Doc. 300.1.1

Date: 1/2/2024

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution: Mediterranean Maritime Training Centre/ Mediterranean Maritime Academy**

- **Town: Larnaca**

- **School/Faculty (if applicable): Officers in Charge of a Navigational Watch**

- **Department/ Sector:** 1041 Transport Services (Seamen's Programmes)

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Αξιωματικός Φυλακής Γεφύρας – Ανθυποπλοίαρχος (3 έτη / 180 ECTS, Ανώτερο Δίπλωμα, Συμβατικό)

  In English:

   Officers in Charge of a Navigational Watch (3 Years / 180 ECTS, Higher Diploma, Conventional)

- **Language(s) of instruction: Greek/English**

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- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

A. Introduction

The document contains the external evaluation and findings from the onsite visit to the Mediterranean Maritime Academy in Larnaca on 29 January 2024. The purpose of the visit was to evaluate the two programs: Officers in Charge of an Engineering Watch and Officers in Charge of a Navigational Watch, both 3-year programs estimated to 180 ECTS.

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). One of the training programs they offer is the "OFFICER IN CHARGE OF A NAVIGATIONAL 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.

Currently, MMA has requested to be accredited as an Institution of Higher Education offering a Higher Diploma (3 years of study) corresponding to Level 5C which students can use for the purposes of continuing their further studies.

The External Evaluation Committee (EEC) is performing its Review under MMA's current status as a technical vocational training center.

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

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C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
  (a) sub-areas
  (b) standards which are relevant to the European Standards and Guidelines (ESG)
  (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite 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 to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

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

1. Study programme and study programme's design and development
  (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
    - Formal Status and Public Availability: ***No - The document does not specify if the quality assurance policy is publicly available.***
    - Support for Quality Assurance System: ***Yes - Detailed procedures for student assessment and certification suggest appropriate structures and processes are in place.***
    - Responsibilities in Quality Assurance: ***Partial - Involves staff in quality assurance processes but does not explicitly support staff and students in their responsibilities.***
    - Academic Integrity and Freedom: ***No - No explicit measures mentioned for ensuring academic integrity and freedom or preventing academic fraud. However, it is addressed in the institutional application.***
    - Guarding Against Intolerance or Discrimination: ***No - The application does not mention policies against intolerance or discrimination. However, it is addressed in the institutional application.***
    - Involvement of External Stakeholders: ***Partial - Involves external stakeholders in the final examination process, but broader involvement is not detailed.***

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
    - Designed with overall objectives aligning with institutional strategy and explicit intended learning outcomes: ***Yes - The program is structured to meet STCW Code requirements, indicating alignment with strategic objectives and clear learning outcomes.***
    - Designed by involving students and other stakeholders: ***Not Explicitly Stated - There's no direct mention of stakeholder or student involvement in the design process.***
    - Benefits from external expertise: ***No – There is no indication of involvement of any external expertise.***

- o Reflects the four purposes of higher education of the Council of Europe: *Partially - The program covers preparation for employment and personal development, but it's not clear if it addresses active citizenship or broad knowledge base development.*
- o Enables smooth student progression: *Yes - Detailed assessment policies and structured curriculum are in place, facilitating student progression.*
- o Exams and assignments correspond to the program level and ECTS: *Yes - The assessment policy outlines exams and practical assessments that align with the program's level and ECTS credits.*
- o Defines expected student workload in ECTS: *Yes - The program is described as a 3-year course with 180 ECTS, indicating a defined workload.*
- o Includes well-structured placement opportunities where appropriate: *Yes - The program includes onboard training assessments.*
- o Subject to a formal institutional approval process: *Yes - The document outlines a formal application and accreditation process for the program.*
- o Results in a clearly specified and communicated qualification, referring to the correct level of the National Qualifications Framework and the European Framework: *Yes - The qualification awarded is clearly specified, and the program aims to meet the STCW Code requirements, suggesting alignment with national and European frameworks.*
- o Regularly monitored considering the latest research to ensure it is up to date: *Not Explicitly Stated - While there is a quality assurance system in place, it's not clear if the program is regularly updated based on the latest research. The program follows the IMO model course framework for STCW certification.*
- o Periodically reviewed to account for changing societal needs, student workload, assessment effectiveness, and student satisfaction: *Not Explicitly Stated - The document mentions quality assurance processes but doesn't explicitly state periodic reviews considering these specific factors.*
- o Reviewed and revised regularly involving students and other stakeholders: *Not Explicitly Stated - There's no direct mention of regular program reviews involving students and stakeholders.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o Selection Criteria: *Yes - The document outlines the student admission requirements, including age, educational background, and medical fitness, in line with STCW Convention regulations.*
  - o Intended Learning Outcomes: *Yes - Detailed intended learning outcomes are provided, aligning with STCW Code requirements for Officers in Charge of a Navigational Watch.*
  - o Qualification Awarded: *Yes - The qualification awarded, including an academy-issued Diploma and a Certificate of Competence from the Shipping Deputy Ministry, is clearly specified.*
  - o Teaching, Learning, and Assessment Procedures: *Yes - The document describes the assessment policy, including examination periods, practical assessments, and criteria for passing, ensuring transparency in teaching, learning, and assessment methods.*

