

Decision of the FIBAA Accreditation Committee for Programmes



113th Meeting on 22 November 2019

Project Number:	19/048
Higher Education Institution:	Arab Academy for Science, Technology & Maritime Transport (AASTMT), College of International Transport and Logistics (CITL)
Location	Cairo, Egypt
Study Programme:	Trade Logistics and International Transport Management (B.Sc.)
Type of Accreditation	Initial accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decision:

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited.

Period of Accreditation: 22th November 2019 until the end of winter semester 2024/25.

According to § 13 of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the FIBAA Premium Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

Arab Academy for Science, Technology & Maritime Transport (AASTMT), College of International Transport and Logistics, Cairo, Egypt

Bachelor study programme:

Trade Logistics and International Transport Management

Degree awarding institution (if relevant):

College of International Transport and Logistics (CITL), Cairo, Egypt

Qualification awarded on completion:

Bachelor of Trade Logistics and International Transport Management (B.Sc.)

General Information on the study programme

Brief description of the study programme:

The Bachelor of Trade Logistics and International Transport Management aims at providing the Egyptian, Arab, African and International markets with highly qualified staff in the fields of transport, supply chain and trade logistics. Moreover, the programme's goal is to educate and train the future generation of logistics and supply chain practitioners, who are innovative, skillful and technological pioneers toward the markets' demand and industrial needs.

Type of study programme:

Bachelor programme

Projected study time and number of ECTS points assigned to the study programme:

4 years; 144 American credit hours (equals 240 ECTS credit points)

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

One at a time; on average 210 students

Programme cycle starts in:

both winter and summer semester

Initial start of the programme:

2007

Type of accreditation:

Initial accreditation

Procedure

A contract for the accreditation of the Bachelor of Trade Logistics and International Transport Management was made between FIBAA and AASTMT's College of International Transport and Logistics on 16th May 2019. On 24th July 2019, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Univ.-Prof. Dr. Herwig Winkler

Brandenburgische Technische Universität Cottbus-Senftenberg

Professor of Production and Operations Management

(Production management, industry 4.0 and digitization in the performance system of industrial companies, supply chain management, production and logistics management, business model management, innovation and technology management, factory planning, flexibility research, lean management, freight centers)

Prof. Dr. Klaus Harald Holocher

Jade Hochschule Wilhelmshaven/Oldenburg/Elsfleth

Department Maritime and Logistics Studies

Professor for European transport industry and port management

(Port management, transport policy, port law, logistics, transport market research, internship coordinator)

Dipl.-Wirt.-Ing. Alexander Nieland

CEO e4 QUALIFICATION GmbH

Quality expert / auditor in several external certification procedures of the parent company (invenio AG); expert for the preparation for certification according to the quality management system of the automobile manufacturer GM/OPEL; experience in the planning and implementation of transformation, change and logistics projects

Franziska Raudonat

Saarland University

Master student in Business informatics with focus on production and logistic processes

Completed: Business Administration with an technical qualification on mechanical engineering (Bachelor) at Technical University of Kaiserslautern

Heba Youssef M. Hashem, PhD, national expert

Cairo University

Assistant Professor, Department of Economics, Faculty of Economics and Political Science

(Relevant Experience in Quality Assurance; Relevant Experience in the field of Higher Education Management; Teaching Experience e.g. in Macroeconomics & Microeconomics)

FIBAA project manager:

Dr. Heinz-Ulrich Schmidt

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on August 28/29, 2019, at the HEI's premises in Cairo Heliopolis. At the end of the on-site visit, the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on October 4, 2019. The statement on the report was given up on October 7, 2019. It has been considered in the report on hand.

Summary

The Bachelor of Trade Logistics and International Transport Management offered by Arab Academy for Science, Technology (AASTMT), College of International Transport and Logistics fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 22th November 2019 until the end of winter semester 2024/25. The programme is in accordance with the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

There are many criteria, in which the programme exceeds the quality requirements:

- Objectives of the study programme (see Chapter 1.1),
- International orientation of the study programme design (see Chapter 1.2)
- Positioning of the study programme (see Chapter 1.3)
- Admission requirements (see Chapter 2.1)
- Counselling for prospective students (see Chapter 2.2)
- Selection procedure (see Chapter 2.3)
- Transparency and documentation of admission procedure and decision (see Chapter 2.6)
- Logic and conceptual coherence (see Chapter 3.1)
- Integration of theory and practice (see Chapter 3.1)
- Interdisciplinary thinking (see Chapter 3.1)
- Ethical aspects (see Chapter 3.1)
- Examination and graduation project (see Chapter 3.1)
- Logic and plausibility of the didactic concept (see Chapter 3.3)
- Guest lecturers (see Chapter 3.3)
- Lecturing tutors (see Chapter 3.3)
- Internationality of faculty (see Chapter 3.4)
- Foreign language contents (exceptional) (see Chapter 3.4)
- Multidisciplinary competences and skills (exceptional) (see Chapter 3.5)
- Skills for employability (see Chapter 3.6)
- Academic qualification of faculty (see Chapter 4.1)
- Practical business experience of faculty (see Chapter 4.1)
- Internal cooperation (see Chapter 4.1)
- Student support by the faculty (see Chapter 4.1)
- Programme director (see Chapter 4.2)
- Process organisation and administrative support for students and faculty (see Chapter 4.2)
- Cooperation and partnerships (see Chapter 4.3)
- Quantity, quality, media and IT equipment of teaching and group rooms (see Chapter 4.4)
- Access to literature (see Chapter 4.4)
- Quality assurance and documentation (see Chapter 5)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

On 11th March 1970, the Arab League Transport Committee decided to establish its own university, called the Arab Academy for Science, Technology and Maritime Transport (AASTMT) as a Regional Institute for Maritime Transport. This notion came after the Arab League's Council has stipulated the endorsement of founding a Regional Center for Maritime Transport Training. The decree commissioned the Arab Republic of Egypt, on behalf of all the Arab countries, to ask for a technical aid from the United Nations' organisations specialised in the field of maritime transport.

By the end of 1971, the United Nations have recognised the necessity of founding a regional Institute for Maritime Training and have approved funding during a period of five years.

Phase I: The Arab Academy for Maritime Transport

The AASTMT started its activity in 1972. Egypt provided the Academy with land, buildings, infrastructure as well as with boats and a training ship "Aida 3".

Phase II: The Arab Academy for Science and Technology: A university specialised in "Maritime Transport"

The Academy was imposed a self-funding policy approved by the board of Arab Ministers of Transport in November 1989 in Sharjah, UAE. The Academy expanded its education offers in the fields of Engineering and Management.

Phase III: The Arab Academy for Science, Technology and Maritime Transport (AASTMT)

In 1992, the AASTMT was granted the most modern training ship, "Aida 4", as a donation from the Japanese government. In 1994, the AASTMT was awarded the most modern simulator in the world (completed in two phases) from the US administration. At this stage, the AASTMT has occupied an important position on the international level. In addition, it could offer a number of scholarships for students from 58 countries.

The AASTMT Vision is: "To be a world class university in Maritime Transport and Higher Education in compliance with the international standards of Education, Scientific Research, Innovation and Training while fulfilling its Social Responsibilities in order to maintain its position as the distinguished Arab Expertise House and to be the first choice of the students in the region".

AASTMT Mission is: "Contributing to the social and economic development of the Arab region by offering distinguished Change Agents who have been qualified through comprehensive educational programmes, high qualified faculty, and centers of excellence in research, training and consultancies while strictly committed to the highest levels of quality".

The AASTMT contains of 11 Colleges, 12 Institutes and 12 Centers, which offer education services with different focuses. The Bachelor programme "Trade Logistics and International Transport Management" is offered at the College of International Transport and Logistics (CITL) on the following seven campuses:

- Heliopolis
- Alexandria (Abo Qier)
- Dokki
- Smart Village

- Port Said
- Aswan
- Latakia (Syria)

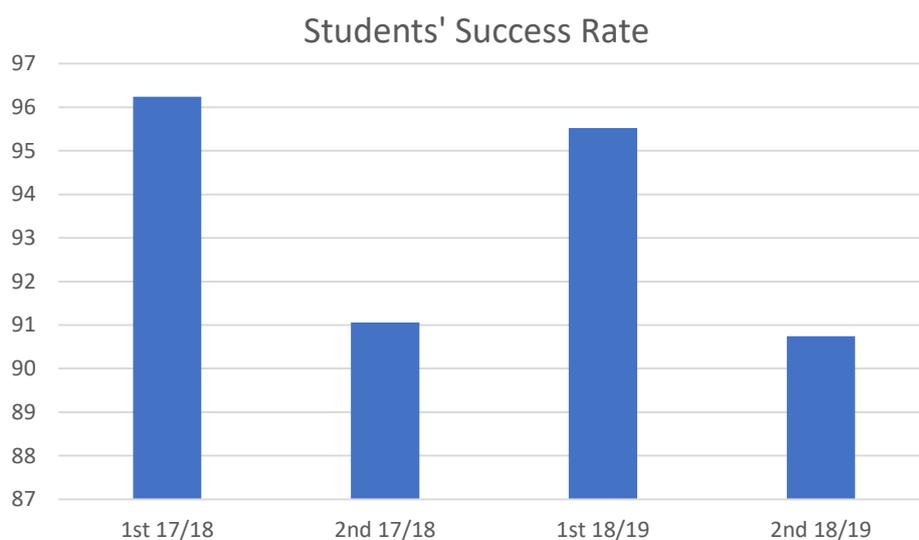
Future campuses are planned in Ajman, UAE, and in Alameen, Egypt.

