Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

PROGRAMME ACCREDITATION

Project Number: 24/073

Higher Education Institution:	Arab Academy for Science, Technology and Maritime Transport (AASTMT)
Location:	Cairo, Egypt
Study programme:	Bachelor of Trade Logistics and International Transport Management with four majors: Transport Logistics Management, Supply Chain Management, International Trade Logistics Management, Energy and Petroleum Logistics Management
Faculty:	College of International Transport and Logistics (CITL)
Type of accreditation:	Re-accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

Accreditation
According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 01 May 2024, the study programme is re-accredited.

Period of Accreditation: starting on February 1, 2025, and finishing on January 31, 2032.

The FIBAA Quality Seal is awarded.

According to § 8 of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 2020, the FIBAA Premium Seal is awarded.

Assessment Report

Higher Education Institution:
Arab Academy for Science, Technology & Maritime Transport (AASTMT), with its
College of International Transport and Logistics (CITL), Cairo, Egypt

Bachelor programme:
Bachelor study programme: Trade Logistics and International Transport Management with majors:

- Transport Logistics Management
- Supply Chain Management
- International Trade Logistics Management
- Energy and Petroleum Logistics Management

Degree awarding institution:
Arab Academy for Science, Technology & Maritime Transport (AASTMT)

Qualification awarded on completion:
Bachelor of Science in Trade Logistics and International Transport Management

General information on the study programme

The Bachelor study programme "Trade Logistics and International Transport Management" with the four specialised majors Transport Logistics Management, Supply Chain Management, International Trade Logistics Management, and Energy and Petroleum Logistics Management has a regular duration of four years (8 semesters) and a workload of 144 American credits or 240 ECTS credits. AASTMT offers this programme at seven branches in Egypt as well as in Latakia (Syria) and in English and Arabic in parallel. After a first common period of study of two semesters the specialised majors start in semester 3. The programme's goal is to educate and train the future generation of logistics and supply chain practitioners, who are innovative, skilful and technological pioneers toward the markets' demand and industrial needs. Graduates achieve the degree "Bachelor of Science in Trade Logistics and International Transport Management".

Type of all study programmes:
Bachelor programme

Projected study time and number of / national credits ECTS credits assigned to the study programme:
4 years / 144 American credit hours (240 ECTS credits)

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:
No parallel classes, about 190 students

Programme cycle starts in:
Fall semester and Spring semester

Initial start of the programme:
2007

Type of accreditation:
Re-accreditation

Last accreditation period:
November 22, 2019, until the end of winter semester 2024/25, prolonged until November 30, 2025

Procedure

A contract for the re-accreditation of the Bachelor study programme Trade Logistics and International Transport Management with the four majors Transport Logistics Management, Supply Chain Management, International Trade Logistics Management, and Energy and Petroleum Logistics Management (Bachelor of Science in Trade Logistics and International Transport Management) was concluded between FIBAA and the Arab Academy for Science, Technology & Maritime Transport (AASTMT) on October 15, 2024. On December 21, 2024, 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 re-accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Heidi Aly
Associate Professor of Economics
Faculty of Economics and Political Science
Cairo University, Egypt

Prof. Dr. Irina Dovbischuk
Mount Royal University, Calgary, Canada
Bisset Business School
Associate Professor of International Business and Supply Chain Management
(Supply Chain Management, Logistics, International Business)

Prof. Dr. Klaus Harald Holocher
Jade University, Wilhelmshaven/ Oldenburg / Elsfleth, Germany
Professor for European Transport Industry and Port Management
(Transport Policy, Port Management, Port Law, Logistics, Transport, Market Research)

Dipl.-Wirt.-Ing Alexander Nieland
CEO e4Qualification GmbH, Hockenheim, Germany
Quality expert / Auditor in External Certification Procedures of Invenio AG; Expert for the Preparation for Certification according to the quality management system of the automobile manufacturer GM/OPEL

Bahram Taghavi
Student Management and Data Science (M.Sc.)
University of Lueneburg, Germany
Completed: Business Administration (B.Sc.); Economics (B.Sc.)

FIBAA project manager:
Dr. Birger Hendriks

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[1] The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on September 23 and 24, 2025 at the HEI's premises in Cairo campus Heliopolis, Egypt. At the end of the on-site visit, the panel has given brief feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 3, 2025. The statement on the report was submitted on November 4, 2025. It has been taken into account in the report at hand.

Summary

The Bachelor study programme Trade Logistics and International Transport Management with the four majors Transport Logistics Management, Supply Chain Management, International Trade Logistics Management, and Energy and Petroleum Logistics Management offered by the Arab Academy for Science, Technology & Maritime Transport (AASTMT), fulfils the FIBAA quality requirements for bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on February 1, 2025, and finishing on January 31, 2032. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable versions valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified one area where the programme could be further developed:
- modernising chairs in classrooms that enable students to use their laptop during lectures and give them sufficient space, (see chapter 4.4).

The measures that the HEI takes in order to implement the recommendation of the panel members will have to be considered during the next re-accreditation.

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 in the educational market (see chapter 1.3.1);
- Positioning of the study programme on the job market (see chapter 1.3.2);
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3.3);
- 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);
- Methods and scientific practice (see chapter 3.1);
- Equality of opportunity (see chapter 3.2);
- Logic and plausibility of the didactical concept (see chapter 3.3);
- Guest lecturers (see chapter 3.3);
- Lecturing tutors (see chapter 3.3);
- International contents and intercultural aspects (see chapter 3.4);
- Internationality of faculty (see chapter 3.4);
- Foreign language contents (see chapter 3.4);
- Multidisciplinary competencies and skills (see chapter 3.5);
- Skills for employment (see chapter 3.6);
- Academic qualification of faculty (see chapter 4.1);
- Practical business experience of faculty (see chapter 4.1);
- Student support by 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 with HEIs and other academic institutions or networks (see chapter 4.3);
- Cooperation with business enterprises and other organisations (see chapter 4.3);
- Access to literature (see chapter 4.4);
- Career counselling and placement service (see chapter 4.5);
- Alumni activities (see chapter 4.5);
- Quality assurance and quality development with respects to contents, processes and outcomes (see chapter 5.1);
- Evaluation by students (see chapter 5.2);
- Programme description (see chapter 5.3);
- Information on activities during the academic year (see chapter 5.3).

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 March 11, 1970, the Arab League Transport Committee decided to establish the Arab Academy for Science, Technology and Maritime Transport (AASTMT) as a Regional Institute for Maritime Transport. This decision was made after the Arab League's Council had stipulated 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 recognised the necessity of founding a regional Institute for Maritime Training and approved funding during a period of five years.

Phase I: The Arab Academy for Maritime Transport 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. 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 1994, the AASTMT was awarded the most modern simulator in the world (completed in two phases) from the US administration. In addition, it could offer a number of scholarships for students from 58 countries. In 2007, AASTMT started the Bachelor study programme: Trade Logistics and International Transport Management (TLM) with majors:

- Transport Logistics Management
- Supply Chain Management
- International Trade Logistics Management

Meanwhile, the Energy and Petroleum Logistics Department has successfully been launched. The TLM study programme offers a fourth major on Energy and Petroleum Logistics. This major has produced its first graduates, who are already employed by global companies in the energy sector.

Today, AASTMT includes 14 colleges, among them the **College of International Transport and Logistics (CITL)**, which is responsible for the TLM programme. Also, AASTMT has 16 institutes as well as 21 centres, such as the Quality Assurance and Accreditation Center and the Career Development Center.

AASTMT's **vision** is defined as follows: "The Academy aspires to be a smart educational institution with a positive impact on the knowledge society through research, creativity, innovation, and entrepreneurship."

The Academy describes its **mission** like this:
"Achieving sustainable development in society through providing outstanding graduates capable of bringing about change and who are prepared through educational and training programmes with international standards, and intellectual capital represented in centers of excellence and efficiency in scientific research, training, and consultations, through the application of the highest quality standards and governance."[2]

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[2] See https://aast.edu/en/about/contenttemp.php?page_id=1000100031 (last seen on October 5, 2025).

The study programme is taught in parallel and content wise identically in Arabic and in English. More than three quarters of the students choose the English pathway. The panel has reviewed the English track of the TLM programme.

Also, CITL offers the TLM programme with identical content in parallel across all AASTMT campuses[3]: Cairo (Heliopolis - Dokki), El Alamein, Alexandria (Abu Kir), Smart Village, Port Said (City of port Fouad), Aswan-South Valley (Aswan) and Latakia - Syrian Arab Republic (Latakia).

However, the actual offering of each major at a specific campus depends on student enrolment at the beginning of the academic year. If a sufficient number of students select a particular major, a class is opened for it. As a result, some majors may be offered in certain campuses and not in others during a given academic year. The two main campuses - Alexandria and Heliopolis (Cairo) - consistently offer all four majors every academic year due to higher student enrolment and greater demand.

Branch	Offered Majors
Alexandria	• Transport Logistics Management • Logistics and Supply Chain Management • Logistics of International Trade • Energy and Petroleum Logistics Management
Cairo - Heliopolis	• Transport Logistics Management • Logistics and Supply Chain Management • Logistics of International Trade • Energy and Petroleum Logistics Management
Smart Village	• Transport Logistics Management • Logistics and Supply Chain Management • Logistics of International Trade
South Vally	• Transport Logistics Management • Logistics and Supply Chain Management
Port Said	• Transport Logistics Management • Logistics and Supply Chain Management
Alamein	• Transport Logistics Management • Supply Chain Logistics Management • Logistics of International Trade • Energy and Petroleum Logistics Management • Healthcare Logistics Management (not applied for accreditation)
Latakia- Syria	• Transport Logistics Management

CITL describes its **vision** as: "To be the leading college in the areas of transport, logistics, supply chain and energy management and consistently innovative in education and scientific

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[3] https://aast.edu/en/campuses/ (last seen on October 5, 2025).

research resulting in it being the hub in its specialty. It is seen to meet the needs of the industrial world and academic knowledge locally and regionally as well as satisfying its social responsibilities".

CITL's **mission** is: "The college strives to develop and provide professional calibre able to face and adapt to new knowledge technological advances and competition in all local regional and international job markets. This is achieved by providing advanced educational programmes & training aligned with international standards and highest quality which contributes to accomplishing sustainable development goals".

CITL's activities are based on a strategic plan for the period 2021-2026.

Moreover, according to CITL[4], the College relies on the following main **values**:
- Team Efforts:
- Continuous Improvement
- Leadership and Entrepreneurship
- Originality
- Integrity
- Creativity and Innovation
- Excellence and Sustainability

These values serve as guiding principles for CITL, shaping its educational Programmes, research initiatives, and overall approach to higher education in the field of logistics and supply chain management.

CITL has the following administrative structure:

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[4] See Self Evaluation Report (SER), p. 13 f.
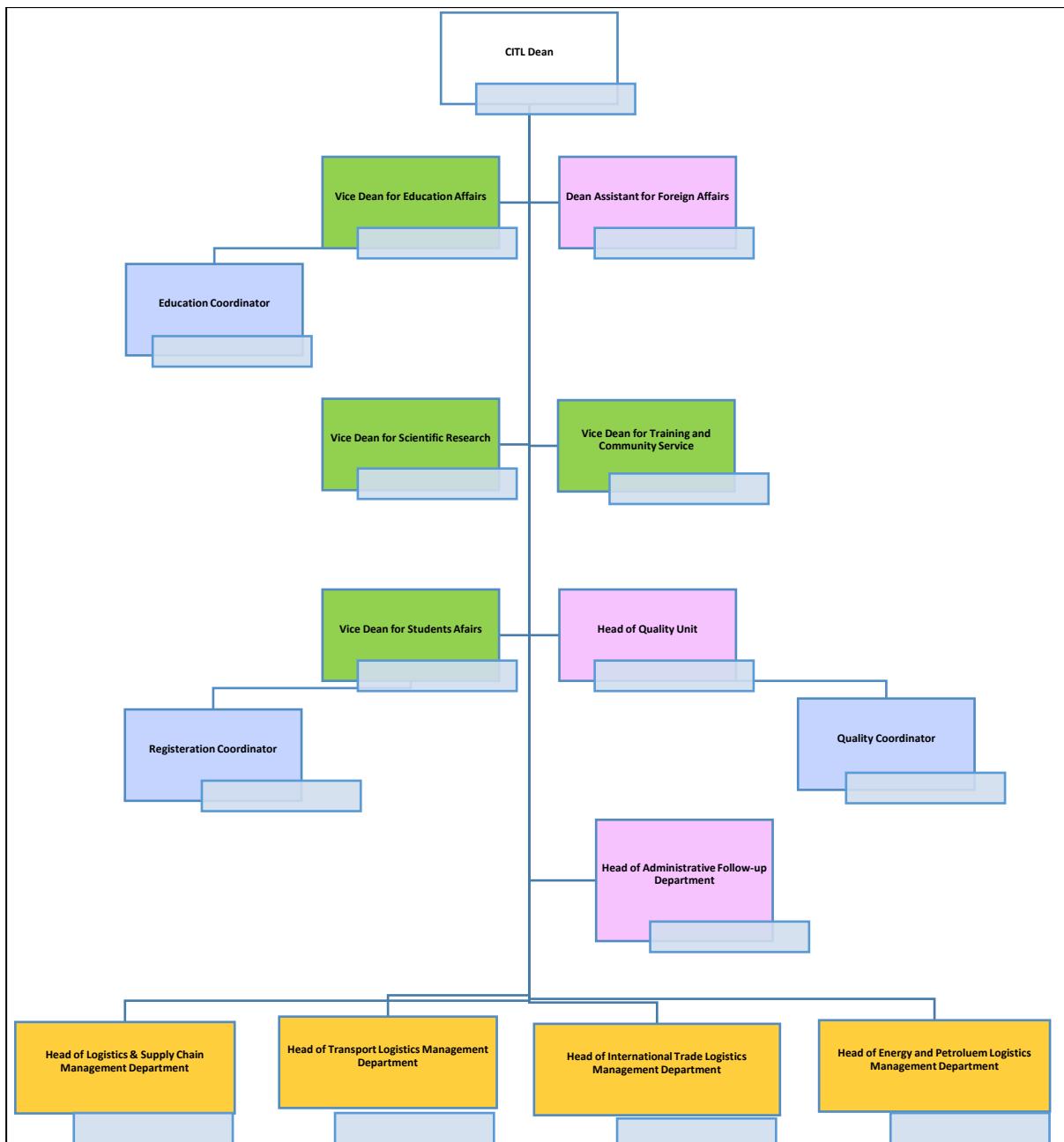
Further development of the programme, implementation of recommendations from previous accreditation, statistical data and evaluation results

The accreditation report dating 2019 did not include any recommendations nor conditions. Moreover, according to CITL[5] several enhancements have been introduced since the last FIBAA accreditation, reflecting both previous feedback and ongoing commitment to continuous improvement:

1. In 2025, the computer laboratory was fully modernised with the latest PCs and technology at a total investment of 5 million EGP.

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[5] Additional information to the SER.

