

**Doc. Number: 300.1.1**

# **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: MBA with Specialisation in Shipping**

## TABLE OF CONTENTS

<b>Instructions.....</b>	<b>3</b>
<b>External Evaluation Committee (EEC).....</b>	<b>4</b>
<b>Introduction.....</b>	<b>5</b>
<b>Findings.....</b>	<b>6</b>
<b>Conclusions and Suggestions of the External Evaluation Committee.....</b>	<b>12</b>
<b>Document Number: 300.1.....</b>	<b>13</b>

## **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>
Graeme Martin	Professor of Management	University of Dundee
Paul Baines (Chair of Committee)	Professor of Political Marketing	Cranfield University
Jingjing Xu	Professor of Maritime Law and Economics	University of Plymouth
Faidonas Ttooulos	Student Representative	Cyprus University of Technology

## **INTRODUCTION:**

### I. The External Evaluation procedure

The External Evaluation Committee (EEC) met with representatives from the Cyprus Institute of Marketing (CIM) at the Limmasol campus. Representatives included the senior management of the Institute, Programme Director, a majority of the teaching staff, representatives of the administrative staff and four out of ten of the students on the programme. Documents and resources evaluated included the course website, the virtual learning environment, the library and online library, student coursework and exam scripts (but no model answers or marking schema), access to a document containing all CIM quality procedures, external examiners' report, and the application for accreditation.

### II. The Internal Evaluation procedure

The EEC would like to commend the staff at CIM for the comprehensive nature of their application for accreditation with the Cyprus QAA, the transparency in making available all documentation requested and for the effectiveness with which they answered questions at the meeting. In our view, the quality of the application was of a high standard. The quality assurance procedures are, in our view, fit-for-purpose.

## **FINDINGS:**

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

Generally, the organization of teaching, learning and assessment is satisfactory except for a few areas which could be improved. Each of these are outlined in the subheadings below.

#### **Organization of teaching**

Key findings are:

- The current student numbers are low and this could endanger programme viability, both financially and academically. Student numbers will have to increase to ensure the sustainability of the programme. Cyprus QAA accreditation of the programme will help but some thought should be given to improving the marketing of the programme.
- The EEC feel the facilities for teaching, learning and assessment are adequate given the size of the institution and the student cohort.
- The relationships between students and faculty is excellent and deserves commendation.

#### **Teaching**

Key findings under the following heading is:

## Teaching personnel

- Regarding publications and research, we found that staff are encouraged to publish in academic journals and at academic conferences. This is good practice commonly observed at good private Higher Education institutions in other countries.
- With regards to teaching personnel having one qualification higher than that delivered and meeting the 70% target, we calculate the CIM have 5 from 8 personnel with PhDs, which suggests they may not meet this criterion at present. However, two of the eight staff are due to complete their PhDs shortly, thus enabling them to meet this criterion in due course.

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Key findings under each of the following headings are:

### Purposes and objectives

- In the view of the EEC, the programme requires some modification in order to meet the expected content of a specialised MBA programme. This pertains specifically to the need to include some of the functional content typically incorporated in an MBA programme i.e. marketing, operations management and accounting. The majority of the staff hold qualifications appropriate to the level they are teaching, and those that do not are working towards such qualifications.

### Quality assurance of the programme

- CIM's procedures for quality assurance are good and comparable to those of similar institutions awarding MBA degrees.
- CIM go beyond the requirements set by the Cyprus QAA by adopting the British system of external examination of courses. This is excellent practice and something we urge the Cyprus QAA adopt as a quality assurance procedure for all Cypriot universities to ensure international legitimacy.

### Management of the programme

- The programme is generally well-managed.
- The present exception clause on credit transfer is ambiguous and may allow for misinterpretation. CIM should remove the flexibility clause on the credit transfer policy to state that maximum credits should be no more than 30%.

### International dimensions

- The program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

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

The key finding under the following heading is:

#### **Research Teaching Synergies**

- CIM is a teaching-oriented private institution making great strides to incorporate a larger degree of research oriented activity into its programme. Consequently, there is limited input of faculty-oriented research to the programme. However, faculty have been encouraged to increase their activity in this regard and work-in-progress here is evident.

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

Key findings under the following headings are:

#### **Infrastructure and support**

- The facilities are generally good, teaching accommodation appropriate, virtual learning resources appropriate and support to students excellent however there is room for improvement in relation to the student learning resources made available on this programme.