The CITL offers up to now only its Bachelor of Trade Logistics and International Transport Management. It has been accredited without any conditions or recommendations for an accreditation period of 5 years by the Egyptian National Authority. In addition, the programme has regularly been reviewed and accredited by the Ministry of Higher Education.

As stated in the CITL strategic plan 2016-2021, the purpose is to provide a state-of-the art programme with three specialised logistics majors, meeting the demanding market. This has required to update the programme's courses, teaching methodologies, training ways, and teaching materials.

The programme has started in 2007. It has been successfully accredited 4 years ago by the Egyptian National Authority for Quality Assurance and Accreditation of Education (NAQAAAE).

Statistics concerning:

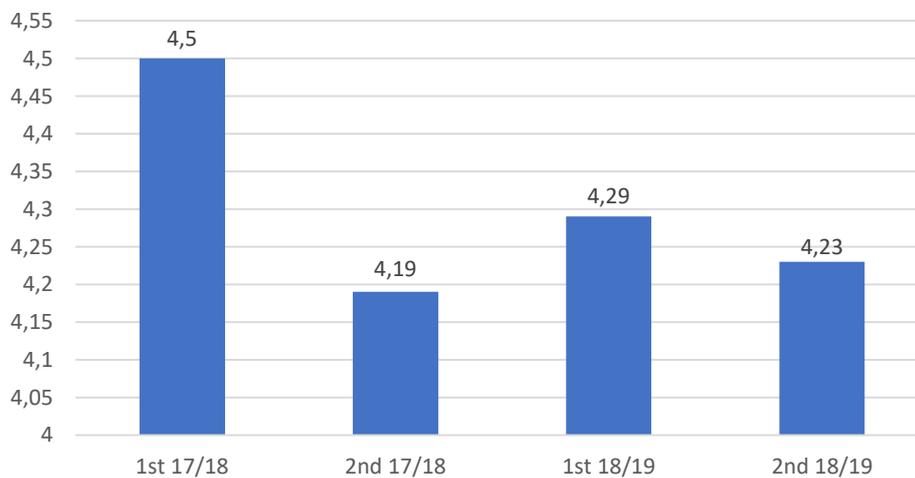


Students

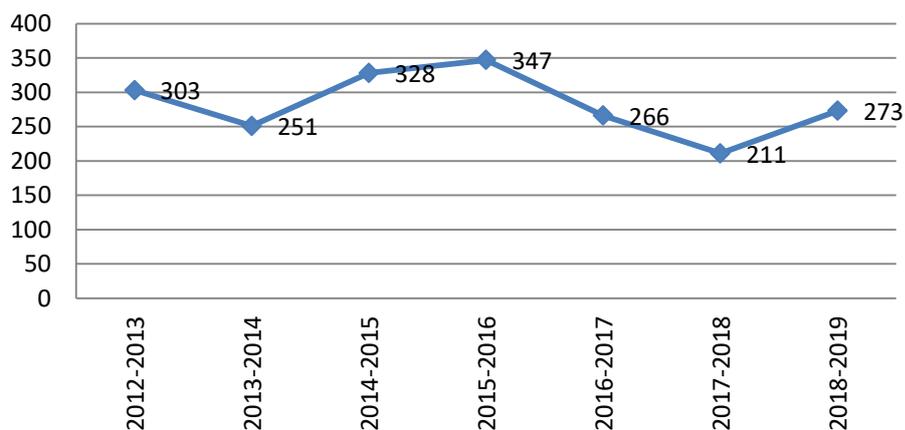
	1st 17-18		2nd 17-18		1st 18-19		2nd 18-19	
	Male	Female	Male	Female	Male	Female	Male	Female
Sudanese	2	5	3	6	3	6	3	5
Palestinian	7	2	6	2	6	2	7	3
Libyan	9	14	9	13	8	12	8	12
Egyptian	716	266	700	250	712	263	665	359

Nigerian	8	4	8	4	7	5	6	5
Jordanian	1	0	0	0	1	0	1	0
Syrian	4	7	4	7	5	8	4	6
Qatari	0	1	0	1	0	2	0	2
Kuwaiti	1	0	1	0	1	0	1	0
Sweden	0	1	0	1	0	0	0	0
Total	748	300	731	284	743	298	695	392

Average length of stay



Number of New Year Students



Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The Bachelor of Trade Logistics and International Transport Management aims at providing the Egyptian, Arab, African and International markets with highly qualified staff in the fields of transport, supply chain and trade logistics. Moreover, the programme's goal is to educate and train the future generation of logistics and supply chain practitioners, who are innovative, skillful and technological pioneers toward the markets' demand and industrial needs.

The Bachelor programme seeks excellence in the field of higher education through presenting a wide variety of distinctive fields in logistics majors. The study programme responds to market demand, both locally and internationally, by working with the industry in order to provide state of the art Academic experience that corresponds to industry's expectation.

Strategic Objectives of the Study Programme are

1. Application of trade logistics and transport education to address the full range of technical, practical and societal problems with creativity, confidence and responsibility.
2. Continuous search of leadership positions in the logistics and supply chain fields to further enhance and support their community.
3. Development of intellectual curiosity and motivation for self-education that supports lifelong learning and professional knowledge and skills.
4. Application of knowledge and skills gained in the area of international trade, international transport, supply chain management to serve the community.

According to the Self-Evaluation Report (SER), the CITL's programme strategy aims at providing quality education and achieving a competitive advantage over other higher education institutions in the fields of logistics and supply chain management locally, regionally and globally. There is continuous monitoring and up-dating respectively in order to ensure continuous adequacy.

The Bachelor programme is currently offered in three majors:

- Supply Chain Management
- Transport Logistics
- Trade Logistics
- *Energy, Oil and Gas (Planned)*

Appraisal:

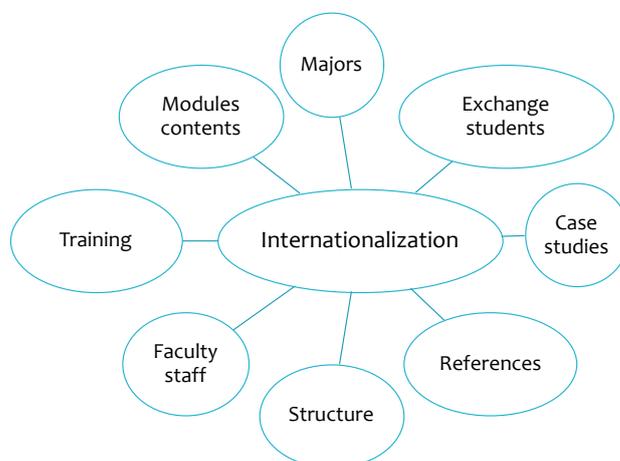
The President as well as the Dean convincingly explained during the on-site visit, why the CITL developed and implemented this programme considering the market demands as well as the educational challenges. They obviously abide by the principle "fitness of purpose" regarding market needs, societal context (high employment, international aspects, leaders in field), academic proficiency, comprehensive employability and the development of the individual student's personality as well. Furthermore, the CITL systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives of the programme including the majors are documented in detail.

They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)		X			

1.2 International orientation of the study programme design (Asterisk Criterion)

The international programme design is visible in the following graph:



The CITL internationalisation strategy contains of a set of layers. Collaboration with international higher education institutions takes place through signing bilateral agreements and memorandum of understanding (MOUs) such as the University of Huddersfield, the Riga Technical University, the University of Antwerp, the California Polytechnic State University and the Missouri State University.

With regard to the curriculum, the international orientation of the programme is reflected by international case studies, international faculty staff, international modules' contents, not only in the majors, and guest lecturers etc. (see chapter 3.4) in order to prepare international employability of its graduates.

The college provides its students with the opportunity to accomplish their Bachelor degree abroad according to the bilateral agreements and MoUs where the students can finish 2 years within the programme and continue the last two years abroad. Another agreement is where the students finish three years within the programme and one top up year abroad.

The international design of the programme is reflected by international partners like companies, agents, shipping lines, airlines, plants, freight forwarders, distributors, exporters, importers, governmental bodies, customs, ports, airports offering training and practical experience in Egypt as well as abroad.

Appraisal:

The programme design convincingly considers international aspects. Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			

1.3 Positioning of the study programme

As already mentioned above, the CITL's strategy aims at providing quality education and achieving a competitive advantage over other higher education institutions in the fields of logistics and supply chain management locally, regionally and globally. During the on-site visit, the CITL (Dean, faculty, students, graduates) evidenced the competitive advantages of the study programme including opportunities on the international job-market for employment of its graduates as follows:

- Unique programme in Egypt
- Specialised majors
- Specialised academic staff
- Academic staff development and scholarships
- Local research and consultancy provider
- Regional research and consultancy provider
- International partnerships
- Professional certificates and international licenses granting
- Local and international training opportunities

The CITL checked the education market competitors and identified as potential, but less attractive competitors, because of:

- Small – non-specialised department – Kuwait
- Postgraduate – non-specialised department - UAE
- A maritime focus faculty only - Oman
- Small - non-specialised department – Egypt
- A maritime focus department only – Nigeria.