2. Classroom facilities were also enhanced with new furniture, interactive whiteboards, and data show systems to foster an engaging and effective learning environment.
3. The number of full-time faculty members holding PhDs has been substantially increased to improve the student-to-faculty ratio, ensuring stronger academic support, research supervision, and higher teaching quality.
4. Contemporary and global themes such as climate change, sustainability, and digitalisation have been embedded into several courses, aligning the curriculum more closely with international standards and industry priorities.
5. Student mobility and global exposure have been strengthened through academic partnerships with Hull University, Antwerp University, and Huddersfield University, in addition to practical training opportunities in Europe (e.g., Barcelona, Spain. This has increased the proportion of students benefiting from international experiences both academically and professionally.
6. Students and staff are actively engaged in consultancy and applied research projects addressing societal and industry challenges, such as nuclear energy, factory productivity, port congestion, airport planning, and dry port management.
7. Additionally, faculty publications in high-quality peer-reviewed journals have steadily increased, enhancing the institution's research profile.
8. CITL enhanced the study programme by involving more international speakers in guest lectures and workshops. This initiative exposes the students to international perspectives, current industry practices, and emerging trends, enriching both the programme design and its delivery.
9. Kortext[6] is fully utilised as an official learning tool within the programme.

The Supreme Council of Universities in Egypt (SCU) accredited the Trade Logistics and International Transport Management programme by virtue of Decree No. 52, dated 27 February 2024, confirming that the curriculum meets all local accreditation criteria. For the national accreditation, the programme needed to fulfil the national requirements, which included submitting a comprehensive status report describing all courses, followed by a visit from an SCU evaluation team to verify that all accreditation standards were satisfied.
Furthermore, the College is accredited by the National Authority for Quality Assurance and Accreditation of Education (NAQAAE), whose standards also ensure that the intended learning outcomes of the programme are fully addressed.

In the following, the student statistics for the TL programme show the development of the first year as well of the majors (second to fourth year) with six cohorts. Two of them belong to the same year but show different semesters. Moreover, the numbers of "Foreign Students" are counted as part of the number of "Total Students". Therefore, the "Rate of Foreign Students" is lower than compared to the "First-Year Students". Moreover, the HEI provided the total number of students enrolled in the respective semester. This number includes both students of Egyptian origin and foreign students.

Trade Logistics and International Transport (first year)							
		Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	Spring semester

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[6] Kortext was founded in 2013 and is a UK based supplier of electronic textbooks for more than 7.000 universities. It is used by about 3 million students (https://kortext.com).

		1st 2022/ 2023	2nd 2022/ 2023	1st 2023/ 2024	2nd 2023/ 2024	1st 2024/ 2025	2nd 2024/ 2025
Total Students		805	768	750	726	753	
Study Places offered by HEI		150	15	150	30	200	
Applicants	∑	143	12	158	22	187	
	f	41	4	43	4	53	
	m	102	8	115	18	134	
Application rate		95,33%	80,00%	105,33%	73,33%	93,50%	
First-Year Students *(accepted applicants)*	∑	143	12	158	22	187	
	f	41	4	43	4	53	
	m	102	8	115	18	134	
Rate of female students		28,67%	33,33%	27,22%	18,18%	28,34%	
Foreign Students	∑	12	13	19	23	38	
	f	2	3	1	3	8	
	m	10	10	18	20	30	
Rate of foreign students		1,49%	1,69%	2,53%	3,17%	5,05%	
Percentage of occupied study places		95,33%	80,00%	105,33%	73,33%	93,50%	
Graduates	∑	188	33	169	40	146	
	f	55	2	47	8	51	
	m	133	31	122	32	95	
Success rate *(students who finished their studies)*		92,13%	92,93%	91,78%	91,43%		
Dropout rate *(students who dropped their studies)*		*4,45%*	*4,46%*	*5,04%*	*5,83%*		
Average duration of study		4	4	4	4	4	
m/ ALL		606	565	551	534	560	
m/Eg		596	555	533	514	530	
F/All		199	203	199	192	193	
F/Eg.		197	200	198	189	185	
Total		**805**	**768**	**750**	**726**	**753**	
Egyptian		**793**	**755**	**731**	**703**	**715**	

Trade Logistics and International Transport/ Major Transport							
		Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	Spring semester
		1ST 2022/ 2023	2nd 2022/ 2023	1st 2023/ 2024	2nd 2023/ 2024	1st 2024/ 2025	2nd 2024/ 2025

Total Students		224	226	231	212	164	145
Study Places offered by HEI		35	8	45	8	8	8
Applicants	∑	34	5	41	0	3	0
	f	11	2	7	0	0	0
	m	23	3	34	0	3	0
Application rate		97,14%	62,50%	91,11%	0,00%	37,50%	0,00%
First-Year Students *(accepted applicants)*	∑	34	5	41	0	3	0
	f	11	2	7	0	0	0
	m	23	3	34	0	3	0
Rate of female students		32,35%	40,00%	17,07%	0,00%	0,00%	
Foreign Students	∑	2	2	3	2	3	
	f	0	0	0	0	0	
	m	2	2	3	2	3	
Rate of foreign students		0,89%	0,88%	1,30%	0,94%	1,83%	
Percentage of occupied study places		97,14%	62,50%	91,11%	0,00%	37,50%	
Graduates	∑	63	13	42	18	50	16
	f	17	0	3	4	21	3
	m	46	13	39	14	29	13
Success rate *(students who finished their studies)*		93,80%	93,70%	92,10%	93,60%	94,50%	
Dropout rate *(students who dropped their studies)*		*2,70%*	*3,60%*	*2,80%*	*3,11%*	*2,80%*	
Average duration of study		4	4	4	4	4	
m/ ALL		198	184	173	157	131	118
m/Eg.		196	182	170	155	128	115
F/All		57	59	64	59	37	35
F/Eg.		57	59	64	59	37	35
Total		**255**	**243**	**237**	**216**	**168**	**153**
Egyptian		**253**	**241**	**234**	**214**	**165**	**150**

Trade Logistics and International Transport/ Major Supply Chain Management							
		Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	Spring semester
		1ST 2022/ 2023	**2ND 2022/ 2023**	**1st 2023/ 2024**	**2nd 2023/ 2024**	**1st 2024/ 2025**	**2nd 2024/ 2025**
Total Students		270	273	267	255	191	203

		60	8	65	15	8	0
Study Places offered by HEI		60	8	65	15	8	0
Applicants	∑	59	2	62	11	0	0
	f	21	1	29	4	0	0
	m	38	1	33	7	0	0
Application rate		98,33%	25,00%	95,38%	73,33%	0,00%	
First-Year Students *(accepted applicants)*	∑	59	2	62	11	0	0
	f	21	1	29	4	0	0
	m	38	1	33	7	0	0
Rate of female students		35,59%	50,00%	46,77%	36,36%		
Foreign Students	∑	0	0	3	7	7	
	f	0	0	1	3	3	
	m	0	0	2	4	4	
Rate of foreign students		0,00%	0,00%	1,12%	2,75%	3,66%	
Percentage of occupied study places		98,33%	25,00%	95,38%	73,33%	0,00%	
Graduates	∑	97	15	72	12	65	8
	f	31	2	29	4	26	1
	m	66	13	43	8	39	7
Success rate *(students who finished their studies)*		92,40%	91,20%	93,70%	92,20%	94,40%	
Dropout rate *(students who dropped their studies)*		*3,10%*	*4,60%*	*3,70%*	*5,20%*	*4,00%*	
Average duration of study		4	4	4	4	4	
m/ ALL		204	192	181	181	141	133
m/Eg.		204	192	179	177	137	129
F/All		97	98	98	97	72	71
F/Eg.		97	98	97	94	69	68
Total		**301**	**290**	**279**	**278**	**213**	
Egyptian		**301**	**290**	**276**	**271**	**206**	

Trade Logistics and International Transport/ Major Trade Logistics							
		Fall semester **1st 2022/ 2023**	Spring semester **2nd 2022/ 2023**	Fall semester **1st 2023/ 2024**	Spring semester **2nd 2023/ 2024**	Fall semester **1st 2024/ 2025**	Spring semester **2nd 2024/ 2025**
Total Students		48	43	71	83	205	210

		1st 2022/2023	2nd 2022/2023	1st 2023/2024	2nd 2023/2024	1st 2024/2025	2nd 2024/2025
Study Places offered by HEI		20	8	20	10	140	25
Applicants	∑	19	1	19	6	133	20
	f	1	0	1	0	34	3
	m	18	1	18	6	99	17
Application rate		95,00%	12,50%	95,00%	60,00%	95,00%	
First-Year Students *(accepted applicants)*	∑	19	1	19	6	133	20
	f	1	0	1	0	34	3
	m	18	1	18	6	99	17
Rate of female students		5,26%	0,00%	5,26%	0,00%	25,56%	
Foreign Students	∑	1	1	3	3	16	
	f	0	0	0	0	5	
	m	1	1	3	3	11	
Rate of foreign students		2,08%	2,33%	4,23%	3,61%	7,80%	
Percentage of occupied study places		95,00%	12,50%	95,00%	60,00%	95,00%	80,00%
Graduates	∑	1	1	0	0	0	0
	f	0	0	0	0	0	0
	m	1	1	0	0	0	0
Success rate *(students who finished their studies)*		92,20%	94,80%	92,70%	93,00%	93,10%	
Dropout rate *(students who dropped their studies)*		*4,30%*	*3,00%*	*3,10%*	*4,50%*	*2,30%*	
Average duration of study		4	4	4	4	4	
m/ ALL		40	35	52	56	146	
m/Eg.		39	34	49	53	135	149
F/All		10	10	10	10	42	46
F/Eg.		10	10	10	10	37	39
Total		**50**	**45**	**62**	**66**	**188**	
Egyptian		**49**	**44**	**59**	**63**	**172**	

Trade Logistics and International Transport/ Major Energy							
		Fall semester	Spring semester	Fall semester	Spring semester	Fall semester	Spring semester
		1st 2022/2023	2nd 2022/2023	1st 2023/2024	2nd 2023/2024	1st 2024/2025	2nd 2024/2025
Total Students		76	75	43	40	37	33

Study Places offered by HEI		15	0	8	0	15	8
Applicants	∑	9	0	8	0	12	2
	f	1	0	2	0	5	0
	m	8	0	6	0	7	2
Application rate		60,00%	0	100,00%	0	80,00%	50,00%
First-Year Students *(accepted applicants)*	∑	9	0	8	0	12	2
	f	1	0	2	0	5	0
	m	8	0	6	0	7	2
Rate of female students		11,11%	#DIV/0!	25,00%	#DIV/0!	41,67%	0,00%
Foreign Students	∑	2	2	2	2	2	
	f	0	0	0	0	0	
	m	2	2	2	2	2	
Rate of foreign students		2,63%	2,67%	4,65%	5,00%	5,41%	0,00%
Percentage of occupied study places		60,00%	#DIV/0!	100,00%		80,00%	25,00%
Graduates	∑	0	0	37	2	19	3
	f	0	0	11	0	1	0
	m	0	0	26	2	18	3
Success rate *(students who finished their studies)*		93,90%	93,90%	94,40%	97,00%	98,20%	
Dropout rate *(students who dropped their studies)*		*1,10%*	*1,10%*	*2,70%*	*3,00%*	*1,80%*	
Average duration of study		4	4	4	4	4	
m/ ALL		61	60	38	35	26	23
m/Eg.		59	58	36	33	24	22
F/All		15	15	6	6	10	10
F/Eg.		15	15	6	6	10	10
Total		**76**	**75**	**44**	**41**	**36**	
Egyptian		**74**	**73**	**42**	**39**	**34**	

Appraisal

The panel appreciates that CITL improved and further developed the TLM study programme since the last FIBAA accreditation. Partly, the numbers of foreign students have increased because of the improvement of the economic situation in Egypt. This improvement has an impact on the exchange rate and is an advantage for students especially from Arab countries.

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 (TLM) aims at providing the Egyptian, Arab, African and other 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, skilful and technological pioneers toward the markets' demand and industrial needs. According to CITL[7], the Bachelor programme seeks excellence in the field of higher education through presenting a wide variety of distinctive fields in the four logistics majors. The study programme responds to market demands, both locally and internationally, by working with the industry.

Specifically, the TLM programme aims to equip students with the knowledge and skills to design, implement and manage complex and interdisciplinary challenges at local and international level in the supply chain, as well of logistics and transportation, including developing operational strategies. Moreover, the programme aims to foster analytical, strategic and problem-solving abilities, with a strong focus on digitalisation, sustainable logistic practices and automation.

In terms of target groups, targeted professional fields and societal context as follows:
- Graduates with a **Logistics & Supply Chain Management** major have diverse opportunities in both service and manufacturing industries. They play a crucial role in optimising operations, reducing costs, and enhancing customer satisfaction.
- Graduates of **Transport Logistics Management** have diverse opportunities in the transport industry, whether in service or manufacturing sectors, where they contribute to optimising operations and ensuring efficient and cost-effective delivery of goods.
- Graduates in the field of **International Trade Logistics Management** are sought after by trading companies and organisations involved in international trade. This is an essential discipline that trains graduates to navigate the complexities of the global business environment and contribute to the expansion of international trade.
- Graduates of the **Energy and Petroleum Logistics Management major** are equipped with the knowledge and skills to excel in professional careers related to energy logistics,

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[7] Additional information from CITL.

trade operations, supply chain management, and transportation planning within the energy, oil, and gas sectors.

The specific Learning Outcomes for the majors that are regularly reviewed and adapted, are described below.

Logistics & Supply Chain Management major
1.   Business Logistics Knowledge Skills
1.1   Students can describe and apply the fundamental theories and concepts in supply chain management.
1.2   Students can evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.
1.3   Students can have a broad and deep understanding of supply chain discipline.
2. Practical and Professional Skills
2.1   Students can formulate strategies to integrate global trends in supply chain with decision making.
2.2   Students can apply information technology/innovative solutions to solve supply   chain Problems.
3. Intellectual Skills
3.1   Students can analyse real supply chain problems to find innovative solutions.
3.2   Students can apply analytical techniques, models, frameworks or/and software appropriately in supply chain contexts.
4. Generic/Communication Skills
4.1   Students can develop leadership skills and work effectively in teams in different cultures.
4.2   Students can use oral, written, and technology-supported communication skills.

Transport Logistics Management major
1.   Business Logistics Knowledge Skills
1.1   Students can describe and apply the fundamental theories and concepts in Transport Logistics.
1.2   Students can evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.
1.3   Students can have a broad and deep understanding of Transport Logistics
2. Practical and Professional Skills
2.1   Students can formulate strategies to integrate global trends in Transport Logistics with decision making.
2.2   Students can apply information technology/innovative solutions to solve Transport Logistics problems.
2.   Intellectual Skills
3.1   Students can analyse real Transport Logistics problems to find innovative solutions.
3.2   Students can apply analytical techniques, models, frameworks or/and software appropriately in Transport Logistics.
4. Generic/Communication Skills
4.1   Students can develop leadership skills and work effectively in teams in different cultures.
4.2   Students can use oral, written, and technology-supported communication skills.

International Trade Logistics Management major

1. Business Logistics Knowledge Skills

1.1 Students can describe and apply the fundamental theories and concepts in International Trade Logistics .

1.2 Students can evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.

1.3 Students have a broad and deep understanding of their International Trade Logistics discipline.

2. Practical and Professional Skills

2.1 Students can formulate strategies to integrate global trends in International Trade Logistics with decision making.

2.2 Students can apply information technology/innovative solutions to solve International Trade Logistics Problems.

3. Intellectual Skills

3.1 Students can analyse real International Trade Logistics problems to find innovative solutions.

3.2 Students can apply analytical techniques, models, frameworks or/and software appropriately in International Trade Logistics.