- o Pass Rates: ***Not Explicitly Stated - The document outlines the assessment policy and criteria for passing but does not provide specific pass rates***.
- o Learning Opportunities Available to the Students: ***Yes - It mentions onboard training assessments and the final oral examination process, indicating learning opportunities beyond classroom instruction.***
- o Graduate Employment Information: ***Not Explicitly Stated - While the program aims to meet industry standards and mentions the employability prospects, specific graduate employment information or statistics are not provided.***

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o Key Performance Indicators: ***Yes - The document outlines a structured approach to program design, development, and assessment, which implies the use of key performance indicators.***
  - o Profile of the Student Population: ***Not Explicitly Stated - There's no direct mention of monitoring the demographic profile of the student population.***
  - o Student Progression, Success, and Drop-out Rates: ***Partial - The document details assessment and examination procedures, which would include tracking student progression and success, but specific mention of monitoring drop-out rates is not provided.***
  - o Students' Satisfaction with Their Programs: ***Not Explicitly Stated - While there is an emphasis on quality assurance, there's no specific mention of collecting data on student satisfaction. The student we met were satisfied.***
  - o Learning Resources and Student Support Available: ***Yes - The document mentions onboard training, final oral examinations, and practical assessments, indicating that learning resources and student support are monitored as part of the program's quality assurance processes. However, the lack of library and desk space for students was indicated by the students.***
  - o Career Paths of Graduates: ***Not Explicitly Stated - The document discusses the high employability prospects in the maritime sector but does not specifically mention tracking the career paths of graduates.***

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*
  - o **Yes - The document indicates that students and staff are involved in the evaluation process, as student evaluations of educational programs and semestral evaluations of instructors by the Training Manager are considered in the quality management system. Student complaints, comments, and recommendations, as well as the results of student assessments, are also taken into account. This suggests active participation of students and staff in providing and analyzing information and planning follow-up activities.**

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Findings

- The curriculum includes practice and theory modules based on the IMO model courses for STCW competence which overall corresponds to 180 ECTS. However, ECTS credits are a standard means for comparing the volume of learning based on the defined learning outcomes and their associated workload for higher education. Even though, a vocational and bachelor's degree both can have 180 ECTS credits, which indicates a similar volume of total learning work required to complete each program, the nature of the education, the skills acquired, and the opportunities can differ significantly.

- The committee recognizes that higher educational institutions, including universities and university colleges, may reduce the value of each recognized ECTS credit from vocational courses. This reduction typically occurs when the vocational courses do not fully align with the university courses in terms of content depth, academic rigour, or learning outcomes.

- Most of the practical training facilities are in a different city.

- The description of the study program on the webpage is limited.

Strengths

- The courses are aligned with IMO STCW program for training and education.