According to the judgement of the Dean, these HEIs have a less comprehensive profile compared to the competitive advantages of the CITL programme. The CITL has used the results of analysing the educational market when developing and implementing its own programme.

In addition, during the on-site visit the AASTMT President emphasized the uniqueness of the CITL programme, focusing on its one of a kind in AASTMT regarding profile and position. He summarised that it is really the flagship in the overall strategic concept of the AASTMT.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are thoughtful, in particular as the Academy has intensively and extensively examined the educational market and the job market for graduates and has comprehensively incorporated the results in establishing its own unique and competitive profile. The FIBAA panel is impressed and convinced by the prudential considerations and arguments of the AASTMT and the CITL.

The panel notes that the study programme's qualification goals are not only in line with the mission and strategic planning, but constitutes the core of the AASTMT's and the CITL's strategy and that they are sustainably implemented, as convincingly explained during the on-site visit.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			

2. Admission

2.1 Admission requirements

The admission system at the CITL is focused on its target group and described as follows:

- Completion of secondary education certificate or equivalent certificates
- Meeting the minimum score required to join the college, which is announced before the beginning of each semester, in order to enroll only highly qualified students
- Being physically fit as per stipulated levels
- Showing good conduct with no judicial conviction
- Passing admission exams determined by the CITL in order to enroll only highly qualified students
- Accepting to follow the CITL rules and regulations in line with AASTMT regulations

According to the Lisbon Recognition Convention, transferring students from other universities and colleges is subject to mapping the courses with the CITL courses structure, intended learning outcomes and contents. All admission criteria are announced and published to the students and the public. A timely and professional communication with new applicants is set to announce the acceptance, rejection and missing documents/information decisions.

According to the SER, during the summer times a daily morning orientation takes place by a faculty staff member. In addition, an evening orientation to the new applicants and their parents takes place once a week to answer questions, highlight the importance of the programme, and to display the market opportunities in order to meet the newcomers needs. The CITL students and graduates can join these events and usually speak and share their experience with the newcomers. All academic advisors announce their contact details such as email and phone numbers, their office hours and locations, and their time availability. Organising and conducting visits to schools during the year takes place in the CITL agenda. This helps school students to know the CITL programme and its possible careers. In turn, the CITL invites school students to visit the college and have a tour at the campus. In both scenarios, a CITL faculty staff takes responsibility to present the whole college programme and its majors as well as to answer questions as soon as possible.

The programme is taught either in Arabic or in English. About 77% of students choose the English pathway. An English test with certain score according to the Cambridge Certificate is required for the English proficiency of the students admitted to the programme in order to ensure that they can complete the study programme successfully.

All the required documents, tests, and the enrollment procedures are published through the web site of the AASTMT (www.aast.edu), and at the admission department. Flyers and brochures are also distributed during the orientation events, and are available at the admission desks. All admission actions follow strict procedures in writing as follows:

- Accepted students are officially informed.
- Non-accepted/missing documents students are officially informed. Reasons are explained.
- Required documents, scores, tests of language are published.

Appraisal:

The admission procedure, requirements and respective activities are convincingly defined, oriented towards the intended target group and considering the required aptitude as well, as in addition evidenced during the on-site visit by students, graduates and administrative staff. Thus, they are oriented towards the strategic goals of the study programme. Also, they follow the national regulations.

The CITL organises special events for interested applicants on a regular basis and ensures a constant availability for prospective students. The CITL reacts quickly to incoming enquiries. The counselling opportunities for newcomers are offered on a regular basis and based in particular on the target group's needs and interests.

According to the Dean, the CITL students' capacity is 1600 places. Less than 1100 students are currently enrolled. Thus, there is no need for an additional selection procedure.

The admission requirements (required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is clearly described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information on the results of the admission procedure in particular for those applicants, who are refused.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)		X			
2.2 Counselling for prospective students		X			
2.3* Selection procedure (if relevant)					X
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5* Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			

3 Contents, structure and didactical concept of the programme

3.1 Contents

The Bachelor of Trade Logistics and International Transport Management is a 4-year degree programme, taught in 8 semesters with 144 American credit hours., With regard to the student workload, it is equivalent to a 4-year Bachelor programme in Europe:

- B. Sc. = 144 US Credit hours = 240 ECTS credit points (4 years programme)
- 1 Academic year = 36 US Credit hours = 60 ECTS credit points
- 1 semester = 18 US Credit hours = 30 ECTS credit points =750 workload hours
- 1 course= 3 US Credit hours = 5 ECTS credit points =125 workload hours

Curriculum Overview:

Curriculum Overview First Common 4 Semesters										
Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
M1 Modul 1: Semester 1		18				360	390			
EB A 1 10	Mathematics	3				60	65	L/T	Exam Paper (120 Min)	40%
EL112	Principles of Management	3				60	65	L/T		
EL113	Micro Economics	3				60	65	L/T		
EL114	Study Skills	3				60	65	L/T		
EL115	Transport Operations Management	3				60	65	L/T		
EL111	Financial Accounting	3				60	65	L/T		
M2 Modul 2: Semester 2		18				360	390			
EL121	Cost Accounting		3			60	65	L/T	Project Essay / Presentation	40%
EL122	Applied Statistics		3			60	65	L/T		
EL123	Logistics Management 1		3			60	65	L/T		
EL124	Macro Economics		3			60	65	L/T		
ELI125	ESP I		3			60	65	L/T		
EL126	Information Technology		3			60	65	L/T		

Programme Description and Appraisal in Detail

M3 Modul 3: Semester 3		18				360	390			
EL211	Information Systems			3		60	65	L/T	Dissertation	40%
ELI212	ESP II			3		60	65	L/T		
EL213	Principles of Marketing			3		60	65	L/T		
EL214	International Trade Economics			3		60	65	L/T		
EL215	Logistics Management II			3		60	65	L/T		
EL216	Operations Research			3		60	65	L/T		
M4 Modul 4: Semester 4		18				360	390			
EL221	Logistics Information Sys. Applications			3		60	65	L/T	...	40%
EL222	Cargo Handling Management			3		60	65	L/T		
EL223	Import & Export Management			3		60	65	L/T		
EL224	Transport Economics			3		60	65	L/T		
EL225	Introduction to Law			3		60	65	L/T		
EL226	Operations Management			3		60	65	L/T		
total		18	18	18	18	1440	1560			
L:	Lecture									
T:	Tutorial=Seminar...									

Curriculum Overview Supply Chain Major										
Modul No.	Title of Module / Course Unit					Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		5	6	7	8	Hours in Class	Hours Self-Study			
M1 Modul 1: Semester 5		18				360	390			
EL311	Business Law	3				60	65	L/T	ExamPaper (120 Min)	40%
EL313	Ports and Terminals Operations Management	3				60	65	L/T		
EL312	Human Resources Management	3				60	65	L/T		
ELS314	Introduction to	3				60	65	L/T		

Programme Description and Appraisal in Detail

	Supply Chain Management									
ELS315	Warehousing Operations Management	3			60	65	L/T			
ELS316	Procurement management	3			60	65	L/T			
M2 Modul 2: Semester 6		18			360	390				
EL321	Financial Management		3		60	65	L/T	ExamPaper (120 Min)	40%	
EL322	Managerial Accounting		3		60	65	L/T			
EL323	Quality Management		3		60	65	L/T			
ELS326	Distribution Channels Management		3		60	65	L/T			
ELS324	E-Logistics		3		60	65	L/T			
ELS325	Retail Management		3		60	65	L/T			
M3 Modul 3: Semester 7		18			360	390				
EL412	Risk and Insurance Management			3	60	65	L/T	ExamPaper (120 Min)	40%	
EL411	Research Methodology			3	60	65	L/T			
	Elective I			3	60	65	L/T			
ELS416	Global Supply Chain Management			3	60	65	L/T			
ELS415	Supply Chain Modeling			3	60	65	L/T			
ELS414	Reverse Logistics Management			3	60	65	L/T			
M4 Modul 4: Semester 8		18			360	390				
EL422	Strategic Management				3 60	65	L/T	ExamPaper (120 Min)	40%	
EL421	Graduation Project				3 60	65	L/T			
	Elective II				3 60	65	L/T			
ELT326	International Business Management				3 60	65	L/T			
ELS425	Customer Relationship Management				3 60	65	L/T			
ELS426	Humanitarian Logistics				3 60	65	L/T			

total		18	18	18	18	1440	1560		Graduation Project
L:	Lecture								
T:	Tutorial=Seminar..								