#### **Financial resources**

- The EEC did not feel competent to make a judgment on the matter of whether or not faculty at CIM were paid at Cypriot higher education market rates, especially in the context of a private institution.
- CIM's fees are significantly lower than comparable institutions in Cyprus at around euros 6,600 per student compared with circa euros 11,000 and as a consequence we believe this hinders their ability to reinvest resource into further improving the programme.

### **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 EEC believe that the programme is broadly in alignment with specialised MBA programmes in comparable institutions. We would therefore recommend that

---

<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.

Cyprus QAA accredit this programme. This action will allow the CIM to increase numbers significantly on a programme that makes an important contribution to the Cypriot economy. We were particularly impressed with the use of external examiners in the context of Cypriot higher education. This is in line with UK HE standards and is a procedure we would recommend for all Cypriot HE institutions. We were also impressed with the enthusiasm of the programme team, their relationship with students and accreditation of the programme by the Institute of Chartered Shipbrokers. However, we also found a number of weaknesses, related to the programme content, assessment and teaching, and fees. Specifically, these weaknesses are:

1. The program structure does not incorporate some core elements of general management that would be expected of a specialised MBA programme of this type, including marketing, operations management and accounting. In addition, the programme considers some shipping content in electives that should be incorporated into a compulsory module on the legal framework for shipping operations and management.
2. The syllabi of the modules should include links to relevant academic and industry research, as evident from journal articles rather than textbooks.
3. Over-assessment of individual modules, where three methods of assessment are typically used. In comparable modules in the UK system, two assessments would be commonly used – one formative, one summative.
4. Over-emphasis on description and explanation in exam questions and underuse of questions that test critical evaluation and application, e.g. case studies and vignettes.
5. Fees charged by the CIM are significantly below comparable institutions. In our view, this affects the resource base the Institute has to re-invest in the further development of the programme.



**Doc. Number: 300.1**

**Quality Standards and Indicators**  
**External Evaluation of a Program of Study**

Institution: Cyprus Institute of Marketing
Program of Study: MBA with specialization in Shipping
Duration of the Program of Study: 12 month FT/ 24 months PT
Evaluation Date: 17 <sup>th</sup> May, 2017

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
Graeme Martin	Professor of Management	University of Dundee
Paul Baines (Chair of Committee)	Professor of Political Marketing	Cranfield University
Jingjing Xu	Professor of Maritime Law and Economics	University of Plymouth
Faidonas Ttooulos	Student Representative	Cyprus University of Technology

**Date and Time of the On-Site Visit: 8.00 am-5.00pm, 17<sup>th</sup>, May 2017**

**Duration of the On-Site Visit: 1 Day**

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				X	

		personnel					
	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	
<p>1.1.2 The current student numbers are at the low end of programme viability both financially and academically. Student numbers will have to increase to ensure sustainability of the programme. Accreditation of the programme will help but some thought should be given to improving the marketing of the program. Consideration should be given to students being able to enter the program with no first degree but with a minimum of five years post qualification managerial experience and the intellectual ability to successfully complete the program. Intellectual ability could be assessed by a specially constructed test of intellectual ability or GMAT.</p> <p>1.1.4.1 We feel the facilities are adequate given the size of the institution and the student cohort. However, given the special nature of the shipping program, we suggest that thought be given either to providing access to a navigation simulator or access to sea-going experience for those who have no such background in maritime occupations.</p> <p>1.1.4.2. Thought should be given to extending access to a wider range of general management, shipping management and maritime law journals through extended subscription to allow students wider and better quality access to research and practice.</p> <p>1.1.5 The relationships between students and faculty is excellent and deserves commendation.</p> <p>With regard to:</p> <p>a) the expected number of Cypriot and International Students in the program of study: this balance looks good, but we think the course may benefit from a higher proportion of international students.</p> <p>b) the countries of origin of the majority of students: this is adequate but thought should be given to widening the country of origin of the students for diversity benefits.</p> <p>c) the maximum planned number of students per class-section: 30 students maximum allows for excellent participation.</p>						
<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			X		

	students.					
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>1.2.4. We recommend that thought be given to reducing the number of assessments from 3 to 2 per 12 credit module and changing the pattern of assessment to include other forms of assessment that test application of knowledge, for example, by including in-class debates, written assessment of cases, time constrained assignments and company based assignments, etc.</p> <p>1.2.7. We recommend that thought be given to specifying only one key textbook as required reading rather than multiple texts, except where a module covers two or more distinct areas of the curriculum. We also recommend that thought be given to specifying in the module descriptors an appropriate number of key journal articles and published cases (e.g. from Harvard Business Review, Darden Business Publishing and those available from <a href="http://www.thecasecentre.org">www.thecasecentre.org</a>) for specific teaching sessions.</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				X	