Areas of improvement and recommendations

 - It is recommended to address the items listed under the findings.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

2. Student – centred learning, teaching and assessment *(ESG 1.3)*

> **Sub-areas**
>
> **2.1 Process of teaching and learning and student-centred teaching methodology**
> **2.2 Practical training**
> **2.3 Student assessment**

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- o Supports students' individual and social development: **Yes - The program's purpose and intended learning outcomes aim to prepare students for operational roles in navigation, cargo handling, and ship operation, which contributes to individual and social development within the maritime profession.**

- o Flexible, considers different modes of delivery, uses a variety of pedagogical methods, and facilitates achievement of learning outcomes: **Yes - The program includes a mix of theoretical and practical training, onboard training assessments, and final oral examinations, indicating flexibility and a variety of pedagogical methods.**

- o Encourages students to take an active role in the learning process: **Yes - The requirement for students to participate in onboard training and complete a training record book suggests that students are encouraged to take an active role in their learning.**

- o Encourages a sense of autonomy in learners while ensuring guidance and support from the teacher: **Yes - The structured curriculum, coupled with onboard training and assessments, promotes learner autonomy but within a framework that includes guidance and support from instructors and external assessors.**

- o Uses modern, effective teaching methods, tools, and materials, supports educational technologies, and is regularly updated: **Yes - The document implies the use of modern teaching methods and educational technologies, particularly through the mention of simulators and other specialized training equipment, indicating an effort to keep teaching methods and materials up to date. However, the site visit indicated that the some of the teaching and training materials are outdated.**

- o Promotes mutual respect within the learner-teacher relationship: **Not Explicitly Stated - While the program structure suggests a professional and structured learning environment, there is no explicit mention of policies or practices that specifically promote mutual respect within the learner-teacher relationship.**

- o Respects and attends to the diversity of students and their needs, enabling flexible learning paths: **Not Explicitly Stated - The document does not provide specific information on accommodations or adjustments made for diverse student needs or flexible learning paths.**

- o Has appropriate procedures for dealing with students' complaints regarding the teaching and learning process: **Yes - The document mentions mechanisms for student feedback, complaints, and suggestions, indicating that there are procedures in place to address students' concerns about the teaching and learning process.**

2.2 Practical training

Standards

- Practical and Theoretical Studies are Interconnected: **Yes - The program integrates practical and theoretical studies, as evidenced by the curriculum that covers navigation, cargo handling, and ship operation in line with STCW Code requirements, ensuring that practical training is grounded in theoretical knowledge.**
- Organisation and Content of Practical Training Support Achievement of Learning Outcomes: **Yes - The structure of the program, including onboard training assessments and final oral examinations, is designed to support the achievement of planned learning outcomes and meet stakeholder needs, as it adheres to STCW Convention standards and involves assessments by ship's masters or designated officers.**

2.3 Student assessment

Standards

- Assessment is consistent, fairly applied to all students and carried out in accordance with stated procedures: **Yes - The document outlines specific examination procedures, including measures to prevent cheating and ensure fairness, indicating consistent and fair application of assessment**.
- Assessment is appropriate, transparent, objective, and supports the development of the learner: **Yes - The assessment procedures, including written exams and practical evaluations, are designed to measure students' competencies objectively and support their development.**
- Criteria for the method of assessment and marking are published in advance: **Yes - The document describes the examination process, including the distribution of exam papers and the prohibition of unauthorized materials, suggesting that assessment criteria are established and communicated.**
- Assessment allows students to demonstrate the extent to which intended learning outcomes have been achieved, with feedback linked to advice on the learning process: **Yes - The structured assessment process, including practical and theoretical evaluations, allows students to demonstrate their achievement of learning outcomes. However, the document does not explicitly mention the provision of feedback linked to learning advice.**
- Assessment, where possible, is carried out by more than one examiner: **Not Explicitly Stated - The document mentions the appointment of examiners and the involvement of the Shipping Deputy Ministry in oral exams for certification purposes but does not specify if multiple examiners are used for each assessment. However, during the interview with the lectures they mentioned three examiners are checking the exam paper.**
- A formal procedure for student appeals is in place**: Not Explicitly Stated - While the document outlines detailed assessment procedures, it does not explicitly mention a formal appeals process for students. However, during the visit the institution indicated that such a policy exists.**
- Assessors are familiar with existing testing and examination methods and receive support in developing their skills: **Not Explicitly Stated - The document does not provide specific information on the training or support for assessors regarding examination methods.**
- Regulations for assessment take into account mitigating circumstances: **Not Explicitly Stated - The application document details examination procedures and cheating prevention but does not explicitly mention accommodations for mitigating circumstances.**

Findings

- No elective courses are offered to the students. From a higher education perspective, this approach is recommended.