Curriculum Overview Transport Major										
Modul	Title of Module / Course Unit					Workload		Method of Teaching	Form and Duration of Examinations	weight of exam
No.		5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		related to final grade
M1 Modul 1: Semester 5		18				360	390			
EL311	Business Law	3				60	65	L/T	ExamPaper (120 Min)	40%
EL313	Ports and Terminals Operations Management	3				60	65	L/T		
EL312	Human Resources Management	3				60	65	L/T		
ELO314	Inland Transport Management I	3				60	65	L/T		
ELO315	Liner Trade Management	3				60	65	L/T		
ELO316	Logistics Operations Management	3				60	65	L/T		
M2 Modul 2: Semester 6		18				360	390			
EL321	Financial Management		3			60	65	L/T	ExamPaper (120 Min)	40%
EL322	Managerial Accounting		3			60	65	L/T		
EL323	Quality Management		3			60	65	L/T		
ELO324	Inland Transport Management II		3			60	65	L/T		
ELO325	Chartering Management		3			60	65	L/T		
ELO326	Transport Law		3			60	65	L/T		
M3 Modul 3: Semester 7		18				360	390			
EL412	Risk and Insurance Management			3		60	65	L/T	ExamPaper (120 Min)	40%
EL411	Research Methodology			3		60	65	L/T		
	Elective I			3		60	65	L/T		

ELO416	Freight Forwarding Business			3	60	65	L/T		
ELO414	Transport & Logistics Modeling			3	60	65	L/T		
ELO415	Air Transport Management			3	60	65	L/T		
M4 Modul 4: Semester 8		18			360	390			
EL422	Strategic Management			3	60	65	L/T	ExamPaper (120 Min)	40%
EL421	Graduation Project			3	60	65	L/T		
	Elective II			3	60	65	L/T		
ELO424	Multimodal Transport Management			3	60	65	L/T		
ELT326	International Business Management			3	60	65	L/T		
ELT316	Commercial Policies			3	60	65	L/T		
total		18	18	18	18	1440	1560	Graduation Project	
L:	Lecture								
T:	Tutorial=Seminar..								

Curriculum Overview Trade Logistics Major										
Modul No.	Title of Module / Course Unit	5	6	7	8	Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
						Hours in Class	Hours Self-Study			
M1 Modul 1: Semester 5		18				360	390			
EL311	Business Law	3				60	65	L/T	ExamPaper (120 Min)	40%
EL313	Ports and Terminals Operations Management	3				60	65	L/T		
EL312	Human Resources Management	3				60	65	L/T		
ELT314	E business	3				60	65	L/T		
ELT315	International Marketing	3				60	65	L/T		
ELT316	Commercial Policies	3				60	65	L/T		

M2 Modul 2: Semester 6		18			360	390			
EL321	Financial Management		3		60	65	L/T	ExamPaper (120 Min)	40%
EL322	Managerial Accounting		3		60	65	L/T		
EL323	Quality Management		3		60	65	L/T		
ELT326	International Business Management		3		60	65	L/T		
ELT324	International Business Law		3		60	65	L/T		
ELT325	Fundamentals of GlobalSupplyChain		3		60	65	L/T		
M3 Modul 3: Semester 7		18			360				
EL412	Risk and Insurance Management			3	60	65	L/T	ExamPaper (120 Min)	40%
EL411	Research Methodology			3	60	65	L/T		
	Elective I			3	60	65	L/T		
ELT416	Foreign Exchange Markets			3	60	65	L/T		
ELO416	Freight Forwarding Business			3	60	65	L/T		
ELT414	Fundamentals of MultimodalTransport			3	60	65	L/T		
M4 Modul 4: Semester 8		18			360	390			
EL422	Strategic Management			3	60	65	L/T	ExamPaper (120 Min)	40%
EL421	Graduation Project			3	60	65	L/T		
	Elective II			3	60	65	L/T		
ELT425	International Finance			3	60	65	L/T		
ELT424	Negotiations and Contracting Management			3	60	65	L/T		
ELT426	Financial Markets & Institutions			3	60	65	L/T		
total		18	18	18	18	1440	1560	Graduation Project	
L:	Lecture								
T:	Tutorial=Seminar...								

The programme structure includes three categories of courses including

- the general courses in the first four semesters (the first 2 years) to all majors,
- the core/specialised courses for each major in the last four semesters (the last 2 years), and
- the elective courses, of which major students have to choose one out of six in semester 7 and one out of six in semester 8. Each offer requires a minimum of 12

students and a maximum of 30 to be provided. Due to the organisational structure, the options are announced in due time before. The following elective courses are available e.g. in the major Supply Chain Management in semester 7:

- ELX 436 Negotiation Skills
- ELX 435 Communication Skills
- ELX 438 Consumer Behaviour
- ELX 431 Projects Management
- ELX 437 Economic Resources and Environment
- ELX 432 Logistics Service Provider

and in semester 8:

- ELX 442 Principles of political Science
- ELX 444 Human Rights
- ELX 441 Contemporary Issues in Management and Economics
- ELX 443 Advertising Management
- ELX Cultural Affairs
- ELX 445 Arab Language in Business

According to the SER, the student will be able to gain the following intended learning outcomes in terms of Business Logistics Knowledge, Practical and Professional Skills, Intellectual Skills and *Generic/Communication Skills*:

Business Logistics Knowledge

1. Students will describe and apply the fundamental theories and concepts in business logistics.
2. Students will evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.
3. Students will have a broad and deep understanding of their major discipline.

Practical and Professional Skills

1. Students will formulate strategies to integrate global trends with decision-making.
2. Students will apply information technology/ innovative solutions to solve business logistics problems.

Intellectual Skills

1. Students will analyse real business logistics problems to find innovative solutions.
2. Students will apply analytical techniques, models, frameworks or/and software appropriately in specific contexts.

Generic/Communication Skills

1. Students will develop leadership skills and work effectively in teams in different cultures
2. Students will use oral, written and technology-supported communication skills

Learning Outcomes (LOs) are described in two forms:

1. Programme Learning Outcomes (PLOs)
2. Course Intended Learning Outcomes (ILOs)

To ensure the programme objectives, the PLOs and ILOs are embedded into the curriculum design and module descriptions. There is a matrix available, how these PLOs and ILOS are connected with each other, which demonstrates consistency of programme name and degree.

According to the SER, the Bachelor of Trade Logistics and International Transport Management offers its students expertise in all managerial aspects of transport, supply chain

Programme Description and Appraisal in Detail

and trade logistics management, and enables them to study a number of methods and techniques regarding the theoretical as well as the technical part of the industry. This can be achieved through certain PLOs as follows:

- Identifying the fundamental theories, concepts and methods of each specialised area/major.
- Demonstrating detailed knowledge and understanding of specialised areas/major.
- Displaying specialised technical, analytical and creative skills which are fundamental to problem solving and decision making of specialised areas/major.
- Applying knowledge in a variety of enterprise settings.
Transferring and apply skills developed to a range of situations including the workplace and further study.
- Cultivating skills in problem identification, research design, data analysis and problem solving and exploit those skills to enhance innovation and facilitate process optimisation.

The programme provides the students with a learning environment through combining a practical application with delivered lectures, workshops, seminars and group work sessions. This can be seen via:

- Developing a large number of contacts in the industry to provide tailored training opportunities.
- Offering the students with opportunities to hear inspiring guest lectures, and/or on site visits.
- Offering the opportunity to take an optional and paid training placement in a business organisation and/or in the transport and logistics industry.
- Placing a training module as a mandatory to all graduating students.

According to the SER, a number of training opportunities are offered to the CITL students in various industries. The CITL has a bilateral agreements and MoUs signed with several transport and logistics companies. This provides the college with a high amount of training opportunities, career vacancies and knowledge exchange with industrial experts. Inviting industrial experts for guest lecturing, providing the CITL students with real industrial problems for graduation projects, with access to real industrial information, and with visits to the industrial and governmental premises are other comparative advantages of the CITL programme. Egyptair, for example, train about 200 students on annual basis at Cairo International Airport in order to enhance the practical skills of the students and their background.

According to the SER, the programme courses are characterised by interdisciplinarity and multidisciplinary. Some courses of the programme can benefit from borrowing theories from other areas of study. Theories from other disciplines have been applied to logistics issues, and are embedded in the curriculum. The programme offers potential applications from a variety of non-logistics disciplines, including Accounting, Computing, Economics, Marketing, Operation Research (OR), and mathematics. Re interdisciplinarity, the philosophy, as explained in the SER and during the on-site visit, is to combine e.g. law courses, Accounting, Operations Management, OR, and some elective courses (not offered during the last academic year) such as principles of sociology and principles of political science. Other courses get benefits from multidisciplinary borrowing theories and applications from other disciplines, e.g. combining engineering discipline with supply chain, logistics and transportation.

Codes of ethics are developed for the faculty staff and the students. Both codes display in the curriculum many ethical issues to the students such as Intellectual Property Rights and Human Rights. Students and faculty confirmed the continuous importance of ethical issues during the on-site visit.

The students are provided with the necessary analytical, managerial, communication and presentation skills to engage in scientific work through the following courses:

- Study Skills; EL114
- Practical Training; the training takes place as a part in some modules. This includes in class training such as workshops, seminars, simulation training; and out-campus training such as airports visits, ports visits, plants visits, and companies interviews and observations. In the last academic year, four modules were developed (PL310, PL320, PL410, PL420) as full training modules. These modules were developed to ensure the practical training in the field under the supervision of the Vice Dean for training. They are non-credit, extra-curricular and mandatory for graduation. According to the Dean, the CITL aims to enhance more and more the training side to its students.
- Research Methodology; EL 411
- Graduation Project; EL421
- Principles of Management; EL112
- Strategic Management; EL422
- Logistics Information Systems; EL221

According to the regulations, all exams have to be designed according to the ILOs. Each question has to be referred to the ILO(s) measurement and the weighted marks. Assessment methods are designed to evaluate the ILOs. As per AASTMT Student Assessment Procedures, the assessment is as shown in the following table:

Assessment	Percentage
Mid-term Exam, 7 th week	30 %
Continuous Assessment (<i>oral exams, quizzes, discussions, homework assignments, case reports</i>), 12 th week	20 %
Final Written Exam, 16 th week	40 %
Class work/participation, 1 st – 15 th week	10 %
Total Assessment/course	100%

When credit the 10 marks to each student to evaluate the performance during the semester, the lecturer shall take into consideration the attendance, communication skills, home works, assignments and quizzes.

