

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: Cyprus Institute of Marketing  
Program of Study: Bachelor of Arts in Shipping  
Management**

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## **INSTRUCTIONS:**

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**

**EXTERNAL EVALUATION COMMITTEE:**

<b>NAME</b>	<b>TITLE</b>	<b>UNIVERSITY / INSTITUTION</b>
Orestis Schinas	Professor of Shipping and Ship Finance	Hamburg School of Business Administration (HSBA)
Nikos Nomikos	Professor of Shipping Finance	Cass Business School, City, University of London
Photis M. Panayides	Professor of Shipping and Maritime Economics	Cyprus University of Technology
Loizos Prodromou	Student representative	University of Cyprus

## INTRODUCTION:

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on site visit meetings, and of the onsite visit to the infrastructures.

On the 20<sup>th</sup> of March 2018, the External Evaluation Committee visited the premises of CIM (Cyprus Institute of Marketing) in Limassol, Cyprus. The Committee met with the management, faculty (resident and visiting), administrative staff and current students of CIM.

The Committee had already studied the Bachelor of Arts in Shipping Management, Accreditation Application. After an initial presentation about CIM from the management, the Committee had the opportunity to review in addition the following documents:

1. Feasibility study for the Bachelor of Arts in Shipping Management
2. Teaching and Learning Strategy document
3. Sample of Faculty evaluations by students
4. Sample of students' coursework assignments
5. Brochures of various events

After the meeting we also had the chance to review the on-line student support platform as well as inspect the facilities of the Limassol campus, including the library, teaching lectures theatres and computer labs.

### II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The Committee has found the accreditation application (Doc. Number 200.1) to be concise and comprehensive, incorporating most of the relevant facts and requirements.

With respect to the internal evaluation procedure, the representatives of CIM and faculty members had a positive and enthusiastic attitude and answered all comments and questions raised by the Committee with sufficient clarity.

The quality control and quality assurance procedures in place were adequately described to the Committee by CIM's management.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

**The Committee has identified the following:**

#### **1.1 Organization of Teaching Work**

- The student admission requirements are in place and are based on specific regulations and admission criteria. The regulations need to be specified and articulated in more detail.
- As the groups of students are relatively small, it allows for constructive teaching and communication and compares positively to international standards and practices.
- The program appears to be well-organized and structured, something that safeguards the implementation of the program's purpose and objectives, as well as achievement of the learning outcomes.
- All necessary information regarding the course is provided to the students in handbooks and via relevant webpages.
- There are relevant policies in place regarding the organization of the teaching work.
- Students have access to a wide range of resources and a very effective academic and mentoring system appears to be in place.

#### **1.2 Teaching**

- The methodology utilized in each course is adequate for achieving the objectives and suitable for adults.
- There is evidence of continuous formative assessment and feedback provided to the students on a regular basis.
- The use of Turnitin safeguards against plagiarism.
- Teaching incorporates the use of a student platform for the electronic support of learning.
- Access to electronic journals is provided to students. Some are shipping specific journals however, further investment may be required in shipping journals like for example, Transportation Research A-E and Maritime Policy and Management.
- Further investment may be required on shipping specific databases and periodicals like Lloyd's List, Fairplay and Clarksons.

#### **1.3 Teaching personnel**

- There are only two full-time members of staff with a specialization in shipping and thus able to teach shipping-related modules. This is an area

where further investment for additional members of full-time faculty is required.

- The Committee acknowledges that the Institution has yet to allocate teaching personnel to the modules in years 3 and 4. The Committee believes that this needs to be addressed.
- The resident faculty members teaching non-shipping courses on the program are adequately qualified to teach on the program.
- The visiting faculty has experience and expertise in their relevant fields.
- The ratio of shipping resident faculty to visiting faculty needs to be addressed especially with respect to the teaching of courses in years 3 and 4.
- The ratio of the number of students to the total number of teaching personnel is adequate.
- The program's coordinator has the qualifications and expertise to coordinate the program of study.
- The Committee notes that the academic personnel's teaching load appears to be at the higher end of the scale which may inhibit the conduct of research and is not in accordance to international standards promoting high quality research.

## **2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS**

### **2.1 Purpose and Objectives and learning outcomes of the Program of Study**

- The purpose and objectives of the program of study are consistent with the mission and strategy of the institution which was articulated as focusing on shipping education.
- It is not clear whether the purpose and objectives of the program served as a guide for the design of the program of study.
- The learning objectives of certain modules are not always reflected in the content of the module.
- There is significant overlap in the content across different modules.
- Some modules may not be at the required level of study in terms of academic standard.
- The learning process is properly designed, the expected learning outcomes are known to the students and members of staff and the qualification and modules correspond to the corresponding professional and vocational body (Institute of Chartered Shipbrokers - ICS).