- The bridge simulator has limitations, including the maximum number of students that can be trained in each session and a student-to-instructor ratio that is too high. The facility features a basic bridge simulator, lacking full mission control and offering a limited view of approximately 150 degrees.

- The committee has not seen any radio and/or navigational equipment laboratories in the training centre. Such labs are important to enhance learning.

- Seamanship workshops, which are an important part of training during the first year of the program, are not located at the training centre.

- Most modules are delivered in the Greek language even though the global maritime working language is English. The program to the IMO SMTP requirements.

- The practical training equipment and facilities were neither visited nor audited. Therefore, the reported findings are limited to the main training institute.

Strengths
- The instructors are well-qualified and experienced professionals.

Areas of improvement and recommendations

- It is recommended to address the items listed under the findings.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

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3. Teaching staff *(ESG 1.5)*

Sub-areas

 3.1 Teaching staff recruitment and development
 3.2 Teaching staff number and status
 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- Ensures the competence of their teaching staff: **Yes - The document specifies criteria reflecting the academic and experiential qualifications required for teachers, approved by the Shipping Deputy Ministry, ensuring competence.**
- Fair, transparent, and clear processes for recruitment and development: **Yes - It states that all instructors are subject to approval by the Shipping Deputy Ministry and names are announced at the beginning of each semester, indicating a transparent process except for the recruitment process.**
- Qualifications of teaching staff are adequate for objectives and learning outcomes: **Yes - The Quality Management System includes specific criteria to ensure teachers' qualifications meet the program's objectives and learning outcomes. However, there is no documentation confirming that the staff teaching practical courses have successfully accomplished "train the trainer" corresponding to the STCW modules.**
- Regular engagement in professional and teaching-skills training and development: **Not Explicitly Stated - The document does not provide specific details on regular training and development for teaching skills.**
- Promotion takes into account teaching quality, research, skill development, and mobility: **Not Explicitly Stated - There is no mention of promotion criteria related to teaching quality, research activity, or skill development.**
- Innovation in teaching methods and use of new technologies is encouraged: **Not Explicitly Stated - The document does not specifically mention encouragement of innovation in teaching methods or technology use.**
- Employment conditions recognize the importance of teaching: **Yes - The allocation of 35 hours to teaching and course preparation indicates a heavy teaching burden.**
- Recognized visiting teaching staff participates in teaching the program: **Not Explicitly Stated - There is no mention of the involvement of recognized visiting teaching staff in the document.**

3.2 Teaching staff number and status

Standards

- The number of the teaching staff is adequate to support the programme of study: **Yes - The document indicates that the number and subject area expertise of the teaching staff sufficiently support the programs of study.**

- The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study: Ye**s - The document confirms that the qualifications, professional experience, and expertise of the teaching staff, including full-time, part-time, and special teaching staff, are adequate to ensure the quality of the program. However, there is no rank of the teaching status.**
- Visiting staff number does not exceed the number of the permanent staff: **N/A.**

3.3 Synergies of teaching and research

Standards
- Teaching staff collaborate in teaching and research within the HEI and with external partners: **N/A**
- Scholarly activity to strengthen education-research link is encouraged: **N/A**
- Teaching staff publications are within the discipline: **N/A**
- Studies and publications are closely related to the program's courses: **N/A**
- Appropriate allocation of teaching hours to research activity: **N/A**

Findings
- Due to the considerable number of part-time instructors, the team working environment may not develop as appropriate.
- There are few full-time instructors.
- The high teaching load impacts the availability of mentoring, student guidance, and tutoring.
- There is no research being carried out due to the nature of the training, i.e., vocational.

Strengths

- The training centre has access to a large number of experienced professionals from the industry.