There is no Bachelor thesis at the end, but a graduation project. In the “Design and Implementation” regulations for graduation projects, the step-by step procedure, the quality requirements e.g. regarding reviewing the literature, the research methodology (e.g. research design, types of research, data analysis, structure of the project report) etc. are carefully described and defined.

The students take the research methodology module (semester 7), where they study the methodology and methods of the research, identify the problem (from reality), prepare their proposals, and discuss the ideas and proposed findings of their proposals. The assessment

of the research methodology takes place at the end of semester 7 based on submitted proposals. The students take the graduation project module (semester 8) for both data collection, writing up, and defense. The assessment is divided into two parts: 60% by the supervisor during the semester and it is per each student (individual assessment), and 40 % by the examination panel (3 examiners - one internal examiner, one from industry, and one external examiner). The graduation projects have separate exam schedule that is announced.

Applied graduation projects take place regularly at the CITL on both levels, national level and international level. A realistic and practical problems and challenges facing companies are the core essence for the most final graduation projects. The SER mentions as an example: A mega national project regarding the nuclear stations and the supply chain and transportation of the nuclear materials are fully prepared and researched by the CITL students. Some of the CITL students were selected to represent on the country in the IAEA (The International Atomic Energy Agency). The Egyptian Minister of Electricity has attended and examined, as external examiner, the projects.

Appraisal:

The panel appreciates the logic and conceptual coherence of the well-balanced modules and the orientation towards the combination of intended learning outcomes.

The contents and intended learning outcomes of the modules consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market, as agreed by the employers during the on-site visit. Additional electives enhance the graduates' employability. They enable students to acquire additional competences and skills at their own choice.

The degree and programme name correspond to the contents and intended learning outcomes of the curriculum and the programme objectives.

Theory and practice are systematically and most impressive interrelated throughout the curriculum. Theoretical discourse and practical application complement each other convincingly in developing the students' qualification profile.

The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives, as additionally evidenced in the interviews with former students and employers during the on-site visit.

Students acquire methodological competences and are enabled to do scientific work on the required level in the respective module and they applied them e.g. in their graduation projects impressively.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. There is a wide and fixed variety of test formats and, although the amount of exams is challenging, students appreciated this kind of continuous assessment as evidenced during the on-site visit.

The concrete test items of graduation projects are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on

scientific problems and to apply scientific methods. The graduation projects, which the expert team could review during the on-site visit, convincingly followed and applied accordingly the ambitious and very challenging design and implementation regulations. Students are given feedback, which, if necessary, is linked with advice on the learning process.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		X			
3.1.4 Interdisciplinary thinking		X			
3.1.5 Ethical aspects		X			
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and graduation project (Asterisk Criterion)		X			

3.2 Structure

Projected study time	4 years
Number of Credit Points (CP)	144 American credit hours (equals 240 ECTS credit points)
Workload per CP	25 hours
Number of modules	48 (within each major 14 specific modules)
Time required for processing the graduation project and awarded CP	250 hours; 6 American credit hours (equals 10 ECTS credit points)
Number of contact hours	2880 hours in class

The Bachelor programme consists of 48 courses. Each course is equivalent to 3 semester credit hours. Each module description contains the intended learning outcome (ILO) overall and per week. These ILOs are handed to the lecturer and accessible for students prior to the beginning of the semester.

The academic year consists of two regular semesters (Fall - Spring) and a summer semester (optional on demand). The duration of the regular semester is 15 weeks, which are followed by two weeks for the final exams. The summer semester lasts for 5 weeks, followed by one week for the final exams. It includes, if necessary, repeating (max. 2 modules) and optional trainings.

The programme follows and applies the AASTMT Education and Study Regulations as well as the Students Assessment procedure. All courses are divided in topics and are assigned by weeks. This guarantees to focus on the intended learning outcomes for each course by the lecturers. The students have access to their grades through their student portal where grades are uploaded on the college system. When successfully finishing the study programme, according to a recent decision by the President of AASTMT, graduates get their graduation certificate with a relative grade according to the ECTS Users' Guide and additionally the Diploma Supplement, which will mention the academic status of the AASTMT as a University.

At the end of each semester, each lecturer has to submit a progress sheet in addition to the grading sheets. The progress sheet tells what actually has been done during the semester. Every lecturer has to fill the topics delivered per week and show if there is any exempt topics. The sheet is signed and handed to the head of the department as a mandatory document in the quality assurance procedure at the college.

In turn, the quality unit at the college takes the responsibility to check the gap between the progress sheet (actual workload) and the curriculum sheet (planned workload). Any deviation has to be notified to the head of department. Based on the status report accredited by the governmental Supreme Council of Universities in Egypt, a percentage of deviation between both documents has to be below certain level in order to catch up the experience of the lecturer or to highlight and discuss recent global trends.

The grading system is available and announced to the students at their portal, which is accessible 24/7 via the Academy website. Also, the education and the study regulations are announced at the Academy website.

The students' workload is evaluated on a regular basis, delivered by the students via the evaluation sheet at the end of each semester (see chapter 5.2.1). This refers to feasibility of finishing the study programme successfully in due time (see statistics above). The CITL considers the results and acts, if necessary, as evidenced during the on-site visit.

As a part of the programme curriculum, the students have self-study. This helps the students to develop their educational skills. The students have to summarise, comment and present their self-study materials to the lecturers, who offer support, if necessary.

According to the Egyptian laws and constitution, there is no discrimination between females and males joining the programme. The CITL College accepts applications from both genders and the acceptance is based on criteria that do not include sex.

Also, the class groups are a mix of male and female students, in all levels. There are regulations in favor of students with disabilities regarding affirmative support. According to the Academy regulations, any student, regardless his/her gender/nationality can apply immediately to a scholarship till the end of his/her study. Also, the student who has received the scholarship can get his/her earlier paid tuition fees refunded.

The Academy has also grant funds to all A-class students. This takes place at every semester. The grant is in financial form and/or progress achievement certificates. Some students are suffering from financial deficits such as Syrian students, Libyan students, and some Egyptian students. The college takes care of these students by allowing them to attend all the classes until they have collected their tuition fees.

Appraisal:

The CITL ensures a successful completion of studies by a comprehensive and structural student-centered implementation of objectives at programme and module level. The success rate has been well over 90% for years, as explained during the on-site visit, the duration of study has been on average 4,2 years (see statistics above).

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. The Bachelor programme follows the credit-hour system of the United States. The implementation of the credits, workload, grading and other educational characteristics are all in accordance with the American credit-hour system. The Bachelor programme offers a four years education with a total of 144 American credit hours. Each module is based on 60 contact hours in class and 65 hours of self-study over a term structured into 15 weeks. 48 modules multiplied with 65 (self-study) hours equals 6000 (self-study) hours, divided by 25 hours equals 750 hours, which is within the credit range of ECTS, where a credit point may be ranged between 25 hours and 30 hours per credit point. Thus, the American credit-hour system at the CITL is of equivalent value compared with the European Credit Transfer and Accumulation System (ECTS) and compatible.

Practical components are designed and integrated in such a way that CP will be acquired. The module descriptions provide detailed descriptions of intended learning outcomes compatible with the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do trainings without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention (see chapter 2.1). The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations as confirmed by the students during the on-site visit, by appropriate support services as well as academic and general student counselling (see chapter 2.2).

When reviewing the workload, the CITL also considers evaluation findings, including student feedback and the programme's success rate (see chapter 5.2.1).

The CITL ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/ requirements throughout the programme and examinations. Students in special circumstances, such as single parents or foreign students suffering from financial deficits are particularly assisted.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk)			X		

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	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
Criterion)					
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

Each module is delivered by a weekly lecture for 2 hours, and a weekly tutorial for 2 hours. In the tutorial part, which uses to be a seminar, the students can practice and apply their knowledge under the supervision of a teaching assistant. This includes solving problems, discussing various case studies, counselling, using computer labs, and presenting real problems from industrial guest speakers.

Different teaching methodologies include, among others, guest lecturers, educational games, field visits, seminars, workshops, training, assignments and group projects.

The students, as evidenced during the on-site visit, are highly encouraged to participate in research and international publications such as in international conferences and journals.

The CITL invites visiting professors from Egyptian universities, foreign universities and from the governmental bodies in the field of transport such as the Ministry of Transport and the Ministry of Supply and Foreign Trade. Guest lecturers, workshops, seminars, guest industrial speakers, and forums are organised from time to time to exchange experience and skills with the students.

So, didactical methods are a combination of:

- Lectures
- Practical training
- Group discussions
- Field visits
- Project work
- Case studies
- Simulation lap
- Software applications/ educational games

Some courses aim to group the students into team works and prepare, present and defend their jointly projects and assignments. This can be found in courses such as graduation projects, research methodologies, study skills, and principles of management.