4. Generic/Communication Skills

4.1 Students can develop leadership skills and work effectively in teams in different cultures.

4.2 Students can use oral, written, and technology-supported communication skills.

Energy and Petroleum Logistics major

1. Business Logistics Knowledge Skills

1.1 Students can describe and apply the fundamental theories and concepts in Energy and Petroleum Logistics.

1.2 Students can evaluate the social, legal, economic, cultural, and political issues and trends that affect the way business is conducted.

1.3 Students have a broad and deep understanding of Energy and Petroleum Logistics.

2. Practical and Professional Skills

2.1 Students can formulate strategies to integrate global trends in Energy and Petroleum Logistics with decision making.

2.2 Students can apply information technology/innovative solutions to solve Energy and Petroleum Logistics problems.

3. Intellectual Skills

3.1 Students can analyse real Energy and Petroleum Logistics problems to find innovative solutions.

3.2 Students can apply analytical techniques, models, frameworks or/and software appropriately in Energy and Petroleum Logistics.

4. Generic/Communication Skills

4.1 Students can develop leadership skills and work effectively in teams in different cultures.

4.2 Students can use oral, written, and technology-supported communication skills.

The academic level of the curriculum corresponds to a Bachelor degree (Level 6 in EQF / Egyptian NQF).

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at a Bachelor graduation. They take into account the requirements of the national qualification framework. Moreover, the HEI systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and for being up to date 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 CITL implements its internationalisation strategy through a structured series of initiatives.

This process involves forming partnerships and promoting collaboration with international higher education institutions by entering into bilateral agreements and memoranda of understanding (MOUs) with universities such as German University of Technology GUtech (Oman), Missouri State University (USA), University of Huddersfield (UK), University of Hull (UK), Riga Technical University (Latvia), and University of Antwerp (Belgium). Under these agreements, students are afforded the opportunity to pursue part of their Bachelor studies abroad, completing two years within the CITL study programme and the final two years at an international partner institution.

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

Furthermore, CITL arranges and hosts guest lecturers and visiting professors from foreign universities. Additionally, the College actively seeks to recruit faculty members with international experience and attracts students from other countries.

International Visiting Professor between 2021-2024

University	Visiting Professors
University of Huddersfield, UK	5
Sheridan College, Canada	1

| Sunchon National University, South Korea | 4 |

Efforts have been made to attract professors from both foreign and Egyptian universities to share their expertise and knowledge. Notable examples include:

- A logistics and operations management professor with 25 years of experience was hired from California State University, Northridge (CSUN, USA) to become a full-time professor at CITL.
- One Canadian lecturer was appointed as a full-time lecturer.
- Three lecturers from the USA were recruited as full-time lecturers.
- One lecturer from Syria and one from Libya were appointed as full-time lecturers.
- Three professors specialising in transport, supply chain modeling, and economics have been invited from the University of Huddersfield in the UK to deliver regular guest lectures.
- A law professor from the USA has been engaged to provide part-time lectures.

Furthermore, full funding is provided to faculty members for participation in international specialised conferences, facilitating the sharing and exchanging of knowledge and experience.

Apart from the fact that the study programme has a track that is entirely delivered in English, several courses of the different majors have international contents such as: Imports and Exports Logistics Management, Airports and Airlines Management, Risk and Insurance Management in Transport, Supply Chain Management, International Trade, International Freight Management, International Marketing for Logistics, International Finance, International Business Law, International Logistics Operations, and Politics in Oil and Gas Industry. Moreover, the curriculum incorporates global case studies (e.g., Nestlé, Nike, Kellogg's) to ensure students are trained to analyse and solve challenges in an international business context.

Moreover, international perspectives are embedded throughout the curriculum in several ways, even for students who do not participate in exchange programmes:

- Students are encouraged to attend workshops and seminars conducted by international speakers from universities and institutions abroad, which expose them to global best practices and emerging trends.
- CITL graduates who are now working internationally are regularly invited to deliver sessions to current students during their visits to Egypt. For example, a CITL Cairo campus graduate who was a Supply Chain Manager at Tesla, California, USA, and currently GoDaddy supply chain, gives an annual session to share his global professional experiences.
- Students gain practical exposure by securing internships and employment opportunities in international companies operating in Egypt, such as Lufthansa, Air France, DHL, Schneider Electric, DB Schenker, Unilever, Procter & Gamble, PepsiCo, and Leoni.
- Students benefit from international academic resources through Kortext, which provides a wide range of global references and textbooks.

Through these practices, the programme aims that students consistently engage with global perspectives and are well-prepared to operate in international supply chain and logistics environments.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability. 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

Since its establishment in 2007, CITL at AASTMT remains the only specialised college in Egypt offering a programme exclusively focused on the four majors previously mentioned. Over the past three years, few universities have started to offer logistics-related majors within their faculties of Business or Commerce, reflecting growing interest and demand in both local and regional markets. However, these offerings remain limited in scope:

- To date, only four universities in Egypt offer logistics-related majors, and each offers only one of the four majors that are provided in the TLM programme.
- These universities frequently reach out to AASTMT requesting academic support, especially in providing qualified teaching staff, as CITL[8] is recognised as the leading center of expertise in this domain in Egypt and Middle East.

The study programme's relevance and suitability for the industry have been validated by the CITL industrial board, which consists of CEOs and directors specialising in logistics and supply chain management across various industries and companies.

CITL regularly conducts a competitive benchmarking exercise comparing programme structure, tuition fees, international partnerships, and graduate employability.

CITL has signed bilateral agreements and MoUs with several transport and logistics companies. They provide the college with training opportunities, career vacancies and sharing knowledge with industrial experts.

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[8] According to AASTMT (additional information).

The targeted professional field for TLM graduates is the logistics, supply chain management, and international transport sector, both in Egypt and abroad. Graduates are prepared to pursue careers in a wide range of industries where logistics and supply chain play a strategic role.

Specifically, graduates are employed in:
1. Transport and Shipping Companies – including maritime, air, land, and multimodal transport operators.
2. Port and Terminal Operations – such as container terminals, dry ports, logistics hubs.
3. Freight Forwarding and Customs Brokerage – managing international cargo movement and regulatory compliance.
4. Multinational Corporations – in supply chain, procurement, and distribution functions (e.g., FMCG, automotive, and manufacturing sectors).
5. Logistics Service Providers – including global firms like DHL, DB Schenker, UPS, and similar operators active in Egypt and internationally.
6. Governmental and Regulatory Authorities – in areas related to transport policy, trade facilitation, and infrastructure development.
7. Consulting and Project Management – providing expertise in logistics optimisation, supply chain strategy, and digital transformation.

Additionally, some graduates have become successful entrepreneurs, establishing their own specialised logistics and freight forwarding companies. Other CITL graduates have pursued careers in international organisations such as the United Nations, where they serve as supply chain planners.

According to AASTMT's Strategy (2021–2026) the strategic goals are specifically, aligned with its vision and mission:
1. Education and Learning – Elevating the quality and relevance of education to prepare graduates for future labour market demands.
2. Leadership in Maritime Education – Maintaining international leadership in maritime training and education.
3. International Standing – Enhancing global collaboration, partnerships, and reputation.
4. Social Responsibility – Embracing societal impact via education, research, and community engagement.

Strategic enablers include intellectual capital, digital transformation, effective governance and management and financial efficiency.

With these guiding elements, the qualification goals align with CITL's overall strategic planning and resources, as follows:
- The programme's emphasis on applied skills, case studies, and practical training directly supports AASTMT's strategic goal to advance education [Goal 1].
- Embedding global perspectives and offering opportunities such as EU training in Barcelona reflect AASTMT's vision to boost international stature [Goal 3].
- By preparing graduates who contribute to logistics and transport sectors, the programme fosters societal development - a key strategic pillar [Goal 4].

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. The HEI has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The HEI has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning. The study programme's qualification goals constitute the core of CITL's strategy and are sustainably implemented.

		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

The admission process for the Bachelor of Trade Logistics and International Transport programme is conducted through the AASTMT Admission Deanery in accordance with the regulations of the Supreme Council of Universities and the Ministry of Higher Education and Scientific Research in Egypt. Admission is primarily based on students' secondary education grades (Thanaweya Amma or equivalent).

A set of admission criteria has been established for joining the CITL programme. Students must pass the national secondary school, IGCSE or American Diploma with certain score, and an English language test. The admission requirements are in particular as follows[9]:
1. Completion of secondary education certificate or equivalent certificates.
2. Meeting the minimum score required to join the college,
3. Medical certificate stating physical and mental fitness,
4. Showing good conduct with no judicial sentence issued,
5. Passing admission exams determined by AASTMT,
6. Accepting the AASTMT rules and regulations,

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[9] See https://aast.edu/en/admission / (Last seen on October 7, 2025).

7. Official extract of the birth certificate.

The process of admitting transfer students from other universities and colleges depends on comparing their courses with the structure and content of the CITL courses. This is conducted analogously with the Lisbon Recognition Convention.

In addition to the national admission process, the College applies internal selection and orientation procedures designed to assess applicants' suitability and motivation for the programme. These procedures aim to identify students with the interest, commitment, and potential to succeed in the field of trade logistics and international transport. These additional admission criteria are:

1. Academic performance: Secondary school grades meeting the national admission threshold for the programme. Preference is given to students with high school coursework in mathematics, economics, or business, particularly for the programme's quantitative components.
2. Language proficiency: Adequate command of English, as all courses are delivered in English.
3. Motivation and interest: Demonstrated through a short interview conducted by faculty members.
4. Personal skills: Communication and teamwork are assessed during the interview.

CITL elaborated a list of questions in terms of interview guidelines, that were presented to the panel. The interviews assess student motivation, communication skills, awareness and interest in the logistics and transport field and personal readiness for academic life.

Students are initially admitted to the TLM programme as such. During the first academic year (semesters 1 and 2), all students study a common curriculum designed to provide foundational knowledge across all four majors. This approach aims to allow students to gain a comprehensive understanding of the different logistics fields before choosing a specialisation. Starting from semester 3, students select their major based on their interests and career goals. This method aims to ensure a better-informed and more suitable choice of major, especially as many new students may not be familiar with the distinctions between the specialisations when they first enter the programme. The admission to a specific major is based on student preferences and capacity limits. The academic advisors guide students in selecting the specialisation best aligned with their strengths and career goals.

Prospective students can get information about the TLM programme through communication with the AASTMT Admission Department and academic or administrative staff, as well as by attending annual orientation events like Open Days and educational seminars. These events allow interactions with current students, academics, and staff, providing tailored information on study options, student life, associations, partner institutions, and research. The Admission Department also assists with application, enrolment, accommodation, and extracurricular activities, and answers personal questions on career perspectives etc. Applicants can get information on the AAST website[10], by phone and by e-mail (e.g. admission.cairo@aast.edu).

Moreover, throughout the summer, faculty staff members conduct a morning orientation session every day. Additionally, once a week, there is an evening orientation specifically for

[10] https://aast.edu/en/admission (last seen on October 7, 2025

new applicants and their parents. These orientations aim to address inquiries, emphasise the significance of the TLM study programme, and showcase the potential career prospects. Current CITL students and graduates are encouraged to participate in those events, where they speak and share their personal experiences with the newcomers, creating a welcoming atmosphere.

Each student enrolled at the CITL is assigned an academic advisor who assists her/him with various academic matters, including course selection, registration, and schedule planning. All academic advisors provide their contact information, such as email and phone numbers, as well as their office hours, locations, and availability as shown in the above figure. The CITL arranges and carries out visits to schools throughout the year, enabling school students to become acquainted with the CITL programme and its career opportunities. Conversely, the CITL extends invitations to school students, inviting them to visit the College and take a campus tour. In both cases, the faculty staff members explain the College programme, the available majors, and answer any questions that arise.

For the English track of the study programme an English language test with a score B2 oriented at 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. Additionally, all students, regardless of their major, are required to complete English courses to enhance their proficiency and academic success.

All admission requirements are made known to both students and the public. AASTMT maintains effective and prompt communication with new applicants to inform them about acceptance, rejection, and any missing documents or information. The necessary documents, tests, and enrollment procedures are made available on the official website of the AASTMT (www.aast.edu) and at the admission department. Flyers and brochures are also distributed during orientation events and can be obtained at the admission desks. The admission process strictly adheres to the following procedures:
-   Students who are accepted receive official notification.
-   Students whose documents are incomplete or who are not accepted are officially notified.
-   The required documents, scores, and language test results are published.[11]

Furthermore, to ensure effective daily communication with students, TV monitors are placed across the CITL campus for timely announcements, while multiple announcement boards are conveniently distributed throughout all floors.

The Academy's Quality Assurance Unit periodically reviews all admission procedures to ensure compliance with national and FIBAA standards. Admission criteria are published on the official website and communicated to prospective students.[12]

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[11] https://aast.edu/en/index.php (last seen on October 7, 2025).
[12] https://aast.edu/en/admission/ (last seen on October 7, 2025).

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Additionally, the admission requirements are oriented towards the strategic goals of the study programme.

Applicants can directly turn to a student counselling service at AASTMT for clarification of specific questions, of personal aptitude, of career perspectives etc. A regular personal dialogue between applicants and the Academy is provided by defined office hours, by telephone and via e-mail. The Academy also ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure is transparent and ensures that qualified students are admitted. Moreover, the selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

The required language proficiency for the English track results in a concrete language test and two obligatory language courses. The panel is convinced that both requirements 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 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.

	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 Programme structure includes four categories of courses: (1) the general courses in the first two semesters (the first year) across all majors, (2) the core/ specialised courses for each major in the last six semesters (the last three years), (3) two elective courses in the third and fourth semesters (the second year) in all majors, and (4) four minor courses for each major in the last four semesters (the last two years) as each student in any the four majors can have his/her minors from other three majors as well.

Students are required to study two elective courses chosen from a list of eleven courses[13]. These courses are offered under the supervision of the Department of Transport Logistics Management. Each semester, all elective courses are made available for student registration. During the registration period, the Department reviews class enrolment numbers to ensure that only courses meeting the minimum requirements are open. Students who registered for a course that does not meet the minimum requirements are guided to select alternative courses from the remaining options.

Practical training takes place as a part of some courses. 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 students take additional practical training during the summer holidays. These are non-credit, extra-curricular and supported by the Academy.

The College continually reviews its curriculum to incorporate the latest technological and sustainability trends. Additional courses or updates are planned based on industry feedback, international benchmarking, and emerging best practices to ensure graduates remain competitive in modern supply chain and logistics environments.

Curriculum Overview						
First Common Two Semesters						
Modul No.	**Title of Module / Course Unit**	**Credit Hrs. per Semester**		**Workload**		**Method of Teaching**	**Form and Duration of Exams**
		1	**2**	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
M. Code	**Semester 1**	**18**		**360**	**510**		
ELE111	Basics of Logistics Management	3		60	85	L/T	Exam Paper (120 Min)
ELE112	Introduction to Information Systems	3		60	85	L/T	

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[13] See the list of elective courses below.

ELE113	Principles of Transport Operations	3		60	85	L/T	
ELE114	Principles of Management	3		60	85	L/T	
ELE115	Microeconomics	3		60	85	L/T	
EBE110	Mathematics	3		60	85	L/T	
M. Code	**Semester 2**	**18**		**360**	**510**		
ELE121	Financial Accounting		3	60	85	L/T	Exam paper (120minutes) Project essay Presentations
ELE122	Logistics Operations Management		3	60	85	L/T	
ELE123	Applied Statistics		3	60	85	L/T	
ELE123	Macroeconomics		3	60	85	L/T	
ELI125	English for specific purposes1 (ESP 1)		3	60	85	L/T	
ELE125	Business Skills		3	60	85	L/T	
Total		**18**	**18**	**720**	**1020**		
L:	*Lecture*						
T:	*Tutorial*						

After the first two semesters the four majors Transport Logistics Management, Logistics and Supply Chain Management, International Trade Logistics Management, and Energy and Petroleum Logistics Management start in semester 3.