Areas of improvement and recommendations

- It is recommended to address the items listed under the findings.
- It is also recommended to review the student contact hours for lecturing.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Not applicable

4. Student admission, progression, recognition and certification *(ESG 1.4)*

> **Sub-areas**
>
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, processes and criteria

Standards

- Pre-defined and published regulations regarding student admission are in place**: Yes - The institution establishes student admission criteria for each program, which are consistently adhered to, indicating that pre-defined regulations are in place.**
- Access policies, admission processes and criteria are implemented consistently and in a transparent manner: **Yes - The admission criteria and processes, including the recognition, are regulated by procedures that align with European standards and/or international practices, ensuring consistency and transparency.**

4.2 Student progression

Standards

- Pre-defined and published regulations regarding student progression are in place: **Yes - The institution has established student admission criteria for each program that are consistently adhered to, which implies that similar regulations regarding student progression would also be in place.**
- Processes and tools to collect, monitor and act on information on student progression, are in place: **Not Explicitly Stated - While the document outlines consistent adherence to admission criteria and recognition of prior studies in line with European standards, it does not explicitly mention the processes and tools used to monitor and act on student progression.**

4.3 Student recognition

Standards

- Pre-defined and published regulations regarding student recognition are in place: **Yes - *The institution has established student admission criteria for each program, which are consistently adhered to, indicating that there are pre-defined regulations for student recognition as well.***
- Fair recognition of higher education qualification, periods of study, and prior learning, including non-formal and informal learning, are essential components for ensuring students' progress: ***Partial***

- Procedures and regulations that align with European standards and/or international practices, ensuring fair recognition.

- Appropriate recognition procedures are in place that rely on institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention: **Not Explicitly Stated - The document does not explicitly mention adherence to the principles of the Lisbon Recognition Convention in its recognition procedures.**

- Cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC center with a view to ensuring coherent recognition across the country: **Not Explicitly Stated - There's no mention of cooperation with other institutions, quality assurance agencies, or the national ENIC/NARIC center for ensuring coherent recognition across the country.**

4.4 Student certification

Standards

- Pre-defined and published regulations regarding student certification are in place: *Yes - The document outlines comprehensive procedures for student assessment, the final oral examination process for issuing a certificate of competency, and the criteria for successful completion, indicating that pre-defined and published regulations for student certification are established. However, it is noted that the oral exam is not part of the education assessment process of the Institution but it is conducted by the Shipping Deputy Ministry.*

- Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content, and status of the studies that were pursued and successfully completed: *Yes - The program aims to meet STCW Code requirements and provides an academy issued Diploma and a Certificate of Competence from the Shipping Deputy Ministry, suggesting that students receive detailed certification upon successful completion, likely including information on the qualification gained, learning outcomes, and the context of the studies.*

Findings
A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The EEC found that:

- The institution has established criteria and processes which relate to student admission, progression and recognition.

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

- The course is professionally accredited, increasing the chances of higher employability

-

Areas of improvement and recommendations

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

- The criteria established from admission, progression and recognition could be reviewed and enhanced in view of the institute's aim to attract more talent and offer a Higher Diploma recognised by the Ministry of Education.

- Efforts to attract more female candidates should be encourage to improve the gender balance

- Consider turning the teaching to English only, to attract more international students.

- Although, the processes exist, they need to be more accessible and visible to students.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

5.1 Teaching and Learning resources
5.2 Physical resources
5.3 Human support resources
5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources are provided to students: **Partially - The Academy's Quality Management System covers the use, control, and maintenance of learning resources, ensuring they are adequate and readily accessible.***
- Adequacy of resources is ensured for changing circumstances: **No - Procedures are in place for checking the availability and proper functioning of all necessary learning resources before courses begin, and there are protocols for immediate replenishment, repair, or replacement in case of lack or dysfunction, indicating adaptability to changing circumstances. However, the site visit indicated that some of the learning material available were out of date and students have limited access to online subscriptions.**
- All resources are fit for purpose: **Yes - The necessary learning resources for each course are determined by the Model Courses issued by the IMO and approved by the Sector of Seafarers and Maritime Labor, ensuring they are fit for purpose.**
- Student-centred learning and flexible modes of learning and teaching are considered in resource allocation, planning, and provision: **Not Explicitly Stated - While the document details the management of learning resources, it does not explicitly mention how student-centered learning and flexible modes of teaching are considered in resource allocation and planning**