The Academy provides all the students textbooks to the registered modules. This takes place at the beginning of the academic semester. The materials of some courses are available electronically. This is why the Academy has invested recently in cooperation with Kortext. Kortext offers online and offline access to key textbooks from multiple publishers, combined with a set of tools that provide the user with functionality beyond anything traditional textbooks can offer. It offers:

- Access to the Kortext application
- Save and organise notes, and share them through email or OneNote

- Add own content to the bookshelf, including journal articles, lecture notes and personal eBooks
- Synchronise notes across all devices

Different sources of materials are also available at the library either electronically or in printed copies. This includes text books, periodics, journals, magazines and case studies.

A number of guest lecturers from the Huddersfield University is regularly invited in the fields of transport and supply chain management. Guest lecturers are also invited from the American University in Cairo (AUC), several Egyptian universities, and the British University in Cairo (BUC). Also, a large number of industrial speakers are regularly invited to present and share their experience.

The CITL is utilising lecturing tutors as Teaching Assistants to support and counsel the students in the learning process and help them develop competences and skills on a regular basis.

Appraisal:

The didactic concept and the didactical practice are considered as impressive by the panel. The didactic methodology is convincingly aligned with the programme objectives and is systematically oriented towards the intended learning outcomes of each module by regularly using case studies and practical training. Students are encouraged to take an active role in creating the learning process, as confirmed during the on-site visit.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

Lecturing tutors – in the CITL named “Teaching Assistants” – contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers		X			
3.3.4 Lecturing tutors		X			

3.4 Internationality

The modules reflect various international and intercultural aspects. The international contents can be found in core courses and elective courses, such as:

- International business management
- International business law
- Strategic management
- International trade economics
- Global supply chain management

Also, the international practical case studies, videos and applications are integral parts of the curriculum.

Internationally acting logistics managers, supply chain directors and freight transport executives participate in delivering parts of the programme as guest speakers, guest lectures, in workshops, and in seminars.

Different nationalities of the students join regularly the programme such as Nigerian students from Africa, Yemen, Syrian, and Gulf students from Arab states; and very few Canadian, USA and German students from western countries. Egyptian students constitute the majority. However, most of them come from different parts in Egypt with different culture. Also, some Egyptian students come to study at the CITL after obtaining their secondary schools abroad. The CITL cares to increase the foreign students' number.

The faculty staff members hold various qualifications from different international and Egyptian universities. The majority of faculty staff got their PhD from USA, UK and EU universities. Others received their PhD from Egyptian universities. Few faculty staff got their B.Sc. and/or M.Sc. from international universities as well.

Attracting professors from international and Egyptian universities has taken place to share their experience and knowledge. According to the SER:

- A professor of logistics and operations management with 25 years' experience was attracted from California State University, Northridge (CSUN, USA) to be a full-time professor at the CITL.
- Three professors in the fields of transport, supply chain modelling and economics are attracted to deliver regularly guest lectures from the University of Huddersfield in UK.
- A professor of law from USA was attracted to deliver a part time lecturing.

On the other hand, full funds are granted to the faculty staff for participating in international specialised conferences. This helps share and exchange the knowledge and experience.

The programme is offered in both pathways, English and Arabic. More than two thirds of the students select the English pathway and very few students study in Arabic path. In English path, all textbooks handed to students are in English language. The majority of books are international editions.

All English path' students received their lectures, tutorial, exams and workshops in English language. Some students receive a summer course in Antwerp University, Belgium, using English language. Some students receive their full-time practical training in USA using the English language. This will take place at California State University, visiting USA companies and ports.

Appraisal:

According the College's name (College of International Transport and Logistics), internationality is the core issue of its educational activities. International contents are an

integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) is a fundamental and strategic element shaping the profile of the study programme and is promoted by the CITL.

Lectures and course materials are completely in foreign language. Internationality is clearly the position determination and constitutes the whole study programme's profile.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty		X			
3.4.4 Foreign language contents	X				

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Various activities are regularly arranged every academic year including sessions and trainings about CV writing, presentation skills, interviewing skills, communication skills, negotiation skills, crises management, time management, leadership skills. Guests from industry as well as governmental and international trainers are invited to deliver these sessions and to train generic and multidisciplinary skills intensively.

As already mentioned above, the students are encouraged to participate and contribute in international conference and competitions. They are encouraged to present their own work. Some courses require the students to prepare a joint work and to present it together.

Appraisal:

As evidenced most impressively during the on-site visit, the panel had the impression that the students and graduates, who they have met, have outstanding skills and are real characters. The CITL obviously supports its students to develop successfully their personality. The panel met during the on-site visit self-confident and self-aware students and graduates, characterised by their outstanding multidisciplinary competences and skills such as leadership, cooperation, communication and public speaking skills. Fitness for purpose has obviously exceptionally been achieved.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)	X				

3.6 Skills for employment / Employability (Asterisk Criterion)

Facilitation of employability is embedded in the modules and included in the didactics of the programme. In addition, there is an industrial board of the CITL, whose members are invited to attend some academic meetings with the heads of departments. The purpose is to identify the dynamic needs of the job markets in logistics and transport. Then, these needs can be integrated into the curriculum in order to facilitate graduates' employability. As confirmed during the on-site visit, this happens on a regular basis.

The students' union jointly with the faculty staff members organise and participate in regular visits to the companies, airports, seaports, stock exchange market and banks. Also, the Vice Dean for training affairs organises regular training sessions to the students. Every department assigns a teaching assistant who is in charge of providing, coordinating, announcing and implementing the training plan set and under the supervision of the Vice Dean for training affairs (see chapter 3.3) in order to prepare students for the working life.

Students are highly encouraged in participating in international competition to present and practice their educational and academic skills and background. According to the SER, a top world rank has successfully been attained in recent world supply chain competition (Global Student Challenge 2017-2018). A team from male and female students were developed for this purpose. A supervisor from the college was assigned to provide all the required support.

A job fair is regularly organised by the college every semester (twice a year). Companies are invited from different fields to:

- interview the graduates for potential vacancies
- present real cases and strategies to the students and graduates
- share the market needs
- present the training opportunities.

According to SER and confirmed during the on-site visit by employers, the CITL graduates are highly employed in international, regional and local companies. As confirmed by graduates during the on-site visit, a high list of the CITL graduates occupy the most transport, logistics and supply chain positions in local, international and multinational companies. Besides, some graduates have established their own specialised companies in logistics and freight forwarding. While other CITL graduates have joined international organisations such as U.N. as a supply chain planner. As mentioned by the Dean, the feedback of graduates continuously influences the further development of the programme.

Appraisal:

The Bachelor programme facilitates the employability of its graduates through all its modules, considering also the evaluation results. It was impressively confirmed by meeting the students, graduates and employers during the on-site visit.

The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			

4 Academic environment and framework conditions

4.1 Faculty

The faculty staff at the CITL includes full-time lecturers and teaching assistants, part-time lecturers from the industry, part-time lecturers from other universities, part-time lecturers from other colleges within AASTMT, part-time lecturers from international universities. Ratio of lecturers to students is one lecturer per 25 students.

Faculty Staff Profile by 2018/19

Title	Number of Faculty Staff – Supply Chain Department	
	Full time	Part time
Professor	1	4
Assistant Professor	1	10
Lecturer	5	5
Teaching Assistant	7	4
Title	Number of Faculty Staff – Transport Department	
	Full time	Part time
Professor	3	2
Assistant Professor	2	1
Lecturer	3	6
Teaching Assistant	6	21
Title	Number of Faculty Staff – Trade Logistics Department	
	Full time	Part time
Professor	1	6
Assistant Professor	2	3
Lecturer	1	8
Teaching Assistant	9	8

Each module consists of 2 contact hours delivered by a lecturer and 2 contact hours (seminars, workshops etc.) delivered by a teaching assistant on a weekly basis. Also, professional practices are fully satisfied by assigning lecturers from the industry.

All the faculty staff is selected according to strict criteria including number of years of experience, academic qualification, communication skills, presentation skills, and social participation. An interview in the form of a seminar is conducted with applicants in order to assess the previous mentioned criteria. All heads of departments, the Dean and his assistance as well as a sample of students attend this seminar.

According to the SER, the CVs and as confirmed during the on-site visit, the qualification of the faculty staff is strictly selected and matched with the scope and contents of the modules delivered at the college. A lecturer should hold an academic PhD from a recognised university. While, teaching assistants must hold a master degree and/or practical experience. Copies of each lecturer's and teaching assistant's degrees and qualifications as well as their CVs are obtained, checked, verified and submitted to the human resources and financial departments prior to the commencement of their lectures.

Visiting lecturers are invited from national and international universities as well as from industrial companies to give guest lectures, seminars, workshops and trainings.

Faculty staff committee meets four times a year to review the progress and qualification of the faculty staff members including attending Train of Training (ToT) courses, publications in high impact factor journals, co-supervision, administrative load, and student satisfaction surveys. ToT is a list of courses provided by the academy to all staff members during the academic year for developing the academic staff skills and competency.