### **2.2 Structure and Content of the Program of studies**

- The higher education qualification awarded is by and large consistent with the chosen modules.
- The method of student assessment is described in the module descriptions.
- The ECTS system is applied and there is correspondence between workload and effort by the students and ECTS units.
- It appears that the program of study has not been structured in a consistent manner and sequence. There are introductory modules that could be placed in earlier years of study. Some modules in later years could be moved to the first year of study (e.g. Maritime Geography).
- Other modules (e.g. Customs and Ship Documentation) may be redundant at this level and could be replaced with more IT and maritime technology related modules.
- The number of courses is sufficient for the achievement of the learning outcomes.
- The content of the program needs to be updated to reflect latest developments in shipping and ship management (shipping finance, shipping risk management, IT, digital shipping etc.).

### **2.3 Quality Assurance of the Program of studies**

- A quality assurance policy is already in place
- Faculty, administrative personnel and students are part of the QA process.
- The management described elements that are relevant to the regulation of quality assurance and provided to the Committee relevant information verbally.
- The quality assurance process is an academic process and is not affected by non-academic factors.

### **2.4 Management of the Program of Study**

- The management of the program of study with respect to the design, approval, monitoring and review needs to be better specified. This is particularly so with respect to the decision-making mechanism.
- There is an effective mechanism for reviewing the program through the annual program review and the periodic program review.
- The learning outcomes can be achieved within the specific timeframe.
- The program management and development is an academic process
- Information about the program is publicly available.
- The evaluation of the program's effectiveness by the students is adequate.

### **2.5 International Dimension of the Program of Study**

- The program may benefit through the current collaborations under the Erasmus + Charter and the other collaborative relationships with UWL, Cranfield etc.
- It will be beneficial if the collaborations can be expanded as none of the Universities listed has shipping specialization.

### **2.6 Connection with the labor market and the society**

- CIM seems to have strong connections with the local shipping and business community through which students can benefit.
- A number of students seem to have secured internships with the local shipping business community.
- Indicators for employability are adequate.
- The accreditation by the Institute of Chartered Shipbrokers is an added benefit for the graduates of the course.

### **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

**The Committee has the following findings**

#### **3.1 Research Teaching Synergies**

- There seems to be lack of a research strategy and clear direction as to a research orientation.
- There must be a clearer strategy towards attraction of research funds and/or orientation towards the conduct of academic research.
- Research needs to be integrated into residents' faculty's goals and responsibility.
- For the Institute to provide a research culture orientation there needs to be a better balance between teaching and research responsibilities by the faculty.
- Research results do not seem to be part of the teaching and learning component of the program.
- There is a need to better articulate how research results can be integrated into teaching.
- There is in place an internal component for funding research active faculty (resident and visiting) particularly with respect to attending/presenting in local and international conferences.
- There is no evidence that student training in the research process is sufficient.

## **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

### **4 Administrative Mechanisms**

### **5 Infrastructures / Support**

### **6 Financial Resources**

#### **4.1 Administrative Mechanisms**

- There is a student welfare service that provides support to students with regards to both academic and personal issues.
- It appears that the mechanisms for monitoring and supporting students are sufficient and effective. This was also highlighted to the Committee during the meeting with the class representatives.

#### **4.2 Infrastructures/support**

- The relevant books in the library are suitable and there seems to be adequate investment
- The Institution needs to identify and invest in relevant shipping-related journals like Maritime Policy and Management and Transportation Research E
- The internal communication platform is adequate
- The equipment used in teaching and learning and the facilities are of acceptable standard
- There is no evidence that teaching personnel are provided with relevant opportunities for training in teaching methods.

#### **4.3 Financial Resources**

- The allocation of financial resources seems to be the responsibility of the Institution's management.
- The remuneration of academic staff is not disclosed. There is evidence of cost allocation per teaching hour in the feasibility study which seems to be below local and international standards.
- Student tuition fees are consistent with tuition fees of other respective institutions.

