

Doc. 300.1.1

Date: Date.

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
The Cyprus Institute of Marketing
- **Town:** Limassol
- **School/Faculty (if applicable):** Business & Shipping
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:

Διοίκηση Ναυτιλιακών Μονάδων (με προαιρετική επιλογή για επικέντρωση στην Εφοδιαστική Αλυσίδα), 4 Χρόνια, 240 ECTS, Πτυχίο

In English:

Shipping Management (with an optional concentration in Logistics), 4 Years, 240 ECTS, BA

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

In Greek: Εφοδιαστική Αλυσίδα
In English: Logistics

A. Introduction

This part includes basic information regarding the onsite visit.

The meeting took place on the 8th of September in the premises of the Cyprus Institute of marketing in Limassol. The meeting proceeded under the following schedule. The following members of the team were present:

	NAME	POSITION
1.	Yangos Hadjiyiannis	CEO
2.	Dr Christos Hadjiyiannis	Dean
3.	Dr Myria Kkali	Academic Director
4.	Dr Nektarios Michael	Visiting Lecturer
5.	Dr Konstantinos Melas	Visiting Lecturer
6.	Dr Georgia Thrasyvoulou	HR & Student Affairs
7.	Dr Constantinos Constantinou	Research Centre
8.	Elena Makedona	Limassol Campus Manager
9.	Dr Louis Karaolis	Head of Law and Director of Academic Affairs
10.	Dr Marios Georgiou	MBA Director
11.	Mikhail Konoplev	Visiting Lecturer
12.	Stella Constantinidou	Visiting Lecturer
13.	Alexander Damaskinos	Visiting Lecturer

Apologies were received from:

Capt. Valentin Mavrinas, Programme Coordinator (Director of Shipping studies)

9:30 – 10:00

- Presentation by the Head of the Institution.

[30 minutes]

10:00 – 11:00

- A meeting with the Head of the relevant department and the programme(s) Coordinator(s).
Short presentations by:
 - The Programme Coordinator
The curriculum (i.e. philosophy, allocation of courses per semester, weekly content of

each course, teaching methodologies, admission criteria for prospective students, student assessment, final exams)

- The Director of Research and Quality

The Research Activity and work of the Cyprus Centre for Business Research

[60 minutes]

11:00 - 11:15

- *Coffee Break*

[10 minutes]

11:15 – 12:00

- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- SWOT analysis and degree of compliance with the CYQAA standards

[60 minutes]

12:00 – 13:00

- Discussion on the content of each course

[60 minutes]

13:00 – 14:00

- Working lunch of the EEC, with the CYQAA Officer only

14:00 – 14:30

- A meeting only with students.

[30 minutes]

14:30 – 15:00

- A meeting only with members of the teaching staff on each course for all the years of study.
 - Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity), on any other duties in the institution and teaching obligations in other programmes

[30 minutes]

15:00 – 15:15

- *Coffee Break*

[15 minutes]

15:15 – 15:30

- On site visit to the premises of the institution.

[10 minutes]

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Prof Nikos Nomikos	Professor of Shipping Finance, Director Dubai Executive MBA	Bayes Business School
Dr Stavros Karamperidis	Lecturer in Maritime Economics	University of Plymouth
Mrs Irene Rosberg	Program Director, Executive MBA in Shipping and Logistics	Copenhagen Business School
Mr Georgios Nikolaou	Student Member	Cyprus University of Technology
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, 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. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The BA in Shipping Management is a well-established and well-organised degree. It provides students with a good level of knowledge and skills to serve their local shipping community. In doing so, the program also serves the local shipping community with reasonable success.

The program meets the quality assurance standards for a BA which are set by the Ministry.

There is a process in place for receiving feedback from students and incorporating that in learning design in order to improve the program. There is also a process in place, to incorporate feedback from all other stakeholders.

The public information regarding the study program is clearly available according to the Ministry guidelines and regulations.

There are procedures in place for the effective information management of the program.

There is a quality assurance procedure for the program of study.

Strengths

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

The program serves the needs of the local shipping community sufficiently.

The program as a whole is well designed and fulfils what is expected from comparable study programs in similar higher education institutions.

Areas of improvement and recommendations

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

Although statistics for the career progression of CIM alumni are available on the website at an aggregate level, the school should also report detailed statistics for BA in Shipping Management.

The lack of diversification could be an issue for the sustainable development of the programme which relies exclusively on the local Cypriot market, both for recruitment and for the employment of students after graduation. For the program to be sustainable in the long-run, the school is required to diversify and expand.

There is a need to improve module specifications in some areas, in particular:

a) Revise the curriculum to avoid overlaps such as: Supply Chain and Logistics Innovations (3rd year elective). What is the difference with the 4th year module: Supply Chain Management and the 4th year elective (Global Logistics and Supply Chain)?

b) MAE250 (2nd year) you ask students to “critically evaluate”? You also have a lecture on shipping and logistics, is that needed?

- PMO251 which is a 2nd year module also uses “critically evaluate”.

c) In several modules there are 2 sessions of revision “back to back”, it would be better is you split them.

d) For module SLI355 please revise the following learning outcomes as they are abstract and it could be difficult to be assessed based on descriptors mentioned below:

-Demonstrate an understanding of the major trends transforming the supply chain and logistics industry using case studies and interviews conducted with key actors.

