

Doc. 300.2.1

External Evaluation Report (Institutional)

Date: 1/2/2024

- **Higher Education Institution:**
Mediterranean Maritime Training Centre /
Mediterranean Maritime Academy
- **Town:** Larnaca
- **Institution Status:** Currently Operating

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

A. Introduction

This part includes basic information regarding the onsite visit.

The visit took place on February 29th in the training facilities used in Larnaca, Cyprus. All the members of the evaluation committee and the CYQAA Officer were present. The agenda of the meetings is outlined here below (All times indicated in Cyprus Local time):

Session 1: The institutional profile, its structure and processes, infrastructure

Part 1 (parallel sessions): 09:10 – 10:30

A meeting of the EEC with the Director / Deputy Director of the Institution

A meeting of the EEC building facilities infrastructure member of the EEC with Building facilities officer.

Short presentation of the institution's

- Mission and strategic planning
- Academic profile and orientation
- Structure (council and senate,
- schools/departments/programs/faculty and rank per schools/ departments/programs)
- Charter/rules/regulations
- Connecting with society
- Development processes
- System and Quality Assurance Strategy
- Ensuring quality for the programs of study
- Learning and Teaching Support Process
- Teaching Staff recruitment and support
- Research support policy and processes
- International Relations
- Overview of building facilities infrastructure
- Special access for students with disabilities
- Recreation areas (cafeterias, restaurants)
- Fields, courts, gyms.

QA and site visit to examine:

- Building facilities/infrastructure
- Site plan
- Operation licenses
- Teaching rooms'
- Academic staff rooms
- Administration offices'
- Labs
- Libraries
- Special access for students with disabilities
- Recreation areas (cafeterias, restaurants)
- Fields, courts, gyms.

Session 2:

The Financial Operations and Planning of the institution.

Part 1: 10:45 – 11:15

A meeting with the Director / Deputy-director

Short presentation of

- Institutions' budget
- Budget for a two-year growth
- The financial operations of the institution-feasibility study
- allocation of funding and processes for the operation of the Institution

Part 2: 11:15 – 11:45

A meeting with Administration Services.

Short presentation of

- The structure, size, qualifications and responsibilities of the administrative staff.
- The structure, processes and procedures of the administrative services.
- Infrastructure and support available to the administrative services
- Support to programs.

Part 3: 11:45 – 12:15

A meeting of the academic members and the Students' Welfare expert of the EEC with the Student Services and Welfare of the Institution.

Short presentation of

- Student Welfare Services
- Students with disabilities
- Mature students
- Gender profile
- Students' clubs/ organizations/associations etc.
- Career services
- Alumni

13:15 – 14:45

Programs:

- Officers in Charge of an Engineering Watch (3 Years, 180 ECTS, Higher Diploma)
- Officers in Charge of a Navigational Watch (3 Years, 180 ECTS, Higher Diploma)
- The program's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development
- Methodology and equipment used in teaching and learning (i.e. software, hardware, materials, online platforms, teaching material, evaluation methods, projects, samples of written examinations / thesis)
- A meeting with members of the teaching staff on each course for all the years of study (QA session).
- Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in

- the institution and teaching obligations in other programmes.
- Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).
- Discussion on the learning outcomes, the content, and the assessment of each course and their compliance with the level of the programme according to the EQF.
- Discussion on assessment criteria, samples of final exams or other teaching material and resources.

16:00 – 16:30

- A meeting ONLY with students and graduates (6 participants).

16:30 – 17:00

- On site visit to the premises of the institution (current and future-under construction)
- 17:00 – 17:30
- A meeting with the Head of the relevant department and the program's

Coordinator - exit discussion (questions, clarifications).

The organization and hosting from the CYQAA's side was excellent and should be commended. The evaluation panel was given a plethora of information and feedback by the CYQAA and the institution under review. The Mediterranean Maritime Training Center collaborated fully, and all its representatives were forthcoming and transparent in answering the Committee's question to the best of their knowledge.

