistently.	4
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	4
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	4
4.2.4	The teaching staff of the Department has regular and effective communication with their students, promoting mutual respect within the learner-teacher relationship.	4
4.2.5	Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process.	4
4.2.6	The teaching staff of the Department provides timely and effective feedback to their students.	4
4.2.7	The criteria and the method of assessment as well as the criteria for marking are published in advance.	4
4.2.8	The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
Student admission criteria exist. Recognition and credit transfer is regulated at the University level and documented accordingly. The student population is an adequate size to be closely monitored and mentored by the faculty. The assessment methods vary and are adequately documented.		

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department is offering two broad programs: a BSc and an MSc program in Maritime Studies/International Trade and Shipping Management. These programs are generally well-designed and properly reflect the learning requirements of the intended industry.
The selection of courses is logical, and the staff teaching these courses is knowledgeable and well connected with the relevant industry.
The committee had some concerns about the individual courses in terms of the formulation of the intended learning outcomes and the literature provided as compulsory or additional reading.

In addition, the committee observed that a relatively low number of students finish the courses in the designated time. For the BSc program, this is only 11%. A significant number of students take up to a year more to finish this program (more than 20% need two extra semester and almost 40% need one extra semester).

While the committee considers that this is a consequence of the intake level, as well as the practice that almost all students work during their studies (BSc and MSc), and, in some sense, is consistent with the notion that the university caters for the needs of the local business community, it should receive proper attention from the department to either formally justify this practice, or transform the program towards a part-time program.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The programs offered fit very well with industry needs, and as a result, serve an important purpose in developing a Cypriot ship management industry that is manned by Cypriot trained personnel. As such, this program contributes strongly to the (international) earnings potential of the Cypriot economy.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The course catalogue requires an overhaul in terms of the formulation of intended learning outcomes (ILOs). We recommend a small set of main ILOs at the program level, and then distributing these outcomes to individual courses, adhering strictly to Bloom's (or another coherent) taxonomy, and an organized ILO hierarchy. This will result in a more limited set of ILOs per course, which will tie in more logically with assessment types and course delivery. It should be recognized that each ILO specified requires an assessment strategy. The more ILO's specified, the more comprehensive an assessment will be, which could easily lead to an over-assessment in the program.

The reading for many of the courses was an overly comprehensive list of books that all cover more or less the same material. In addition, a very limited set of sources was used as required reading (notably the Stopford book on Maritime Economics). The committee recommends to revisit this reading list, select relevant literature (and discard the rest), and then complement with seminal papers and journal articles that represent more recent outcomes from Research and Development. If collection books are used, perhaps a more useful approach would be to develop independent syllabi that contain the relevant chapters only.

Please select what is appropriate for each of the following sub-areas:

Sub-area	Non-compliant / Partially Compliant / Compliant
4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff *(ESG 1.5)*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

> *1 or 2: Non-compliant*
> *3:   Partially compliant*
> *4 or 5: Compliant*

Quality indicators/criteria	
5. Teaching Staff	**1 - 5**
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Department has the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	4
5.3	The visiting Professors' subject areas adequately support the Department's programmes of study.	4
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	4
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	4
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	4
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the programme of study.	4
5.8	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The faculty of the Department is sufficient in terms of numbers for the student population and also adequately qualified. The resident faculty is supported by a visiting faculty that does not outnumber the resident faculty and adds to the expertise of the resident faculty in a meaningful way.

Also, write the following:
- Number of teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

The faculty consists of 12 resident faculty members involved in the program and 4 visiting professors and special teaching staff.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The competences of the teaching staff are well balanced with the teaching programs. The balance between academic staff, practitioners and visiting faculty is also proper.
The committee had a discussion with the department representatives on the need for practitioner teaching staff. The current number of practitioners involved was deemed appropriate and the ratio of resident to visiting faculty is well-balanced.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The teaching competences and the industry connections of the current teaching staff are definitely a strong point of this department.

Areas of improvement and recommendations

A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The practitioners in the teaching staff are about to reaching retirement age. The department would be advised to consider succession planning for those practitioners, preferably from their own alumni network in Cyprus.

In addition, the strong focus on education and industry connections, partly dependent on the interests and status of the practitioners, may be an obstacle for a more effective research-based orientation of the department faculty. For the longer term, the department will have to develop a research-based leadership role for the ship management and operations community, while still being close to the local businesses. The right choice of new practitioners, as well as a hybrid approach where practitioners can also build an academic research record - partly in industry, and partly in academia - could be part of this development.

Please √ what is appropriate for the following assessment area:

Assessment area	***Non-compliant / Partially Compliant / Compliant***
Teaching staff number, adequacy and suitability	Compliant
Teaching staff recruitment and development	Compliant
Synergies of teaching and research	Compliant

6. Research

(ESG 1.1, 1.3, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		**1 - 5**
6.1	The Department has a research policy formulated in line with its mission.	3
6.2	The Department consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	3
6.3	The Department provides adequate facilities and equipment to cover the staff and students' research activities.	4
6.4	The Department has the appropriate mechanisms for the development of students' research skills.	4
6.5	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Department also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	3
6.6	The Department ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.7	The Department provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.8	The external, non-governmental, funding of research activities of teaching staff is similar to other Departments in Cyprus and abroad.	4
6.9	The policy, indirect or direct of internal funding of the research activities of the teaching staff is satisfactory, based on European and international practices.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

- **There is no clearly defined research policy.**
- **Limited number of publications in peer-review Journals**
- **There are no clearly defined research targets for individual faculty**
- **There is no consistency in research grants and research focus areas**