Transport Logistics Management is a critical field that plays a fundamental role in various sectors, including business, technology, industry, government, and everyday life. It encompasses the planning, coordination, and execution of activities involved in the movement of goods through different modes of transportation, such as rail, road, air, pipeline, and water. This major equips students with the skills to oversee the purchase/leasing, operation, and maintenance of vehicles, design transport networks, schedule routes, manage costs, and organize the movement of goods across all forms of transport.

Curriculum Overview										
Transport Logistics Management Major										
Course No.	Title of Course Unit	Credit Hrs. per Semester						Workload		Teaching Method	Form and Duration of Examinations
		3	**4**	**5**	**6**	**7**	**8**	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
	Sem. 3	18						360	510		
ELI 212	**English for specific purposes 2 (ESP 2)**	3						60	85	L/T	**Dissertation Presentations**
ELE 211	**Cost Accounting**	3						60	85	L/T	Exam paper (120 minutes)
ELE 213	**Operations Research**	3						60	85	L/T	

Code	Course						60	85	L/T	Assessment
ELEO 214	Transport Economics	3					60	85	L/T	Project essay Presentations
ELEO 215	Cargo Handling Management	3					60	85	L/T	
	Project	3					60	85	L/T	
	Sem. 4		18				360	510		
ELE 221	Logistics Information Systems		3				60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 222	Introduction to Law		3				60	85	L/T	
ELE 223	Managerial Accounting		3				60	85	L/T	
ELEO 224	Ports & Terminals Operations Management		3				60	85	L/T	
ELEO 225	Transport Geography		3				60	85	L/T	
	Elective Course		3				60	85	L/T	
Code	**Sem. 5**			18			360	510		
ELE 311	Business Law			3			60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 312	Principles of Marketing			3			60	85	L/T	
ELE 313	Financial Management			3			60	85	L/T	
ELEO 314	Liner Trade Management			3			60	85	L/T	
ELEO315	Inland Transport Management			3			60	85	L/T	
	Minor Course			3			60	85	L/T	
Code	**Sem. 6**				18		360	510		
ELE 411	Research Methodology				3		60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 322	Quality Management				3		60	85	L/T	
ELE 323	Imports & Exports Logistics				3		60	85	L/T	

M. Code	Course										Assessment
	Managemen t										
ELEO 324	Transport Law					3		60	85	L/T	
ELEO 325	Chartering Managemen t					3		60	85	L/T	
	Minor Course					3		60	85	L/T	
M. Code	Sem. 7						18	360	510		
ELE321	Human Resources Managemen t						3	60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE412	Data Analysis						3	60	85	L/T	
ELEO 413	Transport Modelling						3	60	85	L/T	
ELEO 414	Airports & Airlines Managemen t						3	60	85	L/T	
ELEO 415	Logistics Service Providers						3	60	85	L/T	
	Minor Course						3	60	85	L/T	
M. Code	Sem. 8						18	360	510		
ELE 421	Graduation Project						3	60	85	L/S	**Dissertation Presentations**
ELE 422	Strategic Managemen t						3	60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE O423	Multimodal Transport Managemen t						3	60	85	L/T	
ELE O424	Transport Fleet Managemen t						3	60	85	L/T	
ELEO 425	Risk & Insurance Managemen t in Transport						3	60	85	L/T	
	Minor Course						3	60	85	L/T	
Total		**18**	**18**	**18**	**18**	**18**	**18**	**2160**	**3060**		

L:	Lecture								
S:	Seminar								
T:	Tutorial								

Curriculum Overview								
Minors - Transport Logistics Management Major								
Course No.	*Title of Course Unit*	*Credit Hrs. per Semester*				*Workload*		*Teaching Method*	*Form and Duration of Exams*
		5	*6*	*7*	*8*	*Hours in Class*	*Hours Self-Study*	*i.e. lecture course, seminar*	
Code	*Semester 5*					*60*	*85*		
ELEO 214	*Transport Economics*	3				60	85	L/T	*Exam paper (120 minutes) Project essay Presentations*
Code	*Semester 6*					*60*	*85*		
ELEO 415	*Logistics Service Providers*		3			60	85	L/T	*Exam paper (120 minutes) Project essay Presentations*
Code	*Semester 7*					*60*	*85*		
ELEO 423	*Multimodal Transport Management*			3		60	85	L/T	*Exam paper (120 minutes) Project essay Presentations*
Code	*Semester 8*					*60*	*85*		
ELEO 424	*Transport Fleet Management*				3	60	85	L/S	*Exam paper (120 minutes) Project essay Presentations*
Total		*3*	*3*	*3*	*3*	*240*	*340*		
L:	*Lecture*								
S:	*Seminar*								
T:	*Tutorial*								

Particularly in Egypt, **Logistics & Supply Chain Management (SCM)** is a rapidly growing and highly influential field in applied business sciences. SCM involves the study and implementation of activities aimed at planning, controlling, and executing the streamlined flow of products, from raw material acquisition and production to distribution and delivery to customers.

This major integrates emerging and innovative supply chain methods, including Industry 4.0 technologies, into the curriculum. Insofar, dedicated courses are:

1. Contemporary Topics in Supply Chain Management – it covers digital transformation in supply chains, predictive analytics, blockchain applications, and emerging trends in logistics.
2. Supply Chain Systems – focusing on warehouse automation, digital manufacturing processes, and the use of IoT[14] and AI for real-time supply chain monitoring and optimisation.
3. Green Supply Chain Integration: Sustainability and green logistics are embedded both as dedicated course content and integrated across other courses:

➢ Sustainable Supply Chain Management – Focuses on eco-friendly logistics practices, carbon footprint reduction, and sustainable procurement.
➢ Other courses such as International Logistics Operations and Passenger Transport Management include sustainability topics and SDG-related practices within their ILOs.

Curriculum Overview											
Logistics & Supply Chain Management major											
Course No.	**Title of Course Unit**	**Credit Hrs. per Semester**						**Workload**		**Teaching Method**	**Form and Duration of Exams**
		3	**4**	**5**	**6**	**7**	**8**	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
Code	**Sem. 3**	18						**360**	**510**		
ELI 212	**English for specific purposes2 (ESP 2)**	3						60	85	L/T	**Dissertation Presentations**
ELE 211	**Cost Accounting**	3						60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 213	**Operations Research**	3						60	85	L/T	
ELES 214	**Supply Chain Managem.**	3						60	85	L/T	
ELES 215	**Procure-ment Managem.**	3						60	85	L/T	
	Elective Course	3						60	85	L/T	
Code	**Sem. 4**		18					**360**	**510**		
ELE 221	**Logistics Information Systems**		3					60	85	L/T	Exam paper (120 minutes) Project
ELE 222	**Introduction to Law**		3					60	85	L/T	

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[14] Industrial Internet of Things

Code	Course								
ELE 223	Managerial Accounting	3				60	85	L/T	essay Presentations
ELES 224	Warehouse & Materials Handling Managem.	3				60	85	L/T	
ELES 225	Production Planning Managem.	3				60	85	L/T	
	Elective Course	3				60	85	L/T	
Code	**Sem. 5**		**18**			**360**	**510**		
ELE 311	Business Law		3			60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 312	Principles of Marketing		3			60	85	L/T	
ELE 313	Financial Managem.		3			60	85	L/T	
ELES 314	Inventory Managem.		3			60	85	L/T	
ELES 315	Retail Managem.		3			60	85	L/T	
	Minor Course		3			60	85	L/T	
Code	**Sem. 6**			**18**		**360**	**510**		
ELE 411	Research Methodology			3		60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 322	Quality Management			3		60	85	L/T	
ELE 323	Imports & Exports Logistics Managem.			3		60	85	L/T	
ELES 324	Lean Supply Chain Managem.			3		60	85	L/T	
ELES 325	Sustainable Supply Chain Managem.			3		60	85	L/T	
	Minor Course			3		60	85	L/T	
Code	**Sem. 7**				**18**	**360**	**510**		
ELE 321	Human Resources Managem.				3	60	85	L/T	Exam paper (120 minutes) Project essay
ELE 412	Data Analysis				3	60	85	L/T	
ELES 413	Distribution Managem.				3	60	85	L/T	

Code	Title of Course Unit							Hours in Class	Hours Self-Study	Teaching Method	Form and Duration of Exams
ELES 414	Contemporary Topics in Supply Chain						3	60	85	L/T	Presentations
ELES 415	Supply Chain Modelling						3	60	85	L/T	
	Minor Course						3	60	85	L/T	
Code	Sem. 8						18	360	510		
ELE 421	Graduation Project						3	60	85	L/S	**Dissertation Presentations**
ELE 422	Strategic Managem.						3	60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELES 423	Supply Chain Risk Managem.						3	60	85	L/T	
ELES 424	Supply Chain Systems						3	60	85	L/T	
ELES 425	Customers Relationship Managem.						3	60	85	L/T	
	Minor Course						3	60	85	L/T	
Total		**18**	**18**	**18**	**18**	**18**	**18**	**2160**	**3060**		
L:	*Lecture*										
S:	*Seminar*										
T:	*Tutorial*										

Minors - Logistics & Supply Chain Management									
Course No.	Title of Course Unit	Credit Hrs. per Semester				Workload		Teaching Method	Form and Duration of Exams
		5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
Code	Semester 5					60	85		
ELES 214	Supply Chain Management	3				60	85	L/T	Exam paper (120 min.) Project essay Presentation
Code	Semester 6					60	85		
ELES 215	Procurement Managem.		3			60	85	L/T	Exam paper (120 min.) Project essay Presentation
Code	Semester 7					60	85		

ELES 315	Retail Management			3		60	85	L/T	Exam paper (120 min.) Project essay Presentation
Code	Semester 8					60	85		
ELES 423	Supply Chain Risk Management			3		60	85	L/S	Exam paper (120 min.) Project essay Presentation
total		3	3	3	3	240	340		
L:	Lecture								
S:	Seminar								
T:	Tutorial								

The **International Trade Logistics Management** major prepares students for diverse professional careers in areas such as international trade, trade finance management, money and banking, and e-business. The curriculum focuses on providing practical knowledge about global, regional, and domestic trade markets, enabling students to develop the necessary skills for effective trade logistics management.

Curriculum Overview										
International Trade Logistics Management Major										
Modul No.	Title of Module / Course Unit	Credit Hrs. per Semester						Workload		Method of Teaching	Form and Duration of Exams
		3	4	5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
	Sem. 3	18						360	510		
ELI 212	English for specific purposes 2 (ESP 2)	3						60	85	L/T	**Dissertation Presentations**
ELE 211	Cost Accounting	3						60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 213	Operations Research	3						60	85	L/T	
ELE T214	International Trade	3						60	85	L/T	
ELE T215	Digital Business Innovation	3						60	85	L/T	
	Elective Course	3						60	85	L/T	

Code	Course								L/T	Assessment
	Sem. 4	**18**					**360**	**510**		
ELE 221	**Logistics Information Systems**	3					60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 222	**Introduction to Law**	3					60	85	L/T	
ELE 223	**Managerial Accounting**	3					60	85	L/T	
ELE T224	**Customs Clearance**	3					60	85	L/T	
ELE T225	**International Freight Management**	3					60	85	L/T	
	Elective Course	3					60	85	L/T	
	Sem. 5		**18**				**360**	**510**		
ELE 311	**Business Law**		3				60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 312	**Principles of Marketing**		3				60	85	L/T	
ELE 313	**Financial Management**		3				60	85	L/T	
ELE T314	**Financial Market & Institutions**		3				60	85	L/T	
ELE T315	**Negotiations & Contracts Management**		3				60	85	L/T	
	Minor Course		3				60	85	L/T	
	Sem. 6			**18**			**360**	**510**		
ELE 411	**Research Methodology**			3			60	85	L/T	Exam paper (120 minutes) Project essay
ELE 322	**Quality Management**			3			60	85	L/T	

ELE 323	Imports & Exports Logistics Management				3			60	85	L/T	Presentations
ELET324	International Marketing for Logistics				3			60	85	L/T	
ELET325	International Finance				3			60	85	L/T	
	Minor Course				3			60	85	L/T	
	Sem. 7					**18**		**360**	**510**		
ELE 321	Human Resources Management				3			60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 412	Data Analysis				3			60	85	L/T	
ELET413	Feasibility Studies				3			60	85	L/T	
ELET414	International Business Law				3			60	85	L/T	
ELET415	Contemporary Issues in International Relations				3			60	85	L/T	
	Minor Course				3			60	85	L/T	
	Sem. 8					**18**		360	510		
ELE 421	Graduation Project				3		60	85		L/S	**Dissertation Presentations**
ELE 422	Strategic Management				3		60	85		L/T	Exam paper (120 minutes) Project essay Presentations
ELET423	Business Modelling				3		60	85		L/T	
ELET424	Innovation & Entrepreneurship				3		60	85		L/T	

ELE T425	International Logistics Operations						3	60	85	L/T	
	Minor Course						3	60	85	L/T	
Total		**18**	**18**	**18**	**18**	**18**	**18**	**2160**	**3060**		
L:	*Lecture*										
S:	*Seminar*										
T:	*Tutorial*										

Curriculum Overview									
Minors - International Trade Logistics Management Major									
Course No.	**Course Unit**	**Credit Hrs. per Semester**				**Workload**		**Method of Teaching**	**Form and Duration of Exams**
		5	**6**	**7**	**8**	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
	Semester 5					**60**	**85**		
ELE T214	**International Trade**	3				60	85	L/T	Exam paper (120 min.) Project essay Present.
	Semester 6					**60**	**85**		
ELE T224	**Customs Clearance**		3			60	85	L/T	Exam paper (120 min.) Project essay Present.
	Semester 7					**60**	**85**		
ELE T315	**Negotiations & Contracts Management**			3		60	85	L/T	Exam paper (120 min.) Project essay Present.
	Semester 8					**60**	**85**		
ELE T415	**Contemporary Issues in International Relations**				3	60	85	L/S	Exam paper (120 min.) Project essay Present.
Total		**3**	**3**	**3**	**3**	**240**	**340**		
L:	*Lecture*								
S:	*Seminar*								
T:	*Tutorial*								

The **Energy and Petroleum Logistics Management** major is a specialised field that focuses on the comprehensive management of logistics operations within the energy, oil, and gas

industry. This major provides students with a deep understanding of the intricacies involved in the transportation, storage, and distribution of crude oil, petroleum products, and natural gas. The curriculum covers various aspects, including the transport of crude oil from production wells to refineries, the dispatch of commercial petroleum products, and the logistics of natural gas.