- Vision how supply chains will develop in the coming years and what a future logistics operation will look like.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment (ESG 1.3)

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The BA program is designed to introduce students to the global shipping industry. The program has strong links with the local shipping community, and this is reflected in the engagement of faculty, teaching material, programme structure and design of the degree.

The modules are assessed by exams and individual coursework. Courseworks are tested for plagiarism via Turnitin which is inline with international standards.

Students appear to be satisfied with the degree. We should note though that there were only three students present in our meeting which represents a rather small group, so reliable generalisations can not be made.

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Strengths

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

Links with local shipping community.

The majority of the visiting faculty comes from the local shipping community. This provides a practical angle in the lectures that is consistent with the practical nature of the programme. This also offers opportunities for internships and employment that students appreciate.

The programme provides applied and practical training that the students can use in their early career stage.

Areas of improvement and recommendations

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

Although we did not have the chance to review assignments and other assessment material, the lack of an active research agenda in the program, implies that some of the modules maybe assessed at a vocational rather than an academic level.

The integration of careers and internships could happen earlier in the program.

The program should have a mechanism in place to follow the career progress of the graduates for a set number of years after graduation. That would also be helpful for marketing and attracting potential students.

It appears that students come from a variety background and some lack shipping specific knowledge. It is recommended to introduce more shipping related courses in 1st year.

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



Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Partially compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development**
- 3.2 Teaching staff number and status**
- 3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The program relies on a mixture of visiting and resident faculty. It appears that for the shipping program the vast majority of modules are delivered by visiting faculty. This can create quality issues. The management of the course has processes in place to monitor the level of quality. However, for the purposes of long-term planning, the management has to invest in recruiting resident shipping faculty.

Research in shipping, seems to be done predominately by two visiting faculty members. That needs to be improved. Teaching has to be informed by research and lack of a clear research agenda will have implications for teaching quality and long-term viability of the degree.

Strengths

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

Students are happy with the quality of delivery.

Lecturers are flexible and adaptable in accommodating student needs.

The small group sizes are providing opportunities for better interaction between students and staff.

Areas of improvement and recommendations



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

The school is encouraged to invest in recruiting resident research active staff in shipping. The absence of a clear research agenda in shipping will have implications for the quality of teaching, innovation of the program and would be the key factor that will affect the viability and sustainability of the degree.

The school should make an effort to enhance collaboration between faculty members to avoid overlaps in the delivery of the modules and increase coherence of teaching material.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Non-compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The program attracts students from the local market, mostly school leavers. The entry requirements are a school leaving certificate and IELTS 5,5 which are considered low compared to public Universities in Cyprus.

Strengths

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

The flexibility and the competitive price of the program are elements of attraction for the local potential students. Equally, the links with the local shipping community and employment opportunities during their studies and after graduation are important contributors.

Modules are taught in English which prepares students to enter the global market.

Areas of improvement and recommendations

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

Information about student progression would be useful for the school and its marketing.



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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Partially compliant
4.2	Student progression	Partially compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme is adequately supported. There is access to relevant resources such as Clarksons and FT. Nevertheless, we also note the lack of special shipping journals such as Tradewinds and Lloyds List.

Strengths

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

Adaptability and quick response during Covid, demonstrated that the program team was motivated and engaged.

The development of an inhouse Digital Learning Environment is an innovative and effective feature of the CIM.

Staff to student ratio for the BA Shipping Management is healthy and benefits students.

There is good pastoral care for students.

Areas of improvement and recommendations

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

The management should consider providing accessibility to the facilities for physicality challenged students.

To enhance the research activities the institution should invest in research resources as well, this includes databases that provide bespoke shipping and business data.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

- 6.1 Selection criteria and requirements**
- 6.2 Proposal and dissertation**
- 6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Can you please provide us with some dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

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 programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The BA in Shipping Management program is a degree that concentrates around the shipping community in Cyprus. It operates successfully based on feedback from the students, employment opportunities that it offers and links with the business community.

Students are satisfied with their learning experience. They are provided with opportunities to engage with the shipping sector early in their studies. The leadership team and members of the teaching staff are also engaged with and closely monitor the educational needs of the students, offering them high levels of pastoral care.

However, we want to take this opportunity to flag some issues that maybe a cause of concern going forward. These are the overreliance on a small market, concentrated around the shipping community in Cyprus, and the lack of a clear research agenda.

The course relies on the local market for recruiting students and offering them employment opportunities. As a result, the course may be exposed to any potential downturn in the shipping sector or the local economy. This also restricts the employment choices for the graduates which may limit the potential pool of recruitment for the course even further.

The absence of a clear research plan for shipping is also a cause of concern. Research is important for updating the curriculum, innovating in the degree and enhancing the skills of the students. Additionally, the absence of a clear research culture makes it difficult to differentiate this degree from an ordinary vocational degree. In our view these are important points that the leadership team has to consider carefully going forward.



E. Signatures of the EEC

Name	Signature
Nikos Nomikos	
Irene Rosberg	
Stavros Karamperidis	
Georgios Nicolaou	
Click to enter Name	
Click to enter Name	

Date: 09/09/2022