	the program of study.					
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>1.3.2.2. On publications in the discipline, we found that staff are encouraged to publish in academic journals and at academic conferences. This is good practice at a private institution. However, we strongly encourage CIM to further develop individual faculty research. One way of doing this is via research collaboration with more established research academics and a program of research mentoring with experienced researchers.</p> <p>1.3.6. With regards to teaching personnel having one qualification higher than that delivered and meeting the 70% target, we calculate the CIM have 5/8 personnel with PhDs so may not meet this criterion at present. However, two of the eight staff are due to complete their PhDs shortly, which will help them meet the criteria.</p> <p>1.3.10. Some thought should be given to succession planning and team-teaching to avoid single point failure on particular modules.</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		

2.1.1/2/3. We recommend that CIM revisit how they specify the program objectives to reflect critical evaluation and application rather than the present verbs used. In addition, the programme objectives should specify MBA level objectives (i.e. general management) as well as shipping content objectives.

2.1.4. We strongly recommend that exam papers reflect the requirements to critically evaluate and apply knowledge, necessary at MBA level (which they do not always do), compared with describing and explaining questions, which are more appropriate to level 3 undergraduate exams. We would like to see the incorporation of Management Accounting and Finance into the maritime economics module by reducing the first part of the programme, which is focused on basic economics. We further suggest a change of title to ‘Maritime Economics, Finance and Accounting’. We also strongly suggest that the Marine Insurance module be amended to include other elements of maritime legal framework. The Business Policy and Strategy module should be renamed as ‘Strategic Management’. We recommend that the revised Marine Insurance module be made compulsory. The module title for the thesis module should be changed to ‘Dissertation’. However, we also recommend that students be given the choice of different formats of dissertation, for example, a management consultancy report in addition to the standard academic research document. We would suggest that the content of the Research Methods module be incorporated into the revised Dissertation module and reduced from 55 hours to around 30 hours, with a particular focus on either action research or research to support a consultancy approach. This module might include gaps in the existing curriculum for MBA studies e.g. marketing, accounting (if this is not included in the maritime economics module), and operations management.

On 2.1.7, see 2.1.1.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
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.			NA		
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	
On 2.2.6 – 2.2.7, see 2.1.4.						
<b>2.3</b>	<b>Quality Assurance of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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	
On 2.3.1, CIM go beyond the requirements set by the Cyprus QAA by adopting the British system of external examination of courses. This is excellent practice and something we recommend is adopted as a quality assurance procedure by all Cypriot universities.						
<b>2.4</b>	<b>Management of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</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 programme'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 ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.			X		
On 2.4.8, CIM should remove the flexibility clause on the credit transfer policy to state that maximum credits should be no more than 30%.						
<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.			NA		

2.5.2	The program attracts Visiting professors of recognized academic standing.				X	
2.5.3	Students participate in exchange programs.			NA		
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		
On 2.5.4, the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank however we suggest some consideration be given to widening out the international profile of staff and students.						
<b>2.6</b>	<b>Connection with the labor market and the society</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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	

<b>3. RESEARCH WORK AND SYNERGIES WITH TEACHING</b>						
<b>3.1</b>	<b>Research - Teaching Synergies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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 program of study, which are available and accessible to the personnel and the students.			X		
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			X		

	the funding of other institutions in Cyprus and abroad.					
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>On 3.1.1- 3.1.7., we recognize that this is a teaching-oriented private institution, making great strides to incorporate a larger degree of research oriented activity into its programme but this is work-in-progress. That said, we would encourage the CIM to be even more active in this regard and to incorporate research into teaching in all modules (as per 2.2.6).</p>						
<p><b>4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK</b></p>						
<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	
<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				X	

	quantitatively and qualitatively adequate.					
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>On 4.2.1, we recommend that wider access be given to students for shipping and general management journals.</p> <p>On 4.2.7, we recommend some thought be given as to whether or not faculty (visiting and full-time) should attend a structured training and development programme for teaching, learning and assessment in higher education. This might include a formal qualification and/or professional accreditation with a relevant teaching academy.</p>						
<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 programmes of study, allow for the development of the programmes 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.			NA		
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.		X			
<p>On 4.3.3, the panel do not feel competent to make judgments on a matter related to the Cypriot higher education market, especially in the context of a private institution.</p> <p>On 4.3.4, CIM's claim their fees are significantly lower than comparable institutions in Cyprus at around euros 6,600 per student compared with circa euros 11,000. We recommend that the institution should be allowed to raise their fees significantly to reflect market trends.</p>						

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

**THE FOLLOWING SECTIONS ARE NOT RELEVANT IN THE ASSESSMENT OF CIM'S MBA SHIPPING PROGRAMME.**

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
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%.					
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.**

<b>6.</b>	<b>DOCTORAL PROGRAMS OF STUDY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.					