B. External Evaluation Committee (EEC)

Name	Position	University
Stratos Papadimitriou	Professor	University of Piraeus, Greece
Evangelos Boulougouris	Professor	University of Strathclyde, UK
Thor I. Fossen	Professor	Norwegian University of Science and Technology
Badiul Alam	Captain	National Maritime College of Ireland
Giannis Christodoulou	Graduate student	Cyprus University of Technology
Alexis Valiantis	Civil Engineer	A. F. Modinos & S. A. Vrahimis Architects & Engineers
Loustini Pilidi	Student Services	University of Cyprus

C. Building Facilities - Student Welfare Services - Infrastructure

- *Under plans and licenses, choose Yes or No depending on the existence of the given documents.*
- *Note whether the statements given under the other facilities, the student welfare services and the infrastructure are considered satisfactory/poor/unsatisfactory for the operation of the Institution.*
- *The EEC must justify the answers provided for the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. Building facilities

1.1 Plans and licenses

Choose Yes or No depending on the existence of the following documents.

1. Building facilities			
1.1 Plans and licenses			Yes / No
1.1.1	The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.		
	1.1.1.1	A topographical plan, which displays in a clear manner the extent of the development.	No
	1.1.1.2	A general site plan, which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas.	Yes*
1.1.2	An operating license issued by the Local Authorities		Yes
1.1.3	The following operating license certificates, duly completed:		
	1.1.3.1	Visual Inspection Form E.O.E. 102	No**
	1.1.3.2	Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103	No**
	1.1.3.3	Inspection Certificate Form 104	No**
	1.1.3.4	Fire Safety Certificate, issued by the Fire Department	Yes
1.1.3.5	Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department	Yes***	

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

*The drawing is submitted and reflects the onsite facilities, but it does not bear the stamps of the municipality.

** According to the Academy's officials, the said documents exist for the main building, but have not been able to locate them and submit them to the evaluator.

*** Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical department must be renewed.

1.2 Other Facilities

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

1. Building Facilities		
1.2 Other Facilities		Satisfactory - Poor - Unsatisfactory
1.2.1	Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units	Satisfactory
1.2.2	Number of offices for teaching staff and their respective areas and capacity	Satisfactory
1.2.3	Number of laboratories and their respective areas and capacity	Satisfactory
1.2.4	Number of rooms/offices for directors/administrators and their respective areas and capacity	Satisfactory
1.2.5	Number of rooms/offices for administrative services and their respective areas and capacity	Satisfactory
1.2.6	Number of parking spaces designated for students	Satisfactory
1.2.7	Number of parking spaces designated for teaching staff	Satisfactory
1.2.8	Number of parking spaces designated for people with disabilities	Satisfactory

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

Final Comments

1. The Academy (MMTC) officials are required to submit valid and duly signed forms 102, 103 and 104. Additionally, they are required to submit the cadastral map by the department of lands and surveys and additionally the master plan of the premises, both bearing the stamps of the building permit by the municipality from the municipality of Larnaca.
2. It is noted that MMTC uses part of the premises of the American University of Cyprus. It is up to CYQAA to accept this arrangement. According to MMTC representatives, the building is fully permitted as an educational institute as is, but however have not submitted the required drawings. It is however noted that they submitted the cover page of a valid building permit as well as an Operating Licence by the Municipality of Larnaca (expired on 31/12/2023, but due for renewal according to MMTC). The academy's facilities are generally accessible to wheelchair access although the entrance ramp is movable and not permanent. Additionally, the disabled access toilet is outside the part of the building used by MMTC and is within the spaces of the

American University. However, provided that there is unrestricted access to that toilet to be used by the MMTC, the evaluator civil engineer is of the opinion that this arrangement is sufficient.

Final Remarks

The academy should be given an extension of time period to prepare and submit the above documentation. Namely:

1. Forms 102, 103 and 104.
2. Renewed Operating License.
3. Renewed Certificate of Approval of E&M Installations.
4. Stamped drawings related to the relevant and valid building permit.