## **5. DISTANCE LEARNING PROGRAMS**

Not applicable

## **6. DOCTORAL PROGRAMS OF STUDY**

Not applicable

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

The Committee acknowledges the effort vested for the launching of the program as well as the interest of all CIM team-members in improving the delivered academic content and services. In this regard, the Committee highlights the enthusiasm, professionalism and commitment of the CIM team to the program. Pastoral services to the students as well as the organization of events that increase the visibility of the CIM at a local and international level support further the positive perception of the Committee.

The Committee assesses critically the presented structure of modules as well as their content. The presented program reflects experiences and good practices of the past rather than the future needs of the industry and of the professionals. The presented structure and content leans closer towards a vocational rather than an academic program that leads to a Bachelors Degree recognized by the Government of Cyprus and therefore to an internationally valid academic title. Considering the dynamics and the evolution of the relevant markets and clusters, the Committee suggests the fundamental restructuring of the program (modules) as well as the inclusion of topics that address both contemporary and future needs of the industry and professionals. The Committee advocates the revision of the program bearing in mind the requirement for financial sustainability as well as the need for further growth and evolution of the CIM as an Institution.

The Committee suggests the following points for further consideration by the CIM as a means of improving the structure and the content of the program:

- a) Based on the input provided by the CIM team, most students are facing difficulties with 'academic writing'. Therefore, it is strongly suggested for CIM to offer a seminar (unaccredited module or similar teaching unit) before the beginning of the first semester. The goal of this seminar is to introduce students into the needs and requirements of academic writing, including referencing and citation ethics and rules. It is expected that students will be able to cope better with the requirements of all other modules.
- b) Taking into consideration the need of equipping CIM graduates with sufficient soft skills as part of the requirements of the modern industry and society, it is also suggested to include a compulsory module (with or without grading),

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<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

improving the skills and competences of the students in ‘presenting’, ‘debating’, ‘intercultural teamwork’, etc. Successful completion of this module will strengthen the confidence of students when presenting their views and cases.

- c) In view of the input of both students and the CIM team, the Committee suggests including a module or a seminar that builds further up the IT skills of the students, and particularly in understanding modern technology and using widely-applied software tools, e.g. MS-Excel. Such a module could be linked with certification from the industry, in order to increase the employability of the graduates.
- d) The Committee suggests CIM to consider adopting a policy on ethics, and particularly on business and academic ethics due to the dual nature of the CIM. This policy should be reflected in all courses and modules. A common ethical pattern strengthens the spirit and the team building among all groups of the CIM team, namely students, faculty, administration and management.
- e) The Committee strongly suggests to the academic team of CIM to redesign and restructure the curriculum. Indicatively the following points should be further considered and elaborated vis-à-vis the achievement of the learning goals and didactic approach of CIM:
  - i) Methodological modules should be included; modules ensuring a solid academic background of students in the fundamental fields of economics, mathematics and statistics, law (fields of law, introduction to the English Law), finance (e.g. value of money, loan and interest calculations), etc. should be offered at the beginning of the program;
  - ii) Advanced methodological modules building upon the fundamental ones, such as corporate finance, corporate law, etc. should support the specialization modules;
  - iii) Specialization modules should be clearly linked with methodological and advanced methodological ones, illustrating the academic path from theory to praxis and generally from generic to special reasoning. Indicatively, some suggested sequences of modules are provided below:
    - (1) mathematics – fundamental module with linear optimization as sub-module □ ➔ network applications as advanced module (shortest path, transshipment problem algorithms) ➔ liner shipping as specialization module where all the algorithms of network applications are applied, explaining and supporting business decisions and the topology of networks.
    - (2) finance – fundamental module (value of money, etc.) □ ➔ corporate finance (debt-equity structures and options) □ ➔ ship finance (application of corporate finance in shipping).
  - iv) Modules focusing on current trends and future needs, such as digitalization, corporate social responsibility, etc. and their application in shipping should be included.

- v) Modules or sub-modules clarifying the rationale, evolution and enforcement of regulations in the industry should be clearly incorporated in the curriculum. As an example, such a module should focus not only on the instruments of the International Maritime Organization (IMO), such as SOLAS, MARPOL, etc. but also on the decision-making processes in the IMO, the enforcement regime of the port state control as well as of the European Transport Policy and its impact.