### **FINAL REMARKS – SUGGESTIONS**

The overall recommendation of the EEC is the the programme be approved for accreditation by the Cyprus QAA, subject to the following 24 recommendations and suggestions outlined under the following headings:

#### **EFFECTIVENESS OF TEACHING WORK**

1. Consideration be given to students being able to enter the programme with no first degree but with a minimum of five years post qualification managerial experience and an assessment of students' intellectual ability to successfully complete the programme. Intellectual ability could be assessed by a specially constructed proprietary test of intellectually ability or GMAT.
2. Thought be given either to providing access to a navigation simulator or access to sea-going experience for those who have no such background in



maritime occupations.

3. Thought be given to extending access to a wider range of general management, shipping management and maritime law journals through extended subscription to allow students wider and better quality access to research and practice.
4. The diversity of the student base be widened to benefit from a higher proportion of international students from countries other than Cyprus and an increased size of cohort more generally.
5. Thought be given to reducing the number of assessments from 3 to 2 per 12 credit module and changing the pattern of assessment to include other forms of assessment that test application of knowledge, for example, by including in-class debates, written assessment of cases, time constrained assignments and company based assignments, etc.
6. Specification of only one key textbook as required reading rather than multiple texts, except where a module covers two or more distinct areas of the curriculum.
7. Thought be given to specifying in the module descriptors an appropriate number of key journal articles and published cases (e.g. from Harvard Business Review, Darden Business Publishing and those available from [www.thecasecentre.org](http://www.thecasecentre.org)) for specific teaching sessions.
8. Further development of individual faculty research activity and output to inform teaching should be encouraged. One way of doing this is via research collaboration with more established research academics and a program of research mentoring with experienced researchers.
9. Thought be given to succession planning and team-teaching to avoid single point failure on particular modules where a single member of staff is associated with its delivery.

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

10. The CIM should revisit how they specify the program objectives to reflect critical evaluation and application rather than the present verbs used. In addition, the programme objectives should specify MBA level objectives (i.e. general management) as well as shipping content objectives (see 2.1.1/2-3).
11. Exam papers need to reflect the requirements to critically evaluate and apply knowledge (which is necessary at MBA level and which they do not always do) compared with describing and explaining questions that are more appropriate to level 3 undergraduate exams.
12. Management Accounting and Finance should be incorporated into the maritime economics module by reducing the first part of the existing module, which is focused on basic economics. We suggest a change of title to 'Maritime Economics, Finance and Accounting'.

13. The Marine Insurance module should be amended to include other elements of the maritime legal framework and renamed 'Maritime Law and Regulation'.
14. The Business Policy and Strategy module should be renamed 'Strategic Management'.
15. The revised and renamed Marine Insurance module should be made compulsory.
16. The module title for the Thesis module should be changed to 'Dissertation'.
17. Students could be given the choice of different formats of dissertation, for example, a management consultancy report in addition to the standard academic research document.
18. The content of the Research Methods module be incorporated into the revised Dissertation module and reduced from 55 hours to around 30 hours, with a particular focus on either action research or a research-based consulting project.
19. CIM should remove the flexibility clause on the credit transfer policy to state that maximum credits should be no more than 30%.
20. Consideration be given to widening out the international profile of staff and students.

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

21. CIM should be encouraged to be more active in developing research/teaching synergies and incorporating research into teaching in all modules.

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

22. Wider access should be given to students for shipping and general management journals.
23. Thought be given as to whether or not faculty (visiting and full-time) should attend a structured training and development programme for teaching, learning and assessment in higher education. This might include a formal qualification and/or professional accreditation with a relevant teaching academy.
24. The CIM should be allowed to raise their fees significantly to reflect market trends in order to allow CIM to reinvest in the development of the programme.

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

<b>Name:</b>	<b>Signature:</b>
Paul Baines	SIGNED ON HARD COPY
Jingjing Xu	SIGNED ON HARD COPY
Graeme Martin	SIGNED ON HARD COPY
Faidonas Ttooulos	SIGNED ON HARD COPY

Date: 18/05/17