Curriculum Overview											
Energy and Petroleum Logistics Management Major											
Course No.	Title of Course Unit	Credit Hrs. per Semester						Workload		Teaching Method	Form and Duration of Exams
		3	4	5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
	Sem. 3	18						360	510		
ELI 212	English for specific purposes2 (ESP 2)	3						60	85	L/T	**Dissertation Presentations**
ELE 211	Cost Accounting	3						60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 213	Operations Research	3						60	85	L/T	
ELEP 214	Energy Management System	3						60	85	L/T	
ELEP 215	Energy Economics & Trading	3						60	85	L/T	
	Elective Course	3						60	85	L/T	
	Sem. 4		18					360	510		
ELE 221	Logistics Information Systems		3					60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 222	Introduction to Law		3					60	85	L/T	
ELE 223	Managerial Accounting		3					60	85	L/T	
ELEP 224	Natural Gas & LNG		3					60	85	L/T	
ELEP 225	Oil & Gas Operation Management		3					60	85	L/T	
	Elective Course		3					60	85	L/T	
	Sem. 5			18				360	510		
ELE 311	Business Law			3				60	85	L/T	Exam paper

Code	Course	Cr-a	Cr-b	Cr-c	60	85	Type	Assessment
ELE 312	Principles of Marketing	3			60	85	L/T	(120 minutes) Project essay Presentations
ELE 313	Financial Management	3			60	85	L/T	
ELEP 324	Energy Law & Contracts	3			60	85	L/T	
ELEP 315	Petroleum Project Management	3			60	85	L/T	
	Minor Course	3			60	85	L/T	
	Sem. 6	**18**			**360**	**510**		
ELE 411	Research Methodology	3			60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 322	Quality Management	3			60	85	L/T	
ELE 323	Imports & Exports Logistics Management	3			60	85	L/T	
ELEP 314	Oil & Gas Supply Chain Management	3			60	85	L/T	
ELEP 325	Renewable Energy Marketing	3			60	85	L/T	
	Minor Course	3			60	85	L/T	
	Sem. 7		**18**		**360**	**510**		
ELE 321	Human Resources Management		3		60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELE 412	Data Analysis		3		60	85	L/T	
ELEP 413	Oil & Gas Health & Safety Management		3		60	85	L/T	
ELEP 414	Business Cases in Energy Logistics		3		60	85	L/T	
ELEP 415	Sustainable Energy Fundamentals		3		60	85	L/T	
	Minor Course		3		60	85	L/T	
	Sem. 8			**18**	**360**	**510**		
ELE 421	Graduation Project			3	60	85	L/S	**Dissertation Presentations**

Course No.	Title of Course Unit							Hours in Class	Hours Self-Study	Method of Teaching	Form and Duration of Exams
ELE 422	Strategic Management						3	60	85	L/T	Exam paper (120 minutes) Project essay Presentations
ELEP 423	Politics in Oil & Gas Industry						3	60	85	L/T	
ELEP 424	Risk Management in Energy Projects						3	60	85	L/T	
ELEP 425	Organizational Behavior						3	60	85	L/T	
	Minor Course						3	60	85	L/T	
Total		**18**	**18**	**18**	**18**	**18**	**18**	**2160**	**3060**		
L:	*Lecture*										
S:	*Seminar*										
T:	*Tutorial*										

Curriculum Overview									
Minors - Energy and Petroleum Logistics Management Major									
Course No.	Title of Course Unit	Credit Hrs. per Semester				Workload		Method of Teaching	Form and Duration of Exams
		5	6	7	8	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
	Semester 5					**60**	**85**		
ELEP 214	Energy Management System	3				60	85	L/T	Exam paper (120 min.) Project essay Presentation
	Semester 6					**60**	**85**		
ELEP 215	Energy Economics & Trading		3			60	85	L/T	Exam paper (120 minutes) Project essay Presentation
	Semester 7					**60**	**85**		
ELEP 225	Oil & Gas Operation Management			3		60	85	L/T	Exam paper (120 min.) Project essay Presentation
	Semester 8					**60**	**85**		
ELEP 424	Risk Management in Energy Projects				3	60	85	L/S	Exam paper (120 min.) Project essay Presentation
Total		**18**	**18**	**18**	**18**	**240**	**340**		
L:	*Lecture*								
S:	*Seminar*								
T:	*Tutorial*								

Modul No.	Title of Module / Course Unit	Credit Hrs. per Semester		Workload		Method of Teaching	Form and Duration of Exams
		3	4	Hours in Class	Hours Self-Study	i.e. lecture course, seminar	
Curriculum Overview							
Elective Courses (for all majors)							
	Semester 3 / 4	**18**		**60**	**85**		
ELX431	Project Management and Entrepreneurship	3		60	85	L/T	Exam paper (120 minutes) Project essay Presentation
ELX444	Human Rights					L/T	
ELX451	Transport Safety & Security					L/T	
ELX438	Consumer Behavior					L/T	
ELX443	Advertising Management					L/T	
ELX442	Basics of Political Science					L/T	
ELX435	Communication Skills		3			L/T	
ELX439	Basics of Sociology					L/T	
ELX460	Basics of Psychology					L/T	
ELX450	Passenger Transport Management					L/T	
ELX490	Effective Leadership					L/T	
Total		**18**	**18**	**60**	**85**		

The TLM Bachelor programme provides students with comprehensive knowledge in the management of transport, supply chain, international trade and Energy logistics. It equips them with the ability to study various theoretical and technical methods and techniques relevant to the industry. Students can explore into all significant areas of the previous majors and acquire the necessary understanding to thrive in the respective sector. As a result, the programme was divided into four majors.

The intended learning outcomes at course level (ILO) (see Chapter 1.1) are defined for every course in the course descriptions, mapped to cognitive levels (knowledge, comprehension, application, analysis, etc.) and appropriate for undergraduate study. This aims to ensure compliance with national higher education standards.

During the semester, the Educational Department monitors course progress through weekly updates from lecturers, who document the portions of the course covered in a course progress sheet. At the end of the semester, during final assessments, lecturers clearly indicate which ILOs are addressed by each exam question. Following the assessments, the Educational Department compiles statistics for each question and generates an "Productivity Report". This report measures the extent to which each learning outcome has been achieved, ensuring both logical progression and alignment between the curriculum, teaching, and assessment.

CITL conducts regular reviews and updates of course content as part of its ongoing curriculum evaluation. Changes may include adjustments to course requirements, policies, and procedures, and are always subject to the Academy's formal review and approval processes. This means, AASTMT and CITL maintain a comprehensive and structured process for validating and updating courses, integrating internal reviews, external accreditations, and alignment with industry standards to ensure high-quality education. During the on-site visit, the panel learned from CITL, that the majority of graduates achieve an adequate job within three to six months.

Rationale for Degree and Programme Name

The name of the Bachelor programme Trade Logistics and International Transport Management as well as the names of the included majors:

- Transport Logistics Management
- Supply Chain Management
- Logistics of International Trade Management
- Energy and Petroleum Logistics Management

have been selected to clearly reflect the programme's as well as each major's focus, updating them as curricula evolve. This aims to ensure the study programme remains visible and understandable.

As to the degree name Bachelor of Science in Trade Logistics and International Transport Management, it is congruent with the programme's name adding the title Bachelor of Science which is a first academic university degree also used for economic disciplines.

Integration of Theory and Practice

The TLM programme creates an active learning environment through practical work, lectures, workshops, seminars, and group sessions. Key initiatives include:

- Industry partnerships for customised training
- Guest lectures and site visits
- Optional and paid placements in transport and logistics businesses
- A compulsory training module for graduates

CITL students can access various training opportunities across sectors. For example, according to the SER[15], CITL Cairo offered 3,683 placements from 2020 to 2024, averaging 736 annually.

Practical cases are embedded in all courses according to their nature, including case studies, field visits, and sessions with industry speakers and guest lecturers. Courses such as Introduction to Information Systems, Digital Business Innovation, Applied Statistics, Operations Research, and Human Resources Management include practical exercises addressing real-world problems. The Academy provides opportunities for field training both locally and internationally, incorporating new technologies and ensuring training quality through standardised procedures and controls.

The final graduation project requires students to apply theoretical knowledge in a practical context, demonstrating their ability to solve complex, real-world problems using the skills and knowledge acquired throughout the programme.

This combination of theory, hands-on training, and applied projects aims to ensure that students are well-prepared for professional roles immediately upon graduation.

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[15] See p. 35.

Interdisciplinary Thinking

According to AASTMT[16], the TLM programme encompasses both interdisciplinary and multidisciplinary elements. Several courses of the study programme integrate theories and methodologies adopted from other academic fields, enriching the curriculum through their successful application to logistics-related challenges. The study programme encourages the integration of perspectives from disciplines beyond logistics, such as accounting, computing, economics, marketing, philosophy, operations research, and mathematics. Furthermore, additional courses leverage multidisciplinary approaches by incorporating both theoretical and practical insights from various domains, such as engineering, supply chain management, logistics, and transportation. Examples include language courses (ELI125, ELI212), law courses (ELE222, ELE311, ELET414), and human rights, psychology, and sociology courses (ELX444, ELX439, ELX460, ELS426).

Ethical Aspects

Comprehensive codes of ethics have been established for both faculty and students participating in the TLM programme. These codes are formulated through collaborative efforts among key stakeholders, including the students' union, industry partners, academic staff, and college personnel. Upon completion, the codes are formally announced and published. They address a broad spectrum of ethical topics, such as Intellectual Property Rights and Human Rights, which are integrated into the Programme's curriculum. To promote transparency and impartial assessment of graduation projects, the study programme routinely invites external examiners - comprising university representatives, distinguished experts, CEOs, directors, former transport ministers, and government board members - to contribute their expertise.

Methods and Scientific Practice

The TLM curriculum is designed to meet the criteria demanded by the job market, enabling students to effectively navigate challenges and secure employment opportunities. The programme seeks to foster qualities such as self-confidence, innovation, productivity, competitiveness, strong determination, and creativity, which are essential for addressing the challenges faced by Egypt, Arab countries, and the global landscape in the 21st century. The aim is to equip students with the necessary skills and attributes to thrive in a rapidly evolving and competitive professional environment.

For the scientific training, the major curricula include courses such as: Research Methodology (Course number ELE 411); Operations Research (ELE 213); Graduation Project (ELE 421); Principles of Management (ELE 112); Strategic Management (ELE 422); and Logistics Information Systems (EL221).

CITL encourages students to engage in research through graduation projects and applied research activities under the supervision of faculty members. Opportunities include:
- Participation in entrepreneurship programmes, particularly via the AAST Entrepreneurship Center (established 2015), which supports innovation and project-based research[17];
- Presentations at local and international conferences;

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[16] See SER p. 36 f.

[17] See also below chapter 3.6 of this report.

- Institutional support through mentorship, workshops, and funding opportunities for research and project dissemination;
- Contribution to publications such as the Journal of International Business Logistics;
- Co-authored book chapters with supervisors in The Handbook of Research on Future Policies and Strategies for Nation Branding,

Examination and Final Thesis

Every course examination within the TLM study programme must be crafted in alignment with the Intended Learning Outcomes at course level (ILOs) that are defined at course level. Each question is required to directly correspond to the measurement the ILOs, and the marks allocated to each question are weighted accordingly. The assessment methods employed are purposefully designed to evaluate the attainment of the ILOs. The CITL website[18] provides important information such as exam schedules, exam room details, and a platform for students to submit complaints or requests (https://studentportal.aast.edu/).

To pass the final exam, a student must score at least 30% of the final exam's total mark. This is a mandatory condition for passing the course, regardless of overall coursework performance. In accordance with the AASTMT Student Assessment Procedures, the specific assessment details can be found in the following table:

Course Assessments

Assessment	Percentage
Mid-term Exam	30 %
Continuous Assessment *(oral exams, quizzes, discussions, homework assignments, case reports)*	20 %
Final Written Exam	40 %
Class work/participation	10 %
Total Assessment/course	100%

According to the AASTMT Education and Study Regulations[19], the final assessment for each course is held on campus and can be either paper-based or electronically administered. It may also include an oral or practical component, depending on the nature of the course. The written exam can be e.g. a case study, a report and an analysis.

At CITL, at the end of the study programme a Bachelor thesis is not required, but a graduation project. Based on the binding CITL regulation on "Policy on Undergraduate Graduation Project" students, in consultation with their project supervisor, may undertake one of the following types of projects. The final type must be approved by the department.
- Research Project: An original investigation that addresses a specific research question, employing appropriate methodologies, data analysis, and scholarly discussion. 3.2
- Design/Build Project: The conception, design, prototyping, and testing of a product, system, or structure to meet specified requirements.
- Case Study Analysis: An in-depth examination of a specific real-world case, organization, or event, leading to analytical conclusions and recommendations.

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[18] https://aast.edu/en/colleges/citl/heliopolis/) (last seen on October, 2025).
[19] See Art. 14.

- Creative Project: The production of an original work (e.g., software application) accompanied by a critical exegesis explaining its conceptual basis and technical execution.

These projects focus on addressing realistic and practical challenges faced by companies, serving as the cornerstone of most final graduation projects.

For the graduation project the procedure is the following: Students take the research methodology course (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. In semester 8, they start the graduation project for data collection, writing up, and defence. 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).

Graduation projects are evaluated differently from regular courses, with both continuous assessment and final evaluation:

- Proposal Evaluation: The initial project proposal is assessed out of 10 marks. Supervisors also evaluate individual tasks per student, scored out of 30 marks, based on assigned responsibilities.
- Pre-Defence Assessment: In the fourteenth week, a pre-defence committee of three members (including at least one internal faculty member) evaluates students' initial progress on a 20-point scale.
- Final Defence: At the end of the semester, a final defence committee of three members (including internal and external members, often from industry) evaluates the project. The final assessment is counted out of 40 marks per student, reflecting individual contributions.

The Grading Table for the final graduation is the following:

Grades used in institution (from highest to lowest passing grade)	Number of passing grades awarded to the reference group	Percentage of each grade with respect to the total passing grades awarded
Excellent With Honors	88	29.93%
Excellent	15	5.10%
Very Good with Honors	11	3.74%
Very Good	83	28.23%
Good	58	19.73%
Pass	39	13.27%

At AASTMT, students can review their graded exams, also their final exam results or penalties in accordance with the Academy's Education and Study Regulations. Appeals must be submitted within the specified time, typically from the notification of results until registration for the next semester. For pre-final assessments, students have the right to access their answer sheets to review performance, identify any errors, and learn from them. Additionally, students may consult with the lecturer regarding their grades to receive further clarification and feedback.

Appraisal:

The curricula of the TLM programme including its four majors adequately reflect their qualification objectives. The contents of the courses are well-elaborated and well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation, in particular the majors with two compulsory elective courses as well as four minor courses per major enable students to acquire the necessary competences and skills.
Moreover, the course contents consistently reflect the strategic orientation of the study programme and its majors, as they are oriented towards the national and international future labour market demands from industry and business as well as towards fostering societal development. They clearly meet the requirements of the job market. The panel welcomed that – according to the information given by CITL during the on-site visit - the majority of graduates achieve an adequate job within three to six months.

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

In the courses theoretical questions are, where possible, explained by means of practical examples. Theory and practice are systematically interrelated throughout the curricula of programme and majors. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

There is evidence that the programme qualifies for interdisciplinary thinking.

CITL confirmed, that ethical implications (for example those of economical ways of thinking and acting) are appropriately communicated.

As part of the study programme, students acquire methodological competences and are enabled to do scientific work on the required level, which are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.
The final projects are evaluated based on previously published and coherently applied criteria, rules, and procedures. Based on some project reports that the panel members could read and review, the panel is convinced that the students prove, especially in their projects, their ability to do scientific work and the achievement of the study programme's qualification objectives.