2. Student Welfare Services

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

2. Student Welfare Services		Satisfactory - Poor - Unsatisfactory
2.1	Special access for students with disabilities (PWD)	Poor
2.2	Recreation areas	Poor
2.3	Policy and statutes for academic student support	Satisfactory
2.4	Policy and statutes for financial student support	Poor
2.5	Counselling services	Satisfactory
2.6	Career office	Satisfactory
2.7	Service linking the institution with business	Satisfactory
2.8	Mobility office	N/A
2.9	Student clubs/organisations/associations	Unsatisfactory
2.10	Other services	Satisfactory

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

2.1 Special access with students will disabilities (PWD).

All infrastructure required by the law for accommodating students, visitors and employees with disabilities are available on a request basis and not available on 24/7 basis.

2.2. Recreation Areas

Limited recreation areas since there is only one cafeteria available through an agreement with American University of Cyprus. The Academy will provide shortly an access to a gym which is located within a 15-minute walking distance. There is no other recreation area for the students.

2.3. Policy and statutes for academic student support

According to the Academy's report, every school instructor is available to the students, outside teaching hours, for any matter that they might be facing, regarding the courses. Instructors

provide a specific and scheduled time each week for students to visit at the professor's office so as to consult them or communicate to them any problem in regard to their courses. The Academy must set a policy for instructors to respond for any matter concerns the students on time.

2.4. Policy and statutes for financial student support

The Academy grants two scholarships to the Holy Metropolitan Church of Chios, as well as two scholarships to the Holy Metropolitan Church of Limassol. The scholarships criteria are social (provided to destitute students) and are controlled by the two Churches. The Academy facilitates students who face financial problems in paying their tuition fees. During the practical onboard training, the Academy, has secured the minimum salary through the Shipping Deputy Ministry. Also, food, accommodation, port transfer, repatriation, and medical care of students during their practical onboard are provided free of charge by the Ship Owning company. The Academy remains uninvolved in the selection process, and the application call is not officially announced for all prospective students. The existing entire process appears to resemble more of a charitable initiative rather than a financial support program specifically designed for students. The Academy should formalize a Memorandum of understanding with the scholarship providers, clearly defining the socioeconomic criteria, and ensuring a transparent process encompassing the announcement of the call, submission of applications, and assessment of each applicant's socioeconomic circumstances through verifications/certificates of approval. Furthermore, three scholarships are awarded annually to the students with the high academic performance, entailing a reduction of 30%, 20% and 10% off tuition fees in the second academic year. The Academy also offers a 15% discount on tuition fees for families with three or more children and single-parent families. Policies relating to tuition and financial support should be available on the Academy's webpage.

Recommendations include establishing scholarships and merit-based awards, as well as fostering collaborations and agreements with shipping companies to offer incentives such as awards and scholarships for the best students. This approach aims to attract top graduates and talented individuals, serving as a strategic tool for the Academy to appeal to prospective outstanding students.

2.5. Counselling Services

According to the Academy, at the beginning of the academic year, a member of the teaching staff is appointed for each Class, to be responsible for providing counselling services to students. An instructor with the capacity of Master Mariner is appointed for each class of the "Officers in Charge of a Navigational Watch" School, while an instructor with the capacity of Merchant Marine Engineer is appointed for each class of the "Officers in Charge of an Engineering Watch" School. The Training Manager supervises the appointed instructors for the provision of counselling services.

Concerning psychological and mental counselling, a psychologist is available on request. To consult with the psychologist, students must reach out to the administrative staff and request an appointment. It is recommended to facilitate anonymous and direct communication between students and the counsellor. Additionally, proactive initiatives, such as organizing preventive initiatives for the student community, addressing topics like mental health, and preparing them

for onboard training and potential psychological challenges, are recommended. Clear procedures and protocols should be established to ensure confidentiality.

2.6/2.7. Career Office and Service Linking the Institution with Business

The Academy needs to foster collaborations with industry partners to connect students with Ship Management and or Shipowning Companies. It is crucial to organize events such as Career Fairs, Employers' presentations, and circulation of job vacancies in a database accessible to students. Both part-time opportunities within and outside the Academy, as well as summer jobs/placements should be actively promoted to support students in gaining valuable experience, developing their skills and support them financially.