Findings
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The committee observed that the research output of the department is limited. In subsequent discussions, the representatives of the department made it clear that in the last two years, significant progress has been made both in the involvement of faculty members in research projects (EU and locally funded) and in increasing the research output. In addition, a PhD candidate has enrolled in the School's doctoral program and is supervised by members of the department.
The department has access to relevant research facilities, such as data, and library resources. In addition, the support staff for project management are in place.
All MSc students are engaged in thesis projects, in many cases in a company environment.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

A strong point of the research effort of the department is that the MSc program does not compromise on the MSc thesis. In industry-oriented programs like this one assessed here, the thesis is sometimes skipped because either the students or the industry are not interested or motivated to conduct the research. This is not the case here.
In addition, the department has shown a commitment to research in the acquisition of relevant projects and the appointment of support staff for project management.
Another strong point is the annual industry seminar that the department is organizing, and that could play a larger role in developing the research outlook of the department.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The volume and quality of the research output can still be significantly improved. A number of department faculty do not seem to be involved in research at all. Our recommendations are that the department develops a research strategy that is in line with its strong industry-oriented teaching programs. For the longer-term development of the industry relationships, research will become important.
It is also important to recruit research staff from the population of graduates and alumni, and develop arrangements in which the faculty of the department can work closely with representatives of the industry and students in research projects, that at the same time result in publications in quality peer-review journals.
It is pivotal to develop a research strategy that is industry focused, since this will strengthen the relationship with the industry, and complement the teaching in both shipping programs. It is also important not to create a group of people in the department who focus only on research. The research policy of the department should take this into account.

Finally, we see a big role for the students' thesis projects. The department should be more supportive to students who want to take up challenging and new topics, that may not be directly relevant for their employer, or work environment. The department should also screen all thesis projects annually, to determine which ones are publishable, which ones might be presented at the annual industry seminar, and for which thesis projects, cooperation with other departments might be sought. In the next accreditation, the material should contain reporting on: thesis topics, follow up at companies, journal publications related to theses, and so on.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
Research mechanisms and regulations	Partially Compliant
External and internal funding	Compliant
Motives for research	Partially Compliant
Publications	Non Compliant

ΔΙΠΑΕ
CYQAA
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

7. Resources *(ESG 1.6)*

<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

1 or 2: Non-compliant
3:   Partially compliant
4 or 5: Compliant

Quality indicators/criteria	
7. Resources	**1 - 5**
7.1	The Department has sufficient financial resources to support its functions, managed by the Institutional and Departmental bodies.	4
7.2	The Department follows sound and efficient management of the available financial resources in order to develop academically and research wise.	4
7.3	The Department's profits and donations are used for its development and for the benefit of the university community.	4
7.4	The Department's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Department carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Department's external audit and the transparent management of its finances are ensured.	4
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	4
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies. **Research requires access to additional databases and this is something that the Department may wish to consider going forward**	

<u>Findings</u>
A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

The department seems to have ample resources, both at the departmental level, and at the university level. The department lacks some specialized resources, such as access to financial data, that are required to perform a broad range of research lines.

<u>Strengths</u>

ΔΙΠΑΕ
CYQAA
ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

eqar//// enqa.

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The department has all the relevant tooling available, especially in the area of distance learning tooling.

Areas of improvement and recommendations
A list of problem areas followed by or linked to the recommendations of how to improve the situation.

The department should consider drawing up a wish list of resources, conditional on the formulation of a departmental research strategy with medium to long-term time horizons.

Please √ what is appropriate for the following assessment area:

Assessment area	Non-compliant / Partially Compliant / Compliant
7. Resources	Compliant

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks, which may form the basis upon which improvements of the quality of the Department under review may be achieved.

The School of Business and Law of Frederik University builds on the expertise of experienced resident faculty and seasoned market practitioners to deliver specialist BSc, MSc and online courses in Shipping.

A strength of the Department is the practical experience of the teaching staff. This ensures that the quality of the courses is high and provides the students with solid practical knowledge for their working life. Students have expressed great satisfaction with the knowledge, support and dedication of the teaching staff.

The department plays a key role in delivering job opportunities to the students, and this is appreciated both by students as well as the business community. The industry links with the domestic shipping cluster is clearly one of the advantages of this course.

At the same time, the absence of clear research culture and vision in research is obvious and may affect the long-term prospects and competitiveness of the degrees. This committee had some concerns as to the research output and quality of the department. The committee has not identified a clearly articulated policy to promote research quality, such as a preferred journals list, clear time allocations for research and education time for staff members, a research strategy based on student's MSc thesis, or individual or collective publication targets. This is something that the Leadership of the University should address.

In addition, the course catalogue requires an overhaul in terms of the formulation of intended learning outcomes (ILOs). We recommend a small set of main ILOs at the program level, and then distributing these outcomes to individual courses, adhering strictly to Bloom's (or another coherent) taxonomy, and an organized ILO hierarchy. A similar overhaul is also in order for the reading lists for many of the courses.

Finally, succession planning is something that the Department will need to take seriously over the coming years. Many of the practitioners in the teaching staff are about to reaching retirement age. The department would be advised to consider succession planning for those practitioners, preferably from their own alumni network in Cyprus.

E.   Signatures of the EEC

Name	Signature	
Prof Albert Veenstra		
Prof Nikos Nomikos		
Prof Jens-Uwe Schroder-Hinrichs		
Mrs Margarita Panagi		

Date: 15 March 2021