	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 final thesis (Asterisk Criterion)			X		

3.2   Structure

Projected study time	4 years / 8 semesters
Number of credits (national credits and ECTS credits)	144 American credit hours /240 ECTS credits
Workload per ECTS credit	29 h
Number of courses	48 courses
Time required for processing the final project and awarded credit hours /ECTS credits	250 hours; 6 American credit hours (equals 10 ECTS credits)
Number of contact hours	2.880 h

The TLM Bachelor study programme is taught in 8 semesters (4 years) and has a workload of 144 American credit hours which correspond to 240 ECTS credits. One academic year consists of 36 American credit hours or 60 ECTS credits. Normally, at CITL a course has three credit hours or 5 ECTS credits with a student workload of 145 hours (1 ECTS credit = 29 hours).

The study programme with its four majors consists of courses which are explained in course descriptions. The curriculum is constructed sequentially to allow students to build knowledge progressively over the courses of the academic year. The course descriptions comprise all necessary elements and information, such as course content, teaching and learning methods, forms of assessment, objectives and intended learning outcomes (ILO), the workload and its composition, the number of course credits (in American credit hours), and the recommended reading. They allow students to study for a certain time at other universities abroad.

Study and Exam Regulation
The programme follows and applies binding AASTMT "Education and Study Regulations"[20] as well as the regulation on 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.

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[20] From 2023, see Part 4.

The regulations require that each course grade be composed of coursework and final assessment components. This is structured as follows:

- Assessment during the first seven weeks of the semester (e.g. with quizzes, written tests, assignments) with a weight of 30 %. The grade is announced online by the end of week 8.
- Assessment from Week 8 to Week 12 (e.g., midterm exams, assignments). With a weight of 20%. The grade is announced by the academic department.
- Marks for class participation, attendance, discussions, and timely submission of assignments throughout the semester, with a weight of 10%
- Final assessment, typically conducted at the end of the semester, with a weight of 40%.

For all courses except for graduation projects, the final exam is a comprehensive assessment covering all course content.

Exam Schedule

Exam	Schedule
Mid-term Exam	7th week
Continuous Assessment	12th week
Final-written Exam	16th week
Class work/participation	1st week-15th week

The grading system is 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. This portal can be accessed at any time.

Grading structure
The final grade is set according to the following Cumulative Grades

Grade	GPA
Excellent	from 3.6 and above
Very Good	from 3 to less than 3.6
Good	from 2.6 to less than 3
Pass	from 2 to less than 2.6
Fail	Less than 2

This refers to the grades received by students for any course. Course grades are set according to the following scheme:

Evaluation sign	Evaluation point	Percentage	Grade
A+	12/3 = 4	95 and more	Excellent
A	11.5/3= 3.83	90- less than 95	Excellent
A-	11/3= 3.66	85- less than 90	Excellent
B+	10/3= 3.33	80- less than 85	Very Good
B	9/3= 3.0	75- less than 80	Very Good
B-	8/3= 2.66	70- less than 75	Very Good
C+	7/3= 2.33	65- less than 70	Good

C	6/3= 2.0	60- less than 65	
C-	5/3= 1.66	56- less than 60	
D+	4/3= 1.33	53- less than 56	Satisfactory
D	3/3= 1.0	50- less than 53	
F	0/3= Zero	less than 50	Fail

Graduates get their graduation certificate according to the ECTS Users' Guide and the Diploma Supplement, which will include a relative grading table.

Feasibility of Study Workload

The TLM Bachelor programme consists of 48 courses. Each course is equivalent to 3 semester credit hours / 5 ECTS credits. Within CITL, 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 course exams. The summer semester lasts for 5 weeks, followed by one week for final exams. It includes, if necessary, repeating (max. 2 courses). Also, during the summer students can do their extracurricular practical terms.

As described above, all semesters include six courses, following didactic objectives and conceptual coherence. Successful completion of each semester leads to the validation of 18 credit hours or 30 ECTS credits. Including the summer semester of six weeks (5 + 1) students have per year 12 weeks available for their own.

One ECTS credit is assumed to correspond to 29 hours of workload, comprising contact hours, self-study, and exams. In principle, almost 40 % of the workload are expected to be contact hours, and the remaining 60 % to be self-study and exams.

The students' workload is regularly assessed through evaluation sheets completed at each semester's end (see chapter 5.2.1), ensuring timely completion of the study programme. CITL reviews these results and takes action if needed, as shown during the on-site visit. Students provide feedback on the time required for self-study through mid-semester and end-of-semester evaluations. Adjustments are made in teaching schedules, course content, and assessment methods to maintain fair and achievable workloads.

Equality of Opportunity

In accordance with Egyptian laws and constitution, there is no discrimination between females and males joining the TLM programme. CITL admits students without gender, age, or religious bias in line with Egyptian law. Both men and women enrol at all levels, creating a diverse classroom environment. The college attracts students mainly from Libya, Nigeria, Sudan, Lebanon, and Syria, as well as individuals from the GCC, EU, USA, and other countries.

AASTMT allows any student who loses her /his father to quickly apply for a guaranteed scholarship covering all studies. If a student's family member dies, tuition fees already paid may be refunded. A-class students receive grants or achievement certificates each semester. Students from countries like Syria, Libya, and Egypt facing financial difficulties are permitted

to continue classes until they can pay tuition. This was also confirmed during the panel's on-site visit.

There are regulations in favour 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.

All students enrolled in the programme have equal access to international student exchange programmes, provided they meet the programme's admission requirements, including a minimum GPA and English proficiency. If students encounter administrative obstacles, academic advisors provide guidance and support to facilitate participation.

In general, AASTMT is committed to providing a supportive and inclusive environment for students with disabilities. They offer a range of services and accommodations to ensure equal access to education and campus life.

Key aspects of AASTMT's disability support include:

- Accessible facilities: AASTMT campuses and facilities are designed to be physically accessible, with features like ramps, elevators, accessible restrooms, and wide doorways.
- Academic accommodations: AASTMT provides reasonable adjustments and accommodations to help students with disabilities succeed in their studies.
- Disability support services: This includes information on accessibility, accommodations, auxiliary aids, and liaison with faculty and staff.
- Financial assistance: AASTMT offers financial support for students with disabilities, with categories for severe and moderate disabilities.
- Promoting social inclusion and integration: AASTMT strives to create an inclusive environment where students with disabilities can fully participate in academic, cultural, and social activities.
- Emphasis on equal opportunity and participation: AASTMT is committed to ensuring that students with disabilities have equal opportunities to participate in higher education and achieve their academic goals.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of periods of study is clearly defined. In the Diploma Supplement the final grade is supplied with an ECTS grading table.

The study programme follows the American credits hours system and has a workload of 144 credits hours corresponding to 240 ECTS credits. This means that 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, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI 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, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted. The panel learned from CITL that the measures taken are periodically reviewed and adapted in accordance with the obtained results.

		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 Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity	X				

3.3 Didactical concept

CITL uses diverse teaching methods such as lectures, games, field visits, seminars, workshops, assignments, and group projects, aligned with student-cantered learning promoting students' active participation in their training. During the tutorial sessions, students engage in practical exercises and applications under the guidance of a teaching assistant. These activities include problem-solving, discussions on various case studies, utilising computer labs, and presentations by guest speakers from the industry. Students are also encouraged to engage in research and share their work at international conferences and journals.

The College actively fosters the development of students' educational and academic competencies by encouraging participation in international competitions. The institution recently attained a prominent global ranking in a world supply chain competition, with its team comprising both male and female students. To support this achievement, a dedicated faculty supervisor was appointed.

To further enhance the learning environment, CITL regularly invites visiting professors from Egyptian and international universities, alongside experts from governmental sectors such as the Ministry of Transport and the Ministry of Supply and Foreign Trade. The college also conducts guest lectures, workshops, seminars, industry speaker sessions, and forums to promote the exchange of knowledge and expertise among students.

Course Materials

The Academy supplies all students with textbooks for their registered courses at the start of each academic semester. Additionally, materials for certain courses are available in electronic format. To enhance this offer, the Academy has partnered with Kortext combined with Moodle, which provides both online and offline access to essential textbooks from various publishers. This collaboration includes a suite of tools that deliver functionalities surpassing those of traditional textbooks. The features offered by Kortext include:

- The ability to save and organise notes and share them via email or OneNote.
- The option to add personal content to students' bookshelves, such as journal articles, lecture notes, and personal eBooks, and
- Synchronisation of notes across all devices.

Teaching materials at CITL are based primarily on internationally recognised textbooks. Committees in the basic scientific disciplines, in coordination with the Textbooks Department, select the most suitable textbooks for each course. Faculty members may supplement these textbooks with practical cases and examples from real-world contexts to enhance student learning. In addition to official textbooks, students have access to a wide range of physical and digital resources via the CITL library and the Academy's digital platforms.

Guest Lecturers

Guest lecturers from foreign universities such as University of Huddersfield – UK, Sheridan College – Canada, and Sunchon National University - South Korea are invited to speak on topics related to transport and supply chain management. Additionally, guest lecturers are invited from the American University in Cairo (AUC), various Egyptian universities, such as French University in Egypt, Ain Shams University, Sadat Academy, Cairo University, Tanta University, and the British University in Cairo (BUC). Finally, numerous industry speakers are regularly invited to share their insights and experiences such as from Tesla, Energy and Oil companies, from banks and logistics companies.

Lecturing tutors

CITL employs lecturing tutors to support students in their educational journey and aid in the development of essential competencies and skills. These tutors provide guidance and clarification on course materials, helping students understand complex concepts. By facilitating discussions and encouraging questions, they create an interactive learning environment, promoting the success of teaching training. Furthermore, tutors offer personalised assistance tailored to individual student needs and learning styles, which enhances skill development. This support is available during designated office hours for each course taught at CITL.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each module/course, for instance by regularly using case studies and/or practical projects.

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 and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. Moreover, 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 support the students in the learning process and help them develop competences and skills. They also significantly contribute 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 International outlook

The study programme integrates global and intercultural content across core and elective courses such as International Business Management, International Business Law, International Trade, and Global Supply Chain Management. It also features international practical case studies, videos, and applications. Professionals from industry with international background and from international companies - including logistics managers, freight transport executives, and supply chain directors - enhance learning by serving as guest speakers and leading workshops and seminars.

Students can participate in international supply chain competitions, such as the Fresh Connection competition, to apply their knowledge in a global context. An annual summer course is also held abroad to provide exposure to an intercultural environment. In this programme, the students study with EU and international students, attend the same classes, and take part in discussions with peers from various backgrounds. During the most recent summer session at the University of Antwerp in Belgium and Malaysia University for Science and Technology, CITL students obtained high academic scores.

CITL students Participating in Global Event[21]

Event	Facts
The Fresh Global Supply Chain Connection	10,000 students
	600 universities
	100 countries
	CITL score; 6th world rank
Young Leaders Marathon, Sponsored by Americana, At the American University in Cairo	Participation by 8 students supervised by the Head of the supply chain department

Faculty members receive funding from the Academy to pursue their Master and doctoral degrees at international universities. Currently, faculty members are enrolled in universities across countries such as Germany, UK, and Belgium. Additionally, international conferences and global competitions are organized to provide students with exposure to different cultures.

Internationality of the Student Body
The study programme with its different majors attracts students of diverse nationalities, including individuals from Nigeria, Yemen, Syria, the Gulf states, Canada, the USA, and Germany. The majority of students are Egyptians, representing various regions of Egypt and different cultural backgrounds. Some Egyptian students enter CITL after completing secondary education abroad. Several courses are structured to promote teamwork, requiring students to prepare, present, and defend group projects and assignments. This method is implemented in courses such as graduation projects, research methodologies, business skills, and principles of management.

Internationality of faculty
Faculty members possess a range of qualifications from both international and Egyptian universities. Most of the faculty earned their PhDs from universities in the USA, UK, and EU, while others obtained their PhDs from Egyptian institutions. Additionally, a few faculty members received their Bachelor and/or Master degrees from foreign universities. CITL has attracted professors from both foreign and Egyptian universities to share their expertise and knowledge[22].
Full funding is provided to faculty members for participation in international specialised conferences, facilitating the sharing and exchanging of knowledge and experience.

Foreign language contents
CITL offers the study programme in two language tracks: English and Arabic. Over two-thirds of the students choose the English pathway, while a smaller number opt for the Arabic path. In the English pathway, all textbooks provided to students are in English, with the majority being international editions. Students in the English pathway receive their lectures, tutorials, exams, and workshops conducted in English. Some CITL students participate in a summer course at the University of Antwerp in Belgium, which is also delivered in English. Additionally, some students complete their full-time practical training in the USA, conducted in English, at California State University, where they can visit companies and ports. As mentioned above, also other elements such as content and faculty shape the international character of this programme.

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[21] According to the SER, p. 45.
[22] See above chapter 1.2.

Appraisal:

The CITL programme has a strong international focus, particularly with international contents that are 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 acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted.

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 strategic goal of CITL and promotes the acquisition of international competences and skills. The measures taken are goal oriented. This international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the AASTMT.

In the English track of the TLM study programme the lectures and course materials are all in English. Also in this regard, internationality is clearly a key element of the study programme's profile. The panel particularly appreciated the high English proficiency of lecturers and students.

	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)

Multiple activities are scheduled each academic year, including sessions covering CV writing, presentation skills, interviewing techniques, communication skills, negotiation skills, crisis management, time management, and leadership skills. These sessions are conducted by industry professionals, government representatives, and international trainers. Students have opportunities to participate in international conferences and competitions, as well as present their work. Additionally, certain courses require students to collaborate on projects and collectively present their findings[23].

Appraisal:

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[23] https://aast.edu/en/colleges/citl/heliopolis/contenttemp.php?page_id=36200102 (last seen on October 9, 2025)

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

During the interview with the panel, lecturers and students confirmed that the communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile.

	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)

CITL has installed an industrial board, which consists of CEOs and directors specialising in logistics and supply chain management across various industries and companies[24]. Members of this board are regularly invited to participate in academic meetings with Department Heads. The goal of these meetings is to identify the evolving needs and skills of the job market in logistics and transport, which can then be incorporated into the programme curriculum. The College organises a job fair each semester, bringing together companies from various sectors to interview graduates for potential job openings, present real-world cases and strategies to students and graduates and offer training opportunities.

CITL students enjoy a high employment rate across international, regional, and local companies.[25]

AASTMT has a strong focus on entrepreneurship and innovation, with its Entrepreneurship Centre playing a central role in fostering entrepreneurial skills and connecting students and alumni with startup ecosystems. The study programme provides several ways for exposure to entrepreneurial activities:

1. The AAST Entrepreneurship Centre supports all stages of startup development, from idea generation to scaling. It offers mentorship, training, co-working spaces, and access to potential investors.

2. A Startup School is the educational arm of the Entrepreneurship Center, providing customised learning experiences and offering training on core entrepreneurial skills and tools, as well as specialised programmes for early-stage startups.

3. AAST Grads to Business supports graduates transitioning to the professional world through freelance opportunities, joining startups, or launching ventures. Moreover, it provides mentorship, financial support, and access to investment opportunities.

4. CITL's Supply Chain Incubator is focused on logistics and supply chain innovations. It provides startups with domain expertise, access to logistics networks, mentorship, training, and potential investors.

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[24] See also above chapter 1.3.
[25] According to additional information during the on-site visit.