5.2 Physical resources

Standards

- Physical resources, i.e., premises, libraries, study facilities, IT infrastructure, are adequate to support the study program: **Partially - The Quality Management System ensures the control, use, and maintenance of necessary learning resources, which include premises, libraries, study facilities, and IT infrastructure, to support the study program. However, there is no existence of a formal Library and/or desk space for the students. There is no identity space for two study programmes.**
- Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.): **Yes - The system in place allows for the immediate replenishment, repair, or replacement of required learning resources in case of lack or dysfunction, indicating a readiness to adapt to changing circumstances.**

- All resources are fit for purpose and students are informed about the services available to them: **Partially - The learning resources are approved by relevant authorities and are recorded in the course syllabus, ensuring they are fit for purpose. Students are informed about these resources and the services provided by the Academy, ensuring awareness of available support.**

5.3 Human support resources

Standards

- Adequate to support the study program: **The document does not provide specific details on tutors/mentors, counsellors, other advisers, or qualified administrative staff. Therefore, it cannot be definitively stated that human support resources are adequate to support the study program based on the available information.**
- Adequacy of resources for changing circumstances: **There is no explicit mention of the adaptability of human resources to changing circumstances, such as fluctuations in student numbers.**
- Fit for purpose and student awareness: **The document does not explicitly mention the qualifications or the process of informing students about the services available to them from human support resources like tutors, mentors, counsellors, and administrative staff.**

5.4 Student support

Standards

- Student support covering the needs of a diverse student population: **The document provides guidelines for institutions to describe their mechanisms, processes, and infrastructures in place to support students with disabilities, indicating an awareness and provision for diverse student needs. However, it does not explicitly detail support for other specific groups such as mature, part-time, employed, international students, or those with special needs beyond physical disabilities. No formal round the clock support available for students/staff/visitors with reduced mobility.**
- Students are informed about the services available to them: **The document suggests that institutions are expected to communicate their support services and policies to students, which implies that students are informed about the services available to them. However, specific methods of communication or the extent of this information provision are not detailed.**
- Student-centered learning and flexible modes of learning and teaching in allocating, planning, and providing student support: **The document does not explicitly mention how student-centered learning and flexible teaching modes are considered in the allocation and provision of student support services.**
- Encouragement and support for students' mobility within and across higher education systems: **The current institutional frameworork does not allow student mobility.**

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

- There is no existence of a formal Library and/or desk space for the students.

- There is no identity space for the two study programmes.

- There is no student/staff mobility available.

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

- The quality assurance management system is implemented
- High employment rate indicates positive training quality

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Physical facilities should be upgraded to meet the basic requirements, including meeting rooms for students and staff, self-study areas, and common recreational spaces for students.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Partially compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes *(ALL ESG)*

> **Sub-areas**
> **6.1 Selection criteria and requirements**
> **6.2 Proposal and dissertation**
> **6.3 Supervision and committees**

6.1 Selection criteria and requirements

N/A

6.2 Proposal and dissertation

N/A

6.3 Supervision and committees

N/A

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. Conclusions and final remarks

To enhance the quality of the program of study and ensure its alignment with the European Qualifications Framework (EQF), the following conclusions and final remarks can be considered:

- Clarification and Public Access: All policies and procedures related to student admission, progression, recognition, and certification should be clarified and made publicly available.

- Equality, Diversity and Inclusivity: The institution should seek ways to improve gender balance and attract more international students.

- Mobility and Cooperation: Examine opportunities to enhance support for student and staff mobility, including opportunities for international exchange and collaboration with other institutions.

- Quality Assurance: Strengthen the program's quality assurance mechanisms to include regular reviews of curriculum, teaching methodologies, and learning outcomes in relation to the EQF levels. Engaging external stakeholders in these reviews can provide valuable insights and ensure that the program meets both national and International standards.

- Employability and Career Services: Expand career services and strengthen ties with industry and alumni to enhance employability outcomes for graduates. This can include career counselling, and job placement services, ensuring that the program's learning outcomes align with market needs and EQF competencies.

- Feedback Mechanisms: Implement robust feedback mechanisms from students, alumni, and employers to continuously improve the program. This feedback can inform adjustments to the curriculum, teaching methods, and support services, ensuring they remain relevant and effective.

E. Signatures of the EEC

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

Date: Click to enter date