Apart from the above, there should be organized soft skills training programs and workshops, aiming to help students understand the significance of these skills, aligning them with their profession and personal development. While the Academy currently helps students structuring their CV and be prepared for an interview, it could further enhance its support by actively facilitating connections with companies (e.g. CV writing and interview sessions provided by HR managers). Regarding onboard training, although it is part of the study program, the Academy currently maintains a list of Ship Management Companies/Owners to assist students in finding opportunities. It is noticed though from the presentation provided that the list of Shipmanagement/Owners companies was outdated. It is recommended to establish a Memorandum of Understanding with such companies in order to facilitate the process.

Despite positive feedback from students and a claimed employability rate of 95%, there is currently no structured survey or formal feedback mechanism implemented by the Academy to gather comprehensive information on the success and areas for improvement in graduates' career outcomes.

2.8 Mobility Office

Not applicable, since the school and its programs are three years long which is subject to accreditation by the Shipping Deputy Ministry and do not provide for or allow any student mobility.

2.9. Student clubs/organisations/associations

Even if each School elects its presidency and each class its representative, there is no Student Association and not student clubs and organisations for volunteering or extra-curricular activities.

2.10. Other Services

It is stated that all students of the Academy are provided with information in finding accommodation near the Institution's facilities and or possible roommates.

3. Infrastructure

Choose Satisfactory or Poor or Unsatisfactory depending on the level of compliance of each statement.

3. Infrastructure		Satisfactory - Poor - Unsatisfactory
3.1	Library	Unsatisfactory
3.2	Computers available for use by the students	Poor
3.3	Technological support	Satisfactory
3.4	Technical support	Satisfactory

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

3.1/3.2 Library & Computers available for use by the students

A library facility is not available. A dedicated desk space should be made available for the students. The academy has a small book collection due to limited space available. There is no evidence that the academy provides any E-library to access such as publications, journals, reports, newspapers etc. Since the academy is considering increasing the number of students, the small book collection and available computers should be increased.

3.3. Technological Support

The Academy has entered into contracts with subcontractors for the maintenance, assurance and verification of the proper operation of all necessary laboratory equipment (simulators).

3.4. Technical Support

The Academy's maintains subcontractors for provision of Technical Support Services in accordance with all rules and regulations in Cyprus.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above-mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site – visit

Strengths

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

Areas of improvement and recommendations

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

- **The report may also address other issues which the EEC finds relevant.**

1. Institution's Academic Profile and Orientation

(ESG 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9)

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1. Institution's academic profile and orientation		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement, which is available to the public and easily accessible.	4
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	3
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	3
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	N/A
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	N/A
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	N/A
<p>1.1.2 and 1.1.3: The provided strategic planning is not fully sufficient and aligned with the presentation we have seen. Such a statement should include short-, medium- and long-term objectives. SWOT analysis was not presented, and document is not included in the application.</p> <p>1.1.5 to 1.1.7: The Maritime Academy operates as a vocational training center based on a business plan drawn up by the shareholders. Therefore, presently there is little interaction in developing the institution's strategy with the academic community and respective stakeholders.</p>		

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	5
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	5
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	5
1.2.4	The Institution has an effective communication mechanism with its graduates.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>1.2.1 to 1.2.4: All connecting with the society items have been addressed satisfactory under the present operating scope, which is a vocational training centre.</p>		
1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach research and effectively carry out their work.	4
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	4
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	N/A
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	3
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	3
1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

1.3.1: Recruitment is based on a network of available instructors and detailed knowledge of the market due to the unique nature of shipping. This is efficient and effective procedure but not transparent.

1.3.2: The yearly budget was reviewed, and it confirmed that the operational requirements are good, with a good balance between incomes and expenses. A two-years budget was not presented.

1.3.3: Under current operating conditions academic development is not a priority. However, professional development is essential, but not sufficiently demonstrated that it exists.

1.3.4 and 1.3.5: There is no strategy for attracting high-level students from Cyprus nor abroad. There are no entrance/qualification exams, and marks and standards for enrolment. There are no scholarships for first-years students based on merits and academic achievements.

1.3.6: The training centre is a private entity with its own funding.