To improve the students' employability, they are practically exposed to emerging technologies and AI applications that are transforming logistics and international trade. This is achieved through several approaches:

- Simulation Software: Students use advanced logistics simulation tools such as ProModel and AnyLogic/Anylogistix to model and optimise supply chain processes, enabling them to apply AI-driven decision-making in realistic scenarios.
- Guest Lectures and Case Studies: Industry experts and international speakers deliver sessions on AI, predictive analytics, digital manufacturing, and automation, providing insights into current challenges and innovations.
- Field Visits: Students visit modern logistics hubs, ports, and warehouses equipped with digital and automated systems, gaining first-hand experience of Industry 4.0 technologies in practice.
- Dedicated Modules: Elements of AI, digital transformation, and predictive analytics are integrated into courses such as Contemporary Topics in Supply Chain Management and Supply Chain Systems, preparing students for the evolving demands of the logistics job market.

Appraisal:

The promotion of employability – for instance 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/courses.

In addition, the programme enables the students to actively apply the acquired skills in new areas of work, such as simulation software and AI - and to develop them further. The panel was impressed to see that the study programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

Moreover, the panel specifically welcomes that (1) the majority of graduates finds a job within three to six months; (2) the Academy installed a special and expensive simulation software that enables students to get intensified training; (3) the Academy installed an AAST Entrepreneurship Centre as well as a Start Up School that promote and train entrepreneurial activities of students; (4) an AAST Grads to Business unit. The panel takes the view that these activities o AASTMT and CITL are unusually supporting the graduates' success on the labour market.

	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

Structure and Quantity of Faculty in Relation to Curricular Requirements
The faculty at CITL comprises full-time lecturers and teaching assistants, as well as part-time lecturers from various sectors such as industry and other universities, or from colleges within AASTMT, as well as from international institutions. The lecturer-to-student ratio is one to 25.

CITL Faculty Staff Profile by 2024/2025

Title	Number of Faculty Staff – CITL
Professor	13
Assistant Professor	35
Lecturer	59
Teaching Assistant	87
Experts	36

At the different locations, CITL has the following numbers of staff available, partly with the same staff members:

CITL Faculty Staff Profile by 2024/2025 per location

Title	Number of Faculty Staff					
	Cairo (Heliopolis - Dokki)	Alexandria (Abu Kir)	El Alamein	Smart Village	Port Said	Aswan-South valley
Professor	7	7	1	2		1
Assistant Professor	4	7	1	1		
Lecturer	18	18	1	4	3	
Teaching Assistant	21	24	1	7	4	8
External Experts	4		1			
Total	**54**	**56**	**5**	**14**	**7**	**9**

CITL Faculty Staff Profile by 2024/2025 per location and major

Title	Number of Faculty Staff – CITL				
	Professor	Ass. Prof.	Lecturer	TA[26]	Experts
Alexandria	**7**	**7**	**18**	**24**	
Logistics & Supply Chain Mgt.	3	3	5	7	
Transport Logistics Mgt.	3	2	7	8	
International Trade Logistics Mgt.	1	2	4	6	
Energy and Petroleum Logistics Mgt.			2	3	
Cairo (Heliopolis - Dokki)	**7**	**4**	**18**	**21**	**4**
Logistics & Supply Chain Mgt.	2	1	6	10	
Transport Logistics Mgt.	2		7	5	4
International Trade Logistics Mgt.	3	2	5	5	
Energy and Petroleum Logistics Mgt.		1		1	
El Alamein	**1**	**1**	**1**	**1**	**1**
Logistics & Supply Chain Mgt.	1	1	1	1	1

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[26] Teaching Assistant

Transport Logistics Mgt.					
International Trade Logistics Mgt.					
Energy and Petroleum Logistics Mgt.					
Smart Village	**2**	**1**		**4**	**7**
Logistics & Supply Chain Mgt.	1			2	5
Transport Logistics Mgt.	1			1	1
International Trade Logistics Mgt.		1		1	1
Energy and Petroleum Logistics Mgt.					
Port Said (City of port Fouad)				**3**	**4**
Logistics & Supply Chain Mgt.				2	1
Transport Logistics Mgt.				1	3
International Trade Logistics Mgt.					
Energy and Petroleum Logistics Mgt.					
Aswan-South valley	**1**				**8**
Logistics & Supply Chain Mgt.					1
Transport Logistics Mgt.					7
International Trade Logistics Mgt.	1				
Energy and Petroleum Logistics Mgt.					

Each course includes two contact hours taught by a lecturer and an additional two contact hours led by a teaching assistant each week. Professional practices are thoroughly addressed by assigning industry professionals as lecturers.

All faculty members are selected based on stringent criteria, which include years of experience, academic qualifications, communication skills, presentation abilities, and social engagement. Candidates for faculty positions participate in an interview conducted as a seminar to evaluate these criteria. The seminar is attended by all Department Heads, the Dean, their assistants, and a sample of students. Additionally, visiting lecturers from national and international universities, as well as from various industries, are invited to deliver guest lectures, seminars, workshops, and training sessions.

Academic qualification
The academic qualification of the faculty staff is carefully selected to align with the AASTMT Academic Staff Regulations which outline the academic, professional, and ethical standards required for faculty recruitment and appointment. CITL also takes into account the scope and content of the courses offered at the College. Lecturers are required to possess a PhD from a recognised university, while teaching assistants must hold a Master degree and/or have relevant practical experience. Copies of each lecturer's and teaching assistant's degrees and qualifications, along with their CVs, are collected, reviewed, verified, and submitted to the human resources and financial departments before the start of their lectures.

Faculty are chosen through a process assessing experience, education, communication, presentation, and social skills via seminar-style interviews attended by leadership and students, including number of years of experience, academic qualification, communication skills, presentation skills, and social participation.

Visiting lecturers from universities and industry also provide guest sessions, seminars, and workshops. Before including them, 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.

English proficiency is required for all academic staff across campuses. AASTMT hiring regulations mandate that professors pass an English language proficiency exam, typically TOEFL or IELTS, to ensure they can effectively deliver their courses.

Several faculty members have achieved publications in high-impact journals, as detailed in the following table.

CITL Publications between 2019-2024

Title	Number of Publications
Professors	64
Assistant Professors	48
Lecturers	10
Teaching Assistants	2

The publications can be found in relevant scientific journals such as European Journal of Transport and Infrastructure Research, Journal of Business Logistics and The International Journal of Logistics Management.

Pedagogical / didactical qualification of faculty

During the hiring process, successful applicants must generally demonstrate solid teaching experience. Consistency and coherence of teaching is ensured by the Heads of Departments, who provide didactical and pedagogical guidance to external lecturers.

The faculty staff committee meets quarterly to review faculty progress, considering Train of Training (ToT) course participation, publications in high-impact journals, co-supervision, administrative duties, and student satisfaction surveys. Specific criteria apply for full-time AASTMT faculty membership, including:

- All faculty members employed by the College must attend and successfully complete a ToT course led by experts designated by AASTMT in the field of pedagogy. These courses cover topics such as modern teaching methodologies, integration of new technologies including AI, scientific research, methods of examination, and international publication practices. AASTMT announces ToT courses each semester, which are available to all faculty members.
- Continuous skills development courses for faculty members are mandatory for academic promotions and are factored into annual progress assessments. Some of these courses cover topics such as exam writing, scientific research methodology, publishing in high-impact journals, conference management, and classroom control.

Practical Business Experience of Faculty

CITL strongly emphasises the practical application of the taught theoretical concepts. This is assured with the external lecturers who practice their profession e.g. in the industry, in business or on public institutions. Internal lecturers also possess practical experience such as consultants for transport and logistics or board members for companies or authorities. E.g. the CITL Dean is advisor to the Egyptian Ministry of Transport; professors worked for the Transport Planning Authority (TPA) of the Ministry of Transport (MoT), at a shipping company for ship management and ship chartering.

Internal cooperation

Regular meetings are held among all departments on a periodic basis. The College Council convenes monthly to address challenges and explore potential opportunities for the College's development. Particularly, the Heads of Department of the different campuses meet once a month for coordination of the programme and the courses. According to the presentation of the Dean as well as to interviews with faculty, students and graduates from the different campuses during the on-site visit, internal coordination across the campuses is organised by regular meetings of all persons concerned. Moreover, there is a coordinator for each course who is responsible for the internal cooperation.

Additionally, faculty members collaborate with each other for the purpose of tuning courses towards the overall qualification objectives on for shared research interests to integrate various disciplines for the purpose of publication. Also, the internal faculty exchange ideas to create new research paths and teaching techniques.

Students support by the faculty

Faculty members are accessible to students outside of class hours. Contact details can be found on the University's website. The Moodle platform working as AASTMT's learning management system (LMS) provides a way for students to communicate directly with professors. Students may ask questions or attend office hours, which can be scheduled or unscheduled. Issues may be addressed immediately, or a follow-up appointment can be arranged with the relevant individual or department if needed. In the interview during the on-site visit, the students were enthusiastic about the Academy and particularly about the cooperation with and support by the faculty.

Academic advising and regulations are handled by faculty members, with each student assigned to an academic advisor who provides accessible contact information. The academic advisor keeps a record for each student that includes their academic plan, registration plan, contact details, disability status if applicable, and involvement in extracurricular activities. Honour students receive financial subsidies each semester as specified by academic regulations.[27]

Appraisal:

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 that both the academic standards and the requirements of professional practice are fully satisfied.

All faculty staff the panel met during the on-site visit was highly committed and enthusiastic about teaching and research. The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The Academy verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The faculty's outstanding academic qualification is underlined by scientific publications.

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[27] See also above chapter 3.2.4.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. AASTMT verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty is above average and corresponds to the requirement of the programme to integrate theory and practice. The faculty members use this experience in their teaching activities.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The panel welcomes that during the on-site visit the students were "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 led by the College Dean, a faculty member appointed by AASTMT. The Dean performs the function of the programme director and is supported by five vice deans, one assistant for foreign affairs, four department heads, and one head of the quality assurance unit. The department heads are responsible for running each major.

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.

The structure of the CITL programme management is identical with CITL's administrative structure which has been described above[28]

Within CITL, each programme department includes administrative personnel to support both faculty and students. The Head of the Administrative Follow-up Department is responsible for overseeing and evaluating the performance of the administrative staff across the departments across the different campuses.

The Dean conducts quarterly meetings with each Department to assess the specific deliverables of their major. These meetings aim to ensure that industrial experts and external guest lecturers are actively involved in the programme, focusing on achieving the Intended Learning Outcomes (ILOs) and addressing any educational or administrative challenges faced by each department. Conversely, the CITL frequently organises meetings that include faculty staff, student representatives, and administrative personnel. The purpose of these meetings is to establish the strategic plan and objectives for the departments, ensuring they are aligned with the strategic goals of both CITL and AASTMT. Additionally, they review progress, accomplishments, challenges, and the resources needed for effective programme implementation.

A registration coordinator at the College supports students with registration and transfers and addresses related issues. Student representatives regularly attend council meetings to share input and take part in decision-making. CITL academic staff contribute to both administrative tasks and educational responsibilities, strengthening faculty advising for students. Communication with students uses campus monitors, notice boards, the website, and a mobile app. The Dean also holds weekly open informal sessions called "coffee with the Dean" for students, parents, and faculty.

Appraisal:

The programme management consisting of the Dean as programme director and the head of departments being responsible for the majors coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. The Dean successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups and the analysis of relevant data. Statistical data serve as evidence; in particular, the panel appreciates the continuous commitment of the Dean, the CITL faculty and administrative staff to quality assurance and improvement, considering the several locations of campuses involved.

The programme is well organised in all aspects to be considered. During the on-site visit the panel became convinced of the fact that the organisation is explicitly faculty and student friendly. The development of the programme since the initial accreditation by FIBAA

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[28] See chapter Information.

demonstrates that the management continuously improved the curriculum using parameters in a quality oriented, effective and efficient manner.

Faculty members and students are supported by the administration in the organisation of the study programme. The panel was impressed by the strong commitment of academic staff and administrative staff members. 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 opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff convincingly acts as a service provider for students and faculty.

		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

CITL collaborates based on bilateral agreements and memoranda of understanding (MOUs) with a select group of foreign universities in UK, Belgium, USA, Latvia, Egypt, France, Croatia, Germany, Greece, Norway, Canada, and Swede. Include are universities such as German University of Technology GUtech (Oman), and Missouri State University (USA), the University of Huddersfield (U.K.), Riga Technical University (Latvia), and University of Antwerp (Belgium). The collaborative activities comprise programme development, exchanges of faculty and students, joint research, conferences, and postgraduate co-supervision. Particularly, MoUs with the universities of Hull and Huddersfield as well as with the Missouri State University allow CITL students after three years of studying at AASTMT to spend an additional year abroad to top up their degree.

MoUs	No of Students	Programme
University of Huddersfield, U.K.	8	BSc Logistics and Supply Chain
University of Hull, U.K.	27	BSc Logistics and Supply Chain
Missouri State University, USA	22	Certified Industrial Engineer (CIE)

Some CITL students have completed their final year at these partner institutions. Faculty from the partner universities have delivered guest lectures and presented at CITL-hosted events. Active Cooperation is also conducted with Egyptian universities such as Cairo University.

Agreements with various business enterprises in the fields of transport, logistics and supply chain have been concluded, aligned with the strategic plan of the CITL. Main purposes of the agreements are 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.

Also, CITL has agreed upon partnerships with the International Transport Division of the Alexandria Chamber of Commerce and the Chambers of Shipping in Alexandria, Port Said, and other maritime chambers across the country. These collaborations provide students with internship opportunities during summer vacations, allowing them to gain a comprehensive understanding of the practical aspects and experiences of the industry.

Several agreements have been concluded that are aiming at strategic objectives for students such as:
- Experiential Learning Enhancement: Secure immersive, real-world training rotations for students within White Freight's operational ecosystem.
- Industry Alignment: Integrate cutting-edge industry methodologies, technologies, and market challenges into pedagogical frameworks.
- Professional Network Development: Facilitate direct student engagement with White Freight's leadership and operational experts.
- Graduate Employability Optimisation: Create prioritised pathways for qualified graduates to access high-potential careers within a top-tier logistics enterprise.
- Acquisition of applied competencies in freight management, supply chain optimisation, and global trade compliance.

In return, CITL offers and delivers specialised training courses and consultancies. It provides the industrial and social societies with up-to-date and 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. In this context, CITL has developed a training programme that offers specialised courses in the field of transport and logistics to the industry. Numerous courses have been conducted for various companies.

All faculty members are involved in providing training to employees of various companies. Faculty members also offer consultation services to companies, international organisations, unions, and governments on projects of varying scales.

Appraisal:

The panel considers the academic and network of the CITL as remarkable. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme, on its curricular contents and on the profile of graduates. All such activities contribute to the development of the students' qualification and skills. The scope and nature of cooperation with HEIs, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented.
The cooperation is aligned with the strategy of the study programmes in terms of internationalisation and actively promoted particularly by means of exchange of students and staff.

The scope and nature of cooperation with business enterprises and organisations relevant to the programme are also plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. This cooperation has a formative impact on the contents of the programme and on the profile of the graduates. This happens by means of activities such as cooperation in projects, provision of traineeships, and appointment of professionals in teaching. These activities significantly contribute to the development of qualifications and skills and to the quality of the final projects.

	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

At the Cairo/ Heliopolis campus, CITL operates from its own dedicated building, which includes:

• Five floors	• 21 classrooms
• 3 laboratories	• 1 specialised logistics simulation lab
• 14 administrative offices	• 1 examination control room
• 1 library	• A catering area
• 1 meeting room	• 1 auditorium
• A parking area	• 1 meeting room
• 1 clinic	• 1 bookstore
• 1 workstation	• 6 toilets
• 1 elevator	

Each classroom is equipped with data show projector, whiteboard, and internet access, with some features of modern smart boards. The CITL's facility capacity comprises 1600 students. Currently there are about 1200 students enrolled. Students can use the Wi-Fi free of charge across all campuses.