A set of conditions exist to work full-time for AASTMT, such as:

- All full-time faculty staff members employed by the college must attend and pass a ToT course, which is hold by experts and assigned by the AASTMT in the field of pedagogy.
- Regular ToT courses are announced by the AASTMT every semester and are open to all faculty staff members.
- Regular and continuous faculty staff members' skills development courses are delivered to all faculty staff members as a requirement for academic promotions, which is required in their annual progress assessment. Some of the courses include: how to write exams, scientific research methodology, publications in high impact factor journals, how to manage and organise a conference, how to control classes, etc.

Publications in high factor journals are achieved by some faculty staff as shown in the following table.

Publications between 2016-2019

Title	No of Publications	Journals
Professor	8	- Computers and Industrial Engineering - International Journal of Industrial Systems Engineering
Assistant Professors	32	- International Journal of Industrial Engineering: Theory, Applications and Practices
Lecturers	5	- Journal of Supply Chain Management: Research and Practices
Teaching Assistants	3	- Transportation Research Part E: Logistics and Transportation Review

The CITL has established a training path that provides the industry with specialised training courses in the field of transport and logistics. Tens of courses were delivered to different companies:

Type of Courses	Number of delivered courses
FIATA	20
Logistics Systems	12
Customs Clearance	4
Inventory Management	3

- All faculty staff members participate in delivering training to the companies' employees.
- All faculty staff members are included in delivering consultations to the companies, international organisations, unions, and governments on small, medium, large scales.
- Guest lecturers from the industry are invited to participate in delivering modules at the programme.
- Teaching assistants receive practical training.

Regular meetings between all departments takes place periodically. Also, the College Council regularly meets every month to discuss the challenges and present the potential opportunities to the development of the college. On the other hand, faculty staff members are jointly working on mutual research interests for the purpose of integrating.

Internal coordination across the campuses is organised by regular meetings of all persons concerned. Thus, according to the presentation of the Dean and according to the respective confirmation of faculty, students and graduates from the different campuses during the on-site visit, the level and quality of teaching and learning, of the facilities and of the equipment are equivalent all over the different campuses.

Academic advising and regulations are conducted by the faculty staff members where every student is assigned to an academic advisor and has accessibility to the advisor's contact details. The academic advisor creates a file for every student including his/her academic plan, registration plan, contact details, disabilities if any, activities, etc.

Also, honour students receive financial subsidies every semester according to the academic regulations. An honour student is who got first class and accordingly get the financial rewards. A system that calculates automatically the grading and sorting the students by GPA and informing the college and the students who are the honour students. This takes place every semester.

Financial support is granted to students with parents working in governmental sectors. Any student losing a parent during his/her study period will be exempted from tuition fees for the rest of their study period within the programme.

Appraisal:

All faculty staff which the panel has met is very committed and enthusiastic about teaching and research. Even when their teaching assignments in other campuses are considered, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees, regardless the

proportions, that both the academic standards and the requirements of professional practice are fully satisfied, as most impressively confirmed by students and graduates during the on-site visit.

The academic qualification of the faculty corresponds not only to the requirements and objectives of the study programme, in actual fact, the faculty is characterised by its:

- High academic qualification
- Specialization in the field
- Practical experience
- International academic staff
- Visiting professors
- Guest lecturers
- Exchange of lecturers

The AASTMT and the CITL verify the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. Furthermore, the faculty's outstanding academic qualification is underlined by scientific publications and by excellent evaluation results, what was confirmed by the students and graduates during the on-site visit. In addition, there are clear regulations and guidelines concerning faculty promotion that incorporate academic publications, which is evidenced by 5-8 original research work published in peer reviewed journals/academic conferences (70 points), staff activities within the department which is assessed by an evaluation form designed to assess teaching activities, research engagement and administrative tasks (20 points). Finally, there is a presentation with an academic committee (10 points) to assess the staff member's state of the art knowledge in the reference field/specialisation.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. According to their CVs, the faculty members have above-average business experience and use them in their teaching activities.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly in particular in order to ensure the same level of education at all campuses.

All faculty members, both full-time and part-time, are available for the students outside the specified office hours as well. During the on-site visit, the students emphasized that they are fully content with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)		X			
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The CITL is headed by the College Dean who is a faculty staff appointed by the AASTMT. The Dean is assisted by 5 Assistant Deans, 3 Heads of Departments, 1 Quality Assurance Unit (QAunit), and administrative and support units.

The Dean holds regular quarterly meetings with each department separately to review the targeted implementation of the programme, ensuring the involvement of industrial experts and external guest lecturers in performing the programme, emphasizing on the achievement of the ILOs and discussing any challenges for the educational and administrative needs for each department and campus.

Furthermore, the CITL regularly organises departmental meetings with the faculty staff, student representatives, and administrative personnel. The aim is to set the strategic plan and objectives of the departments and how the objectives are aligned with the CITL and AASTMT strategic objectives. Also, they discuss the progress, achievements, challenges, and requirements needed for the programme implementation and further development at any campus.

The CITL hierarchy includes administrative staff available and located at each department for assisting both the faculty staff and the students within the department. The head of the administrative department is assigned to control, and evaluate the performance of the administrative staff of the departments. If needed or appropriate, opportunities for further professional development is offered, as confirmed by administrative staff during the on-site visit.

Also, the registration coordinator is assigned at the college to assist the students in the registration and transfer processes and to take and follow up any required corrective actions regarding the student's registration process. The student representatives are regularly invited

to attend the College's Council to present their suggestions, discuss their needs, and are involved in the decision-making processes, e.g. further programme developing.

The academic staff members at the CITL also assist in the administrative work. This gives an opportunity to improve the academic advising service offered to the students directly by the faculty staff members. The Vice Dean and Dean's assistants are responsible for follow up with the programme implementation regarding the student's affairs, educational affairs, training affairs, research affairs, and international relationships.

Communication between the CITL and its students takes place through the college Facebook page, campus TV monitors, campus information boards, the college website, and the student's portal mobile application, where direct communication can be achieved. Finally, the Dean has an open-door policy to meet students, parents, faculty staff members on a weekly basis (coffee with the Dean).

Appraisal:

The programme is very well organised in all aspects to be considered. The organisation is explicitly faculty and student friendly. The programme director, who is the Dean, coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. Furthermore, the programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. The development of the programme, indeed, demonstrates that the course management constantly improved the curriculum and management parameter in a quality-oriented, effective and efficient manner. The development has been sourced by analysing systematically student and graduate data. Statistical data serve as evidence; in particular, the panel appreciates the continuous commitment of the Dean and the CITL faculty and administrative staff to quality assurance and improvement, considering the several locations of campuses involved.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The administrative staff acts convincingly as a service provider for students and faculty. The CITL offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

A set of selected, specialised academic institutions are chosen for programme development, faculty staff exchange, student exchange, joint research, joint conference organising, joint

post graduate supervision. According to the SER and confirmed during the on-site visit, many foreign HEIs are actively involved:

The CITL has Academic Cooperation Agreements with International Academic Institutions in the following countries:

Country	No of Institutions
U.K.	16
Croatia	2
France	4
Germany	1
Greece	2
Latvia	1
Norway	1
Spain	2
Sweden	1
Belgium	1
Canada	5
USA	11
China	2
Turkey	2
United Arab Emirates	2
Kingdom of Saudi Arabia	1
Pakistan	1
Lebanon	1
Malaysia	1

A number of the CITL students has used the opportunity to complete their final academic year at one of the various universities that the CITL is in partnership with. Also, faculty staff members from international universities participated in giving guest lectures, seminars, and conference paper presentations at the CITL.

A list of agreements with various business enterprises in the fields of transport, logistics and supply chain has been developed to be aligned with the strategic plan of the CITL. The purpose of the agreements is to provide training opportunities to the students, exchange case studies and learning lessons, attracting industrial experts in delivering guest lectures, accessing data and problems to assist students in their graduation projects, participating in the graduation projects examination board. In return, the CITL offers and delivers specialised training courses and consultancies. As the representatives during the on-site visit have confirmed, the CITL provides the industrial and social societies with the most up-to-date and

Programme Description and Appraisal in Detail

highly specialised training courses in the fields of transport, logistics and supply chain. Although they agreed that graduates are well prepared for the working life, they, nevertheless, recommended to consider additional mandatory trainings, too.

Appraisal:

The academic and industrial network of the CITL is considered as remarkable by the panel. The cooperation is actively pursued and have a clear impact on the conception and implementation of the study programme.

Cooperation with HEIs, other academic institutions and networks as well as with business enterprises and other organisations are aligned with the strategy of the study programme and are actively promoted (by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, to discuss the further development of the programme). Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures (e.g. student and staff exchange, involvement of representatives of companies), they significantly contribute to the development of qualifications and skills. In addition, the panel appreciates that the CITL already aims to enhance more and more the training side to its students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

The college at the campus in Heliopolis has its independent building that consists of:

- 5 floors
- 21 class rooms
- 3 labs
- 1 specialised logistics simulation lab
- 14 administrative rooms
- 1 exam control room
- 1 library
- Catering area
- 1 meeting room
- 1 auditorium
- parking area
- 1 clinic

The CITL's capacity is 1600 students. Currently there are 1029 students enrolled. As the Dean explained, in some year the CITL therefore can accept 300 new students (see statistics above). The number of new students varies from one year to another and in average it is about 210 students.

Each classroom in any campus is equipped with data show projector, white board, and internet access. Some classrooms are additionally equipped with modern smart boards. The library provides the students with full access to the virtual scientific databases and physical books.