In addition to the suggestions on the content and structure of the curriculum, the Committee proposes CIM to improve or clarify or incorporate in the relevant internal regulations as well as quality control and assurance plans the following procedures:

- 1) The admission procedures especially the procedures for transferring or recognizing of credits attained in other Universities should be either clarified or evolve accordingly;
- 2) The pass-mark should be elevated to 50% rather the current of 40%, in line with other academic institutions in Cyprus;
- 3) The procedure of allocating modules to resident faculty, proving or justifying the adequacy of the lecturers by providing evidence of academic sufficiency and professional experience;
- 4) The procedure and the role of the Course Director to suggest changes and amend either the content or even the structure of modules in order to achieve the overall goals of the program;
- 5) The procedures of hiring or assigning to external experts lecturing and research tasks;
- 6) The procedures for determining the budget and the allocation of resources for the program, as budgetary constraints and decisions determine the resources available to the academic Directors.

Taking into account the above, the Committee strongly advises for the redesign and update of the curriculum as well as the clarification or improvement in the relevant flows and procedures before the enrollment of students.

**Doc. Number: 300.1**

## **Quality Standards and Indicators**

### **External Evaluation of a Program of Study**

Institution: Cyprus Institute of Marketing.

Program of Study: Bachelor of Arts in Shipping Management

Duration of the Program of Study: Four years full time.

Evaluation Date: 21/03/2018

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:** Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.**

### Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Orestis Schinas	Professor of Shipping and Ship Finance	Hamburg School of Business Administration (HSBA)
Nikos Nomikos	Professor of Shipping Finance	Cass Business School, City, University of London
Photis M. Panayides	Professor of Shipping and Maritime Economics	Cyprus University of Technology
Loizos Prodromou	Student representative	University of Cyprus

**Date and Time of the On-Site Visit: 20/03/2018; 09:30 AM.**

**Duration of the On-Site Visit: 8 hours**

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.			X		
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.				X	
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:				X	
1.1.3.1	The implementation of a specific academic calendar and its timely publication.				X	
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel				X	
1.1.3.3	The course web-pages, updated with the relevant supplementary material				X	
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training			X		
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment				X	
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.			X		
1.1.4	Adequate and modern learning resources, are available to the students, including the following:			X		
1.1.4.1	facilities			X		
1.1.4.2	Library			X		
1.1.4.3	Infrastructure			X		
1.1.4.4	student welfare				X	

	1.1.4.5	academic mentoring				X	
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.				X		
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.				X		
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.				X		
1.1.8	Control mechanisms for student performance are effective.				X		
1.1.9	Support mechanisms for students with problematic academic performance are effective.					X	
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.					X	
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.					X	
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.				X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

There are elements of good practice. Many procedures have been described but little evidence has been provided on site. We did not have access to written quality control rules, regulations and processes.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study.

The target market is students who are predominantly resident in Cyprus.

β) the countries of origin of the majority of students.

As above.

γ) the maximum planned number of students per class-section.

For the first year of operation the target is 10 students increasing to 25 students by year 4.

<b>1.2</b>	<b>Teaching</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.			X		
1.2.2	The methodology of each course is suitable for adults.				X	
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.				X	
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.			X		
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.			X		
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The Committee acknowledges that there is a clear endeavor to reach higher standards of teaching and learning, however, there is room for further improvement.</p>						
<b>1.3</b>	<b>Teaching Personnel</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.		X			
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:			X		
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		
1.3.2.2	Publications within the discipline.		X			
1.3.3	The specializations of Visiting Professors adequately support the program of study.			X		
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.			X		
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.			X		
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.				X	
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.			X		
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.			X		
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.		X			
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.		X			

1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The number of resident faculty that have sufficient shipping qualifications is limited. The number of resident faculty that have shipping expertise to teach the shipping related subjects is not sufficient. The Institution needs to disclose the allocation of teaching personnel and faculty for years 3 and 4. The Committee feels that teaching load appears to be significant which limits the time available to conduct high level research for full time faculty.</p>						

<b>2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS</b>						
<b>2.1</b>	<b>Purpose and Objectives and learning outcomes of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			X		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.		X			
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.			X		
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.		X			
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.			X		
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.		X			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The course content needs major restructuring.</p> <p>The sequence of modules needs to be re-designed. Some modules may be redundant.</p> <p>The modules need to be revised to include more contemporary aspects of shipping and a higher methodological element.</p>						

<b>2.2</b>	<b>Structure and Content of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.		X			
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.			X		
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.		X			
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.		X			
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.		X			
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.		X			
2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.			X		
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.		X			
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.		X			
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.

There is no coherent sequence between different modules,

The structure and content of the program of study needs to be fundamentally redesigned.

The content of the modules needs to be reconsidered to avoid several overlaps.

Introduce some fundamental modules of methodological and soft skill nature.