AASTMT /CITL made available to the panel information on its building, rooms, and the library as well as descriptions of all campuses in the self-evaluation report thereof. AASTMT provides facilities and infrastructure to support research activities such as laboratories, workshops, studios, and others according to the needs of lecturers and students. Those facilities and infrastructure have met quality, work safety, health, comfort, and security standards. However,

during the on-site visit the panel could only have a look at the buildings and rooms including the library at the campus Cairo / Heliopolis. Furthermore, the simulation lab is equipped with the latest specialised learning software, funded by the EU TEMPUS project, allowing students to receive practical training in logistical software applications.

Campuses	Floors	Class Rooms	Labs
Heliopolis	5	21	3
Dokki	2	8	4
Smart Village	1	10	1
Alexandria	4	10	1
Aswan	7	18	4
Latakia	3	9	1
Port Said	3	11	2

The libraries at the different campuses, run by professional librarians and their staff, offer students complete access to both virtual scientific databases and physical books, covering all courses offered by the CITL programme.They also offer access to virtual databases, particularly literature on logistics and supply chain via the KORTEXT platform and mobile application[29]. The libraries provide the students with full access to the academic and scientific online databases and sources. The opening hours start and end with the daily studying schedules. During the semesters from Saturday to Thursday they open at 8 a.m. and close at 6 p.m. They are closed on Fridays. During summer break they open at 8 a.m. and close at 2 p.m.

Also, according to CITL[30] the Egyptian Government provides free access through the Egyptian Knowledge Bank to all students in all Egyptian universities where the students have access to several 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.

Certain courses within the Programme require students to complete assignments in the library. CITL faculty members participate in the annual selection and updating of physical textbooks in the libraries, particularly during the Cairo International Book Fair.

AASTMT has a fully installed Learning Management System (LMS) through Moodle, which provides centralised access to:
- full course outlines
- programme regulations
- graduation requirements

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[29] See https://aast.edu/en/sites/library/; http://openaccess.aast.edu/ (last seen on October 10, 2025)
[30] See SER, p. 54.

Students can access all this information via the student portal: https://aast.edu/en/info-for/students/. They can also use the LMS to register, check their grades, communicate with lecturers, and access relevant course materials.

Appraisal:

Since the on-site visit took place at the AASTMT premises in Cairo / Heliopolis, the panel did not have the opportunity to visit the Academy's buildings and facilities at the other AASTMT campuses. Instead, the Academy provided descriptions of its premises and facilities. Based on the materials provided, the panel got the impression that also the other AASTMT branches have existing capacities for teaching, research, studies, and administration at all seven campuses.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. However, the panel recommends modernising chairs in classrooms to enable students to use their laptop during lectures and give them sufficient space, as far as not already done.

The opening hours of the libraries at the different AASTMT campuses sufficiently take students' needs into account. Access most of the day to the literature and journals as well as to the relevant digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. Qualified library staff is there to advise students. Moreover, access to digital media is available from the students' home.

	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			

4.5 Additional services

CITL holds career counselling events each semester, providing training in soft skills like interviewing, CV writing, presentations, communication, and business ethics. AASTMT frequently hosts career fairs linking students to logistics, supply chain, and transport jobs. The Career Development Centre (CDC) offers ethical guidance and support, with additional help available through departments such as the Deanship of Student Affairs, Language College, Deanery of Registration, and Society Service Centre. Moreover, students can get individual advice for practical terms as well as for their career perspectives.

Also, AASTMT provides psychological and mental health services for students facing stress, anxiety, or academic overload:

- Services are coordinated through the Students' Affairs Deanery, offering behavioural and cognitive therapy, individual and group counselling, and family counselling by trained professionals.
- Additional support includes workshops, social support programs, and early intervention initiatives to ensure student well-being.
- The Accessibility Centre offers tailored support for students with psychological or emotional challenges, including welfare and disability advisers[31]:
- Disability support resources[32]:

All support services are free or subsidized and available across campuses, forming an integral part of AASTMT's commitment to holistic student care.

AASTMT offers a student alumni society that organises a variety of activities, including:

- Student trips
- Social gatherings
- Camping
- Induction and farewell parties for students
- A journal for sharing students' social news
- Issuance of commercial syndicate IDs for students

Additionally, some graduates in leadership positions are often invited to give lectures and seminars.

During the on-site visit the panel learned from alumni who had graduated from the TLM programme that they actively promote and support students by giving them information and advice about future jobs, and/or by giving lectures on practical problems.

Appraisal:

Career counselling and placement services are offered to the students and graduates on an individual basis to promote their employability. The HEI provides sufficient resources. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

An alumni organisation has been set up with the aim of developing an alumni network.
Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose. During the on-site visit, when talking to alumni about their activities for students at CITL, the panel could realise that they were highly motivated and prepared to cooperate with College and Academy.

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[31] See AASTMT Accessibility Center (last seen on October 9, 2025)
[32] Access Scheme

	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)

Revenues generated from student tuition fees is allocated to cover teaching expenses, facility enhancements, equipment purchases, textbook updates, educational resources, maintenance, and research funds for faculty staff. The CITL Dean holds an annual meeting with the Financial and Human Resources Departments to discuss the annual financial budget. This meeting is essential for evaluating the financial resources needed to cover the required costs throughout the academic year. By collaborating with these departments, the Dean ensures that the College is well-prepared to meet its operational needs and support its educational Programmes effectively. During the on-site visit the Dean confirmed that CITL's financial income is sufficient and ensured for the period of the re-accreditation

Appraisal:

The panel is convinced that the income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

	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

CITL operates under a comprehensive two-tier internal audit system as part of AASTMT's quality management framework.

- At level 1,evaluations and audits are conducted by the Quality Assurance Unit (QAU) at the College level, which plans annual evaluation and audit schedules, conducts process inspections, issues Corrective Action Reports (CARs), and tracks implementation of corrective actions. This unit is administratively aligned with the College management board and technically associated with the AASTMT Quality Assurance Committee.
- At level 2, evaluations and audits are performed by the Quality Assurance and Accreditation Center (QAAC) of AASTMT, which serves as the central coordinating body for the whole Academy to ensure independence and avoid conflicts with educational affairs. QAAC conducts re-audits to verify compliance, maintains comprehensive audit logs, validates the effectiveness of corrective actions through follow-up procedures, and feeds audit findings into the Academy's Management Review process and Board meetings.

This approach aims to ensure that each function is audited at least twice per year.

Moreover, a Quality Management Board (QMB) has been formed at the College, convening every three months. The Board comprises heads of departments, Vice Deans, faculty members, and student representatives. Additionally, each Department has appointed a faculty member to oversee quality assurance within their respective areas. This individual serves as the primary liaison and coordinator with the QAU at the College. The QAU organises regular meetings with quality representatives from all departments to monitor progress in educational quality throughout the academic semesters. The QAU conducts regular audits across all departments, assessing various aspects such as educational quality, examinations, intended learning outcomes (ILOs), attendance, grading, academic advising, student withdrawals, appeals, corrective actions, departmental strategic objectives, faculty evaluations, qualifications, workloads, teaching schedules, course progress sheets, and course files.

In turn, the AATSMT Quality Assurance Committee performs regular audits of the entire programme. In addition, external quality auditors from DNV.GL[33] conduct audits each academic semester. The Budget and Planning Unit at AASTMT holds annual meetings with the Dean of CITL to determine the target number of students for the upcoming academic year, based on the College's capacity and available facilities. The AASTMT Vice President for Education and Student Affairs also conducts regular discussions with the Dean to evaluate results and analyse student success rates.

For all courses the curriculum follows a structured approach, with topics being distributed and assigned on a weekly basis. This ensures that the intended learning outcomes for each course are effectively delivered by the instructors. At the conclusion of each semester, lecturers are required to submit a progress sheet alongside the grading sheets. The progress sheet provides an overview of the activities conducted throughout the semester. Lecturers are expected to fill in the topics covered each week and indicate any topics that may have been exempted. This sheet is then signed and submitted to the head of the department as a mandatory document within the College's quality assurance procedure. The college's quality unit takes on the responsibility of reviewing and comparing the progress sheet (actual workload) with the curriculum sheet (planned workload). Any deviations are brought to the attention of the Department Head.

At AASTMT, student satisfaction surveys and course evaluations are systematically collected and directly integrated into programme review processes. Every semester, students are required to complete digital course evaluation questionnaires before accessing their final grades, resulting in very high participation rates. Responses remain anonymous and cover key aspects like content quality, teaching effectiveness, and programme relevance.

The Quality Assurance Unit QAU receives aggregated results and analyse trends. Items falling below institutional benchmarks trigger Corrective Action Reports, which are followed up in the next audit cycle. These survey insights feed into periodic programme reviews, semester reflection meetings, and the Annual Programme Report. The central Quality Assurance and Accreditation Center (QAAC) analyses multi-year trends for broader Academy-level management reviews, ensuring that student feedback systematically shapes curricular updates, teaching strategies, and resource allocation at CITL.

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[33] Norwegian Classification Company for certifications and risk management.

Students at CITL are actively involved in quality assurance processes.

- Student Membership on Committees and Boards: Students are represented on College-level advisory boards and sector-specific governance councils, ensuring their voices are integrated into programme development and strategic decision-making. Their participation helps align course content, teaching methods, and campus services with student expectations and market needs.
- Course Evaluation Committees: Through digital course evaluations administered each semester, students provide direct feedback on courses, teaching quality, and practical training. These surveys are mandatory, and their results feed into quality assurance cycles, programme reviews, and corrective action planning.
- Input Utilisation: Student feedback is systematically analysed by the Quality Assurance Unit. Inputs gathered from surveys, board meetings, and committee representation are used to identify improvement areas, inform curriculum updates, and enhance student support services. Items or themes raised by students that fall below set satisfaction thresholds trigger formal reviews and action plans, while multi-year trends are discussed in faculty meetings and included in management reports for broader quality improvement.

Evaluation by students

Based on questionnaires, the students' course evaluations and satisfaction surveys mentioned above provide feedback on numerous aspects of the study that include the following aspects:

- Lecturers
- Teaching assistants
- Books and other study materials
- Course content
- Facilities
- Student workload

Participation in this evaluation process is mandatory for students to access their grades on the AASTMT website. The results are regularly reviewed by the Head of Department at the end of each semester. Feedback from the evaluations is automatically accessible to both the Dean and the Vice President for educational affairs, who regularly discuss corrective and preventive measures in response to any low ratings. Additionally, students adhere to established and communicated examination protocols. The evaluation procedures are publicly available on the AASTMT website and through each student's portal.

Evaluation by Faculty

Study programme evaluation by lecturers is conducted in such a way that the implementation of teaching and learning, organisation, as well as goals to be achieved are evaluated. The study programme evaluation by lecturers has been carried out periodically. The University coordinates the evaluation through a system made with a survey model and a work achievement form.

Moreover, at the conclusion of each semester the Head of Department (HoD) is responsible for evaluating each lecturer at the end of the semester according to the following factors:

- Understanding of the course ILOs
- Teaching methodologies
- Time management

- Presentation skills
- Teaching effectiveness
- Student participation and motivation
- Student discussions and respect
- Student attendance
- Assistance during exam invigilation

Evaluation by Alumni, Employers and Third Parties

CITL has appointed full professors from other universities as external examiners to evaluate selected final exams, ensuring the quality development process. Additionally, CITL includes industry professionals to support and supervise students during their graduation projects, as well as for regular term assignments. These industry members are also invited to provide feedback on the final presentations of graduation projects.

At least once or twice per academic year the CITL Advisory Board, which includes a group of CEO and directors of logistics and supply chain from different industries and companies, convenes and is asked for comments and advice on programme development and for cooperation. Furthermore, members of the industrial board are frequently invited to participate in college council meetings and play an active role in the development of course curricula and syllabi.

The CITL has designed its programme with four main majors in order to meet the market demanding jobs. This is observed by the CITL Advisory Board. Members of the industry are also invited to comment on graduation project final presentations.

The College uses graduate employability data and market trends for programme development, a practice of giving advice or reviewing programme alignment to ensure more continuous responsiveness and currency with market needs. This allows the College to:
- regularly incorporate fresh feedback from industry consultants and graduate outcomes.
- sustain dynamic curriculum adjustments that reflect evolving logistics and transport sectors.
- address skill gaps or emerging technologies promptly.

AASTMT systematically tracks graduate employability through a combination of alumni surveys, tracer studies, dedicated digital platforms, and partnerships with employers:
- Alumni Surveys and Tracer Studies: AASTMT runs detailed alumni surveys that collect data on graduates' employment status, career progression, job sectors, and alignment with their field of study. These surveys ask about full-time or part-time employment, time taken to find a job after graduation, job title, industry, and career satisfaction. Graduates also assess how well the Academy prepared them for the labour market. The results are used for continuous improvement and accreditation reporting[34].
- Centralised Digital Career Support: The Academy operates digital platforms and career centres, like the Career Development Center and the Student-Alumni Career Connect System. These platforms allow alumni to update career information, access job postings, and participate in career fairs and employer networking events. The Alumni

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[34] See https://aastmtic2.aast.edu/sri/frm_alumniSurvey.aspx (last seen on October 12, 2025).

Directory and Career Advisement portals support ongoing engagement and employment tracking across all colleges and campuses.[35]

Graduate employability data at AASTMT, collected through alumni surveys, tracer studies, career centres, and employer partnerships, are systematically used at CITL to inform about curriculum review and programme development. This data supports continuous quality improvement via management reviews and advisory boards (ex. Industrial advisory board) and is essential for maintaining accreditation standards.

Programme Documentation

The study Programme is thoroughly outlined in both printed and digital formats, which are distributed to students, parents, and other interested parties. Students can access the programme plan via the academic advising webpage, which recommends the most appropriate courses for each student based on their previously completed subjects. They also view their transcripts, grades, completed prerequisite and elective courses, and attended credit hours.

All college activities, including news, information, training opportunities, job vacancies, cultural events, sports activities, and social events, are communicated through established channels. These activities are shared on the College's official page, as well as on smart monitors and bulletin boards. CITL also produces a regular radio Programme called the "Logistawy Programme," which is broadcast to the public in Egypt. Additionally, selective television Programmes are created and broadcast by the College for audiences in Egypt, Africa, and the Arab world.

Appraisal:

AASTMT has a two-tier quality management structure with the Quality Assurance Unit (QAU) at the College-level and the Quality Assurance and Accreditation Center (QAAC) at the central Academy level. Particularly QAAC is responsible for the quality assurance at all branches. The Academy convincingly explains that both QAAC and QAU guide the 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. This structure takes into account the evaluation results and the analysis of 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 such as the Industrial Board and the CITL Advisory Board 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.

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[35] Career Advisement: https://www.aast.edu/en/alumni/contenttemp.php?page_id=38600021 (last seen on October 12, 2025).

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

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

External evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme including the exam regulations have been suitably documented and published 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 HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme as well as graduates. Press relations and network communication are actively maintained through a broad range of social media and digital platforms. CITL also uses Radio and Television broadcasting. The Academy In its annual 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 and Maritime Transport (AASTMT)

Bachelor programme: Trade Logistics and International Transport Management with majors: Transport Logistics Management, Supply Chain Management, International Trade Logistics Management, and Energy and Petroleum Logistics Management

		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			
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		

		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 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				
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					

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