Additionally, write:

- Expected number of Cypriot and international students
- Countries of origin of international students and number from each country

The students attending the Academy are mainly from Greece and to a smaller percent from Cyprus. There is a drop in the number of students from Greece in the past year which is mainly attributed to the establishment and development of other private institutions of maritime education in Greece which should be an issue of concern for the overall development process of the Academy.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The Institution operates as a vocational training center based on a plan drawn up by the shareholders and it fulfils this goal properly. Therefore, at present there is little interaction in developing the institution's strategy with the instructor and respective stakeholders. The provided strategic planning is not fully sufficient and aligned with the presentation we have seen. Such a statement should include short-, medium- and long-term objectives. SWOT analysis was not presented, and such a document or a business plan is not included in the application. The student composition is mainly from Greece and to a smaller percent from Cyprus. However, in the past year there was a considerable decrease of the number of students from Greece.

Strengths

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

As a vocational Institute in the maritime sector, it plays a positive role in the society as it prepares cadets to serve an industry which is vital to the Economy of Cyprus. The courses are very well aligned with the needs of the students as they follow a standard approach in their content and methodology guided by the IMO model courses that meet STCW standards.

Areas of improvement and recommendations

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

The Training Center is aiming at being accredited as an Institute granting level 5C Higher Diplomas. In this transition the Training Center should build on its strengths as a training facility simultaneously proceeding in making a paradigm shift in all areas, institutional governance, academic structure, faculty requirements, admissions process, student life.

The recipients of the educational courses must be viewed and regarded as students and not as customers.

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

Sub-Area	<i>Non-compliant / Partially Compliant / Compliant</i>
1.1 Mission and strategic planning	Partially Compliant
1.2 Connecting with society	Partially Compliant
1.3 Development processes	Partially Compliant

2. Quality Assurance

(ESG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8)

Sub-areas

2.1 System and Quality Assurance Strategy

2.2 Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality Indicators/Criteria			
2. Quality Assurance			
2.1 System and Quality Assurance Strategy		1 - 5	
2.1.1	The Institution has a policy for quality assurance that is made public and forms part of its strategic management.	5	
2.1.2	Internal stakeholders develop and implement a policy for quality assurance through appropriate structures and processes, while involving external stakeholders.	3	
2.1.3	The Institution's policy for quality assurance supports guarding against intolerance of any kind or discrimination against students or staff.	5	
2.1.4	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:		
	2.1.4.1	The teaching and learning	5
	2.1.4.2	Research	N/A
	2.1.4.3	The connection with society	N/A
	2.1.4.4	Management and support services	5
2.1.5	The quality assurance system promotes a culture of quality.	4	
2.1.6	The Institution consistently applies pre-defined and published regulations covering all phases of student 'life cycle', e.g. student admission, progression, recognition and certification.	5	

2.1.7	Institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention, cooperation with other institutions and quality assurance agencies and the national ENIC/NARIC centre.	N/A
2.1.8	Graduates receive documentation explaining the qualification gained.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any)		
2.1.2: The quality assurance system seems to be implemented but there is no evidence that external stakeholders are involved.		
2. Quality assurance		
2.2 Ensuring quality for the programmes of study		1 - 5
2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	5
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	N/A
2.2.6	The institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	5
2.2.7	The Institution provides information about its activities, including the programmes of study it offers and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications awarded, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to the students as well as graduate employment information.	5
2.2.8	The Institution ensures that effective methodology is applied in the learning process.	5
2.2.9	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

2.2.5: All assessments are based on final exams. No essays are submitted by students in the existing assessment arrangements.

2.2.10	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:		
	2.2.10.1	Building facilities	5
	2.2.10.2	Library	3
	2.2.10.3	Rooms for theoretical, practical and laboratory lessons	5
	2.2.10.4	Technological infrastructure	5
	2.2.10.5	Support structures for students with special needs and learning difficulties	5
	2.2.10.6	Academic Support	5
	2.2.10.7	Student Welfare Services	5

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

A quality assurance system is in place and seems to be implemented but there is no evidence that external stakeholders are involved. All student assessments are based on final exams. No essays are submitted by students in the existing assessment arrangements.

Strengths

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

The training center has proper quality assurance mechanisms.

Areas of improvement and recommendations

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

Library facility should be established and access to e- library journals, reports and books should be sought.