The Institution needs to consider how to facilitate access to facilities such as the library by students with special needs.

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.			X		
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for			X		
	2.3.2.1 the members of the academic personnel			X		
	2.3.2.2 the members of the administrative personnel			X		
	2.3.2.3 the students.			X		
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.			X		
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Academic staff provide a description of the quality assurance procedures, however, the Committee did not have the chance to review the relevant materials.

		1	2	3	4	5
<b>2.4</b>	<b>Management of the Program of Study</b>					
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.		X			
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.				X	
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.			X		
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.		X			
2.4.5	Information relating to the program of study are posted publicly and include:			X		
	2.4.5.1 The provisions regarding unit credits			X		
	2.4.5.2 The expected learning outcomes			X		
	2.4.5.3 The methodology			X		
	2.4.5.4 Course descriptions			X		
	2.4.5.5 The program's structure			X		
	2.4.5.6 The admission requirements			X		
	2.4.5.7 The format and the procedures for student assessment			X		
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.			X		
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.			X		
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which		X			

	ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>It seems that decision-making on fundamental issues is centralized to the management of the Institution. Decision-making with regard to academic aspects of the program needs to be decentralized.</p> <p>The Committee feels that more faculty members, deans, academic directors need to be involved in the academic design and development of the program.</p> <p>It is also good practice to record the minutes of all academic committees and to make those available to the relevant bodies for further scrutiny.</p> <p>There must be a clear policy for the award of credit units based on previous studies.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> <li>- The number of credit units for courses and the number of credits for practical training</li> <li>- In which semester does practical training takes place?</li> <li>- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification</li> </ul> <p>Not applicable</p>						
<b>2.5</b>	<b>International Dimension of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.			X		
2.5.2	The program attracts Visiting professors of recognized academic standing.			X		
2.5.3	Students participate in exchange programs.			X		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.		X			
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

The program does not have planned collaborations at this early stage.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

The academic profile of the program has room for improvement to shift from a vocational to a more academic orientation.

2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.				X	
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.				X	
2.6.3	Benefits, for the society, deriving from the program are significant.				X	

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

The Institution is well connected to the local shipping community and organizes a number of relevant high-profile events.

### 3. RESEARCH WORK AND SYNERGIES WITH TEACHING

3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.	X				
3.1.2	New research results are embodied in the content of the program of study.	X				
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the		X			

	program of study, which are available and accessible to the personnel and the students.					
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	X				
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	X				
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.	X				
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.		X			
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.	X				
3.1.9	Student training in the research process is sufficient.	X				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>This is a teaching-orientated Institution. At the moment the research strategy and orientation is virtually non-existent. The Committee indicates that there is no negative connotation in the assessment and encourages the management of CIM to draft an appropriate research strategy and to foster and support a research orientation and culture in the relevant disciplines.</p>						
<b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b>						
<b>4.1</b>	<b>Administrative Mechanisms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.				X	
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.				X	
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The student support mechanisms are at a very good level.</p>						
<b>4.2</b>	<b>Infrastructure / Support</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1	There are suitable books and reputable journals supporting the program.			X		
4.2.2	There is a supportive internal communication platform.				X	
4.2.3	The facilities are adequate in number and size.				X	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.				X	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				X	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				X	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.			X		
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

There is sufficient infrastructure and there is evidence that CIM is willing to invest and upgrade resources and facilities.

<b>4.3</b>	<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.			X		
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.			X		
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.			X		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

There is limited evidence for the Committee to assess the financial sustainability of the program.

The management showed willingness to invest financial resources in the program.

**The following criterion applies additionally for distance learning programs of study.**

<b>5.</b>	<b>DISTANCE LEARNING PROGRAMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

**The following criterion applies additionally for doctoral programs of study.**

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

## FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The committee acknowledges the efforts of the management and personnel to develop and support the BA Shipping Management program.

There are elements of good practice and evidence of commitment and steps in the right direction particularly in relation to the pastoral and academic support services to the students.

The main drawback is the need to modify and redesign the course structure and content. It is also necessary to consider the content of the modules in relation to the learning objectives.

The Committee feels that Institutional rules and regulations regarding quality assurance and academic procedures must be properly documented and should have been provided.

The Institution needs to decide on a research strategy. The research strategy may reflect the professional development of resident faculty which is necessary as well as the potential to incorporate aspects into the teaching curriculum.

### Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Orestis Schinas	
Nikos Nomikos	
Photis Panayides	
Loizos Prodromou	

Date: 21/03/2018