Also, the simulation lab is provided with the latest specialised learning software, funded by the EU TEMPUS project, where the students receive practical training on logistical software applications.

Each student has virtual access to their student portal where students can register, review their grades, and communicate with their lecturers, and have access to relevant material uploaded for each course.

The library, run by a professional librarian and its staff, provides the students with full access to the academic and scientific online databases and sources. The library's opening hours starts and ends with the daily studying schedules. The library provides the students with physical specialised textbooks covering all modules offered by the CITL programme.

The students have access to the electronic reference books provided by AASTMT KORTEXT website, as already mentioned above. Also, the Egyptian Government provides free access through the Egyptian Knowledge Bank to all students in all Egyptian universities where the students have access to a lot of academic and scientific databases and sources.

The CITL faculty staff are involved in selecting and updating the physical textbooks at the library on yearly basis (Cairo International Book Fair). Also, the heads of departments place yearly book requisitions with the updated list of books for all modules. There is no limit in purchasing books needed, as the librarian explained during the on-site visit.

Statistics and pictures described in detail and plausible the study frame conditions regarding the facilities, infrastructure and equipment at any other CITL campus.

Appraisal:

The facilities and the equipment at any campus are obviously equivalent and serve the requirements of students and staff mostly above standards. The quantity and quality of media and IT facilities of the teaching rooms exceed the standards required for the programme. This is in particular true with regard to the simulation lab, which is extraordinary. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. practical training on logistical software applications), the CITL possesses appropriate rooms which possess the specific technical components needed.

The library is accessible during most of the day. Access to all relevant digital media is available from the students' home. Qualified library staff is there to advise students, as evidenced during the on-site visit.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)				
		X			
4.4.2*	Access to literature (Asterisk Criterion)				
		X			

4.4 Additional services

The CITL organises career counselling events every semester on campus offering various specialised soft skills training (interview, CV writing, presentation skills, communication skills, business ethics). The AASTMT organises regular career fairs to provide students with the market opportunities in various industries related to the logistics, supply chain, transport fields. Furthermore, the AASTMT has launched a Career Development Centre (CDC) that aims to provide the students with counselling code of ethics, counselling guidelines and support assistance. Additional support is provided through the following offices:

- Deanship of student affairs
- Language college
- Deanery of Registration
- Deanery of student affairs
- Society Service Centre

The AASTMT provides an alumni society. A set of activities that include:

- Student trips
- Social gatherings
- Camping
- Student induction and farewell parties
- Journal for student's social news
- Issuance of the commercial syndicate IDs for students

Some of graduates who hold leading position are usually invited to hold lectures and seminars.

Appraisal:

Additional services are offered on a regular basis. For instance, career counselling and placement services are offered to the students and graduates to promote their employability. The CITL provides sufficient resources.

An alumni organisation has been set up. Alumni activities are planned on a long-term basis and performed regularly.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

The revenue from the student tuition fees is used to fund teaching salaries, physical and facility developments, equipment purchases, updating text books, educational resources, maintenance, and faculty staff research funds.

During the academic year, all Heads of Departments have access to submit electronically the requirements and needs such as stationaries, boards, etc. According to the Dean, there is no need for additional financial support.

Appraisal:

The programme is running since 2007. It has been and is still totally financed by the fees of students. The study programme is funded for the entire accreditation period. Thus, the panel is convinced that students will definitely be able to complete their studies.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

5 Quality assurance and documentation

The CITL has a QA unit (QAU), which is responsible for implementing, controlling and reporting quality policies at the college. The quality unit belongs administratively to the college management board, and it technically belongs to AATSMT QACouncil (QAC).

At the college, a quality managerial board was established and meets every 3 months. The Board members consist of heads of departments, Vice Deans, faculty staff members, student representatives.

Also, each department has assigned a faculty staff member who is responsible for the quality assurance at the department and acting as a focal point and coordinator with the QAU at the college. The QAU organises regular meetings with the quality representatives from all departments to monitor progress for the educational quality throughout the study semesters.

The QAU does regular audits on all departments regarding the quality of education, examination, ILOs, attendance, grading, academic advising, withdrawals, student appeals, corrective actions, department strategic objectives and measures, faculty staff evaluation, faculty staff qualification, faculty staff load, teaching schedules, course progress sheet and course files and student workload as well. In turn, the AATSMT QAC does regular audits on the entire programme.

The external quality auditors from DNV.GL, Norway, hold regular audits every academic semester. On December 10, 2018, the quality assurance at the CITL had recently a successful transition from ISO 9001:2008 to ISO 9001:2015 taking into consideration both: risk management procedures, and management of change procedures.

The AASTMT Vice President for the education and student affairs holds regular meetings with the Dean to discuss and analyse the evaluation of results and student success rate. Also, the industrial board is regularly invited to attend the College Council and is involved in developing some course curriculum and syllabus.

The students regularly provide feedback on the programme through a survey where students evaluate the following:

- Lecturers
- Teaching assistant
- Books and other study materials
- Facilities
- Student workload

The evaluation by the students is a mandatory procedure in order to access the grades on the AASTMT website. The evaluation feedback is automatically seen and reviewed by both the Dean and the Vice President for educational affairs. Corrective and preventive actions are regularly discussed between the Dean and the Vice President regarding any feedback. Faculty and students are respectively involved.

Furthermore, the students study on a prescribed and announced examination basis with a prescribed procedure. The students' evaluation procedures are announced to all students on the AASTMT website and on each student's portal.

Each lecturer has to submit an evaluation of the teaching assistant at the end of each semester in term of:

- Respect tutorials time
- Attend lectures
- Assist in course materials preparation
- Train students in tutorials
- Arrange with the lecturers regarding the course ILOs
- Personal characteristics

In turn, the Head of Department has to evaluate each lecturer at the end of each semester in term of:

- Awareness of the Course ILOs
- Teaching methodologies
- Allotted time
- Presentations skills
- Teaching abilities
- Students participation and motivation
- Students discussion and respect
- Students' attendance
- Assist in exam invigilation

The college has assigned full professors from esteemed universities such as the Ain Shams University as external examiners to review selected final exams in order to assure the quality development process.

The CITL has designed its programme with three main majors in order to meet the market demanding jobs. This will be tested and identified by the CITL industrial board that includes a group of CEO and directors of logistics and supply chain from different industries and companies. The college also regularly depends on members of the industry to assist and supervise students during their graduation projects and also for regular term assignments. Members of the industry are also invited to comment on graduation project final presentations.

During the on-site visit, the representatives of QAU explained on demand that the results of the evaluations by students, faculty and employers and other third parties are reviewed and evaluated. They will be modified and adapted, if necessary, by the respective committees, as well as respectively documented.

The study programme is described in detail in print and in digital form that are handed to the students, parents and interested parties.

The students can access the programme plan through the academic advising web page where it suggests the most suitable courses for each student to take based on their previous subjects passed. They can also access their transcripts, grades, prerequisite and elective subjects achieved and attended credit hours.

All the college activities, news, information, training opportunities, job vacancies, cultural activities, sport activities, and social activities are published through previous named channels of communication.

All the college activities are published on the main college Facebook page, smart monitors and boards. A regular radio programme (logistawy programme) is organised and delivered by the college to the public in Egypt. Selective TV programmes are organised and delivered by the college to the public in Egypt, Africa and Arab World.

Appraisal:

The CITL applies the PDCA Cycle in a very extensively manner, as evidenced during the on-site visit. A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It considers the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Additionally, graduates and representatives from the business world are included in the respective committees on all levels concerned to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

Evaluation by the students, by the faculty and by externals (e.g. employers) are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the persons concerned and provide input for the quality development process. In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

The CITL regularly publishes current news and information – both quantitative and qualitative – about the study programme. In addition, press relations and network communication are actively maintained. In its report, the HEI presents a summary of the activities of the academic year.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students		X			
5.2.2	Evaluation by faculty		X			
5.2.3	External evaluation by alumni, employers and third parties		X			
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		X			
5.3.2	Information on activities during the academic year		X			

Quality profile

HEI: Arab Academy for Science, Technology & Maritime Transport, College for International Trade and Logistics, Cairo, Egypt

Bachelor : Bachelor of Trade Logistics and International Transport Management (seven CITL campuses)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)		X			
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)		X			
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)					X
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X			

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)		X			
3.1.4 Interdisciplinary thinking		X			
3.1.5 Ethical aspects		X			
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)		X			
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers		X			
3.3.4 Lecturing tutors		X			
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)		X			
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty		X			
3.4.4 Foreign language contents	X				
3.5* Multidisciplinary competences and skills (Asterisk Criterion)	X				
3.6* Skills for employment / Employability (Asterisk Criterion)		X			

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4. Academic environment and framework conditions					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)		X			
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)		X			
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(Student support in distance learning *) (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)		X			
4.2.2 Process organisation and administrative support for students and faculty		X			
4.3 Cooperation and partnerships					
4.3.1(Cooperation with HEIs and other *) academic institutions or networks (Asterisk Criterion for cooperation programmes)		X			
4.3.2(Cooperation with business enterprises *) and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2* Access to literature (Asterisk Criterion)		X			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students		X			
5.2.2	Evaluation by faculty		X			
5.2.3	External evaluation by alumni, employers and third parties		X			
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		X			
5.3.2	Information on activities during the academic year		X			