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

Sub-Area	<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1 System and quality assurance strategy	Compliant
2.2 Ensuring quality for the programmes of study	Compliant

3. Administration (ESG 1.1)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of based on specified procedures, in the management of the Institution.	5
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	N/A
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	4
3.5	The Boards of Departments and Schools, as well as the institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	5
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	N/A
3.6	The manner in which the Council, the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	N/A
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.3: Under the existing framework, teaching staff cannot be considered as conventional academic staff.

3.4: There are instances that transparency could be improved e.g. fee waivers.

3.6: The training centre is a private entity governed by a board of directors responsible for the budget and finances. In addition, there is a dean responsible for the school.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The administration of the Training center is fine under its current structure. The training centre is a private entity governed by a board of directors responsible for the budget and finances. In addition, there is a "dean" responsible for the school. Also, under the existing framework, teaching staff are capable practitioners (Captains' Engineers) but cannot be considered as conventional academic staff.

Strengths

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

Due to the size and current structure there is a good relationship between the student population and Instructors.

Areas of improvement and recommendations

There are instances that transparency could be improved e.g. fee waivers A list of problem areas followed by or linked to the recommendations of how to improve the situation.

There are instances where transparency could be improved e.g. fee waivers and publication of fees and scholarships available at the website. A modified governing structure (Provost, Dean of Academic Affairs) should be enacted for an Institute of Higher Education.

Please select what is appropriate for the following assessment area:

Assessment Area	<p><i>Non-compliant/ Partially Compliant/Compliant</i></p>
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3. Administration	Compliant
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4. Learning and Teaching (ESG 1.2, 1.3, 1.4, 1.9)

Sub-Areas

- 4.1 Planning the programmes of study**
4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
4. Learning and Teaching		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and periodically reviewing programmes of study.	5
4.1.2	Students and other stakeholders, including employers, are actively involved on the programmes' review and development.	5
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	5
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	5
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF).	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
4.1.1 to 4.1.5: The committee understands that the institution is following and implementing to the best of their abilities the STCW modules.		
4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	3

4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	N/A
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students.	5
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

4.2.1: The admission criteria established by the academy comply with the minimum requirements of the STCW. It is recommended to have quality criteria for English proficiency, math, and science subjects, as well as a placement interview.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The committee understands that the institution is following and implementing to the best of their abilities and the STCW modules and does not deviate from them.

Strengths

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

The training program meets the professional qualifications requirements for the students to pursue a seafaring career and get the appropriate approvals of competence from the authorized bodies.

Areas of improvement and recommendations

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

The admission criteria established by the academy comply with the minimum requirements of the STCW. It is recommended to have placement criteria assessing knowledge of English proficiency, math, and science subjects, as well as a placement interview.

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

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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4.1 Planning the programmes of study	Compliant
4.2 Organisation of teaching	Compliant

5. Teaching Staff (ESG 1.5)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality Indicators/Criteria		
5. Teaching Staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	N/A
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	5
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	N/A
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	5
5.9	The visiting Professors' subject areas adequately support the Institution's programmes of study.	N/A
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		

5.2: The teaching staff has professional qualifications but no certification for pedagogical competence.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
- Number of special teaching staff working full-time and having exclusive work
- Number of visiting Professors
- Number of special scientists on lease services

According to the application there are 9 full time teachers and 43 part-time teachers. However, the committee didn't get any information to confirm this, and there were no employment documents provided to reflect their full-time status. There are no visiting professors or special scientists as it is not applicable.

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

According to the application there is an adequate number of staff (9 full time teachers and 43 part-time teachers). However, the committee did not get any information to confirm their status, and there were no employment documents provided to reflect their full-time status. There are no visiting professors or special scientists as it is not applicable.

Strengths

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

The instructors are very good practitioners and the number of students in each classroom and the ratio of students to teaching staff is very fine.

Areas of improvement and recommendations

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

As the programme may grow and a Higher Diploma is offered, it is recommended that the full-time staff be increased in order to be fully dedicated to its teaching activities. Furthermore, a number of teaching staff holding higher education degrees (M.Sc. and PhD degrees) should be sought. All staff should be participating in continuous education courses and "train the trainer" courses. This should be supported and encouraged by the Management.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
5. Teaching staff	Compliant

6. Research

(ESG 1.1, 1.5, 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	N/A
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	Choose mark N/A
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	Choose mark N/A
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	Choose mark N/A
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	Choose mark N/A
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	N/A Choose mark
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	N/A
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	N/A
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	N/A

6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	N/A
6.11	The programmes of study implement the Institution's recorded research policy.	N/A

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Institution operating as training facility and therefore research is out of its scope

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

N/A as the Institution is purely and solely involved in training and research activities are beyond its current scope.

Strengths

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

N/A.

Areas of improvement and recommendations

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

As an Institute aspiring to offer Higher Diplomas, participation in research activities should be sought and encouraged by Management.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
6. Research	N/A

7. Resources (ESG 1.6)

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		1 – 5
7. Resources		
7.1	The institution has sufficient financial resources to support its functions, managed by the Council/Senate.	3
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	3
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	3
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	3
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	3
7.6	The Institution's external audit and the transparent management of its finances are ensured.	3
7.7	The fitness-for-purpose of support facilities and services is periodically reviewed.	3
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>7.1-7.7: The provided information is limited to cash flow tables. There are no audited financial statements (income statement and balance sheet) that would assist in assessing the financial status of the Institution. Furthermore, there is no business plan or risk assessment or internal/external audit. The cash flow seems positive.</p>		

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The Committee has limited information on the financials of the training center, The information is limited to three years of cash flow tables. There are no audited financial statements (income statement and balance sheet) provided that would assist in assessing the financial status of the Institution. Furthermore, there is no documented business plan or risk assessment or internal/external audit. In any case, the cash flow tables provided show positive results.

Strengths

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

Based on the cash flow tables provided, a healthy financial picture is portrayed.

Areas of improvement and recommendations

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

The Institute should consider submitting proper financial statements (income statement, balance sheet), conduct a thorough risk assessment and all these reports should be audited and transparent. The Institute should consider its ESG policy and how profits may also assist the Academic Community and student population. An annual activity report should also be made available to all stakeholders.

Please select what is appropriate for the following assessment area:

Assessment Area	<i>Non-Compliant/ Partially Compliant/Compliant</i>
7. Resources	Partially Compliant

E. Conclusions and Final Remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

The External Evaluation Committee (EEV) summarizes and recommends:

- a. Since its establishment in 2016 the Mediterranean Maritime Training Center has been operating as a training and educational facility, under its brand name of Mediterranean Maritime Academy (MMA) and is offering training programs “OFFICER IN CHARGE OF A NAVIGATIONAL WATCH” and ”OFFICER IN CHARGE OF AN ENGINEERING WATCH” accredited by the Deputy Ministry of Shipping of Cyprus, leading to a Certificate of Competency in three years (two years of studies plus one year of sea service), according to the IMO standards.
- b. Currently, MMA has requested to be accredited as an Institution of Higher Education offering a Higher Diploma (3 years study) corresponding to Level 5C, which students can use for the purposes of continuing their further studies.
- c. The EEC is performing its Review under MMA’s current status as a technical vocational training center and notes that for MMA’s evolution to take place certain academic and institutional issues must be reconsidered and a change of modus operandi must occur. In this transition, the Training Center should be built on its strengths as a training facility simultaneously proceeding in making a paradigm shift in all areas, institutional governance, academic structure, faculty requirements, admissions process, student life. For example, the recipients of the educational courses must be viewed and regarded as students and not as customers.
- d. Regarding the Policy for quality assurance, the EEC notes that: the Policy for quality assurance of the programme of study has a formal status supporting the establishment of the quality assurance system, however it is not publicly available. It has the appropriate structures, regulations, and processes. It supports teaching, administrative staff and students to take on their responsibilities in quality assurance. According to the information given, it ensures academic integrity and freedom, and it guards against academic fraud. The feedback provided suggests that it also guards against intolerance of any kind or discrimination against the students or staff. However, it does not support the involvement of external stakeholders, as appropriate.
- e. Regarding the applicable design, approval, on-going monitoring and review, the EEC notes that: The programme of study is designed with overall programme objectives that are in line with the institutional strategy and has explicit intended learning outcomes which aim for the graduates to receive the appropriate STCW training in order to obtain competence as Officers in Charge of an Engineering Watch and Officers in Charge of a Navigational Watch based on IMO model courses.
- f. The proposed study programs (3 years, 180 ECTS, Higher Diploma) are designed in a manner that enables smooth student progression. Based on the provided data and feedback, they align with the appropriate level of the programs and the number of ECTS, defining the expected student workload. The current mission statement as it is reflected in

the presentation is mainly focused on the professional/cadet programme whereas for an academic programme their curriculum should be expanded.

- g. The current programme includes well-structured placement opportunities, and it is subject to a formal institutional approval process from the Deputy Ministry of Shipping of Cyprus.
- h. The students attending the Academy are mainly from Greece and to a smaller percent from Cyprus. There is a drop in the number of students from Greece in the past year which is mainly attributed to the establishment and development of other private institutions of maritime education in Greece which should be an issue of concern for the overall development process of the Academy.
- i. Regarding the available public information, the EEC observes that while the published information is clear, accurate, and easily accessible, it is limited. It includes essential aspects such as the intended learning outcomes, the degree conferred, opportunities for student learning, and, ultimately, graduate employment opportunities.
- j. Regarding the available information management, the EEC notes that: There is evidence of a proper management of information collecting, monitoring and analysing the KPIs, the profile of the student population, the student progression, the success, and drop rates. These KPI's can be further expanded to include other aspects of the Academy's work.

The EEC identified that there are some specific areas for improvement:

- i. An advisory committee should be established, consisting of members from the shipping industry, academics, and other relevant stakeholders.
- ii. The information provided to prospective students, particularly on the website, should be enhanced to improve transparency and attract more prospective students.
- iii. A recruiting selection process should be in place for student enrollment to attract more talented students and improve gender balance. Scholarships for entering students should be provided based on merit.
- iv. Teaching in English should be the new norm for all courses.
- v. The evaluation committee reckons that the number of students from Greece may drop even further and thus a SWOT analysis is needed to ensure the Academy's economic viability.
- vi. Specific remarks are made in the appropriate sections regarding buildings and facilities. The academy should be given an extension of time period to prepare and submit missing documentation.
- vii. Scholarships and merit-based awards should be established, as well as fostering collaborations and agreements with shipping companies to offer incentives such as awards and scholarships for the best students. This approach should aim to attract top high-school graduates and talented individuals, serving as a strategic tool for the Academy to appeal to prospective outstanding students.
- viii. As the programme may grow and a Higher Diploma will be offered, it is recommended that the full-time staff be increased to be fully dedicated to its teaching activities. Furthermore, the number of full-time teaching staff holding higher education degrees (M.Sc. and PhD degrees) should be sought. All teaching staff should be participating in continuous education courses and "train the trainer" courses. This should be supported and encouraged by the Management.

- ix. Transparency should be improved in some cases, e.g. fee waivers and publication of fees and scholarships available at the website.
- x. A modified governing structure (e.g., Provost, Dean of Academic Affairs) should be enacted to align with the organization of an institute of higher education.
- xi. The admission criteria established by the academy comply with the minimum requirements of the STCW. It is recommended to have quality criteria for English proficiency, math, and science subjects, as well as a placement interview.
- xii. As an Institute aspiring to offer Higher Diplomas, participation in research activity should be sought and elective courses may be provided.
- xiii. The Institute should consider submitting proper financial statements (income statement, balance sheet), conduct a thorough risk assessment and all these reports which should be audited and transparent. The Institute should consider its ESG policy and how profits may also assist the Academic Community and student population. An annual activity report should be also published
- xiv. Facilities for enhancing student life should be enhanced along with library services.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>	
Stratos Papadimitriou		
Evangelos Boulougouris		
Thor I. Fossen		
Badiul Alam		
Giannis Christodoulou		
Alexis Valiantis		
Loustini Pilidi		

Date: [Click to enter date](#)

