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Date: 1/10/2022

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
Intercollege
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**
In Greek:
Μηχανικός Αυτοκινήτων
In English:
Automotive Engineering
- **Language(s) of instruction:** Greek
- **Programme's status:** Currently Operating
- **Concentrations (if any):**
In Greek: Concentrations



In English: Concentrations

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 External Evaluation Committee (ECC) which was established following an invitation from the Cyprus Agency of Quality Assurance and Accreditation in Higher Education thoroughly studied the information contained in the Evaluation Application, which was submitted by the "Intercollege" educational institution of Cyprus regarding the "Automotive Engineering" program.

It is a program already running and it is subject to its regular re-evaluation.

On 29/09/2022, the Evaluation Committee carried out an on-site visit to Intercollege, where it had the opportunity to meet according to the provided plan with the

- Rector and Vice Rector of Academic Affairs
- Members of the Internal Evaluation Committee
- Head of the department
- Head of the course
- Members of the teaching staff
- Students and graduates
- Administrative staff

In the application, reference is made to the details of the updated program where most of the recommendations from its previous evaluation have been integrated. In the main part of the application, there is a detailed presentation of the Content of the program, including

- Purpose and objectives
- Learning outcomes and the language of the course
- Detailed Curriculum in a number of tables with the structure of the programme, Courses/ semester, Courses description
- Student Admission requirements
- Presentation of teaching staff, whose detailed CVs are contained in the Appendix of the Application together with their workload/ week
- Regulations and Procedures for Quality Assurance for the program of study, where the various Committees role is described, namely the Program Review Committee – giving the Annual Monitoring Evaluation Report, Program Evaluation Committee, Advisory Committee. Program meetings (Departmental meetings) are taking place at least once/ semester or when needed.
- Research Activities for teaching staff, although not needed by the offered course (one member is active)
- Feasibility study for the course, where 15 students/ year is recommended, and their employment opportunities



- Student welfare mechanisms where a number of support actions for the students is listed.
- Facilities and spaces that will be used (rooms, laboratories, libraries are given in Appendix), tuition and other fees.

The evaluation committee carried out an on-site visit to the premises and infrastructure of the College which are expected to be used for the needs of the program. During the visit the members of the committee had the opportunity to get a direct personal picture of the infrastructure which greatly helped the evaluation of the program.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Nikolaos Bilalis	Professor	Technical University of Crete
Leonid Tartakovsky	Associate Professor	Technion - Israel Institute of Technology
Theodoros Kosmanis	Associate Professor	International Hellenic University
Georgios Nikolaou	Student	Open University of Cyprus
Name	Position	University
Name	Position	University

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:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*

- *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
-
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*

- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

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.

Regarding the INTERCOLLEGE Policy for quality assurance of the programme of study, it has a formal status and is publicly available. The Internal Quality Assurance Committee is available on the web site of Intercollege. For the Automotive Program of Study, there is the

- Program Review Committee (PRC) formed once per semester, to provide transparency in terms of academic quality and tackle issues that reflect the smooth delivery of the modules and the programs
- Program Evaluation Committees (PEC), formed once per semester after the completion of the final examinations, chaired by the Program Coordinator and all faculty members (FT & PT) and it prepares the Annual Monitoring Evaluation Report (AMER) which is a comprehensive report that each program coordinator needs to complete at the completion of each academic year
- Advisory Committee, which reflects the industry's interconnection with the education sector. It is formed once a year and consists of the Programme coordinator, 4 Representatives from industry, and a Secretary. It meets at the premises of Intercollege (Nicosia) and offers advice and professional support in the Automotive Engineering curriculum.

The participation of the students in the review of the programme is encouraged but it is not compulsory, it is anonymous and it is automated through the IT systems and every student receives its personal login code to participate in the evaluation. This guards against intolerance of any kind or discrimination against the students or staff.

Strengths

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

The proposed Committees support the smooth operation and evaluation of the course and the lectures. The participation of the students is quite active, through the evaluation of the courses and their participation in the committees. The advisory committee is certainly a strong point of the programme.

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 Internal Evaluation Committee is set up and runs for 2 years. It is recommended that also the Program Review and the Program Evaluation Committees be defined for the same period and be known from the beginning. In this way their role will be differentiated from the ordinary Programme Staff Meeting.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

- 2.2 Process of teaching and learning and student-centred teaching methodology**
- 2.3 Practical training**
- 2.4 Student assessment**

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*

- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

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.

Student teaching approach includes frontal lectures as well as laboratory sessions for most of the courses. Also, practical training is included for two periods, at the end of the first and second year respectively. Lectures and lab sessions are performed separately in different places. The program curriculum covers all necessary fields in an automotive field to meet the market needs as a well trained technician. These include learning the vehicle main systems and mechanisms, internal combustion engines of various types, alternative fuels, electric and hybrid vehicles, among others. All laboratory sessions of the mixed courses, i.e. courses including theoretical lectures and labs, are a minor part of the teaching load per semester, for example 6h out of the 45h in total.

Strengths

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

The program is well balanced as it covers all relevant fields of an automotive field. The program provides basic courses offered in the first semester and has a gradual transition to more complex and demanding courses. The employed teaching methods are appropriate and include modern approaches and tools.

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.

Lab sessions within mixed courses are considered rather limited for a program of such level. For example, 6h of laboratory work within a semester of 13 weeks for a course of 3h per week (39h/semester) are considered very few.

Lab contents per course need to be defined more precisely.

Further development of the laboratory facilities in order to reflect the modern trends in the automotive field, such as laboratory setups on electric and hybrid vehicles, emission control technologies, among other, is recommended.

Course on in-use vehicle legislation with a focus on vehicle testing requirements could be useful.

The course IMGT-281 Introduction to Management is too extensive. Contents are too ambitious and they are not necessary, such as The decision-making process and quantitative decision-making tools.(Payment Matrix, Decision

Trees, Linear Programming, Break-even Analysis). Students do not have the knowledge to learn these tools. The whole course needs a revision (objectives, learning outcomes and contents).

In the course “Principles of Electricity” (MTECH-110), learning advanced electrical engineering topics, such as DC and AC motors is too ambitious. We recommend moving the corresponding topics to more advanced courses like “Vehicle Electrical and Electronic Systems” (AUTO-110) and “Electric Vehicles” (AUTO-275).

In the course "Electric Vehicles" (AUTO-275) discussing ecologic impacts is necessary because the electric vehicle is not really a zero-emission vehicle.

To improve research and academic involvement and education of students, establishing a Formula-Student project could be considered.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2	Process of teaching and learning and student-centred teaching methodology	COMPLIANT
2.2	Practical training	COMPLIANT
2.3	Student assessment	COMPLIANT

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

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

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 application was submitted in 2019 and was signed by Dr. Andreas Loizou who in the meantime has left the college. His CV is included in the application however it will not be taken into consideration.

From the application, six (6) staff members are full time and four (4) are part time. The number of the current teaching staff is adequate to support the programme of study. The teaching staff qualification is appropriate to offer a quality programme of study. Visiting staff number does not exceed the number of the permanent staff.

Strengths

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

There is a good mixture of industrial and academic experience that enables meeting the program objectives.

The college offers to the teaching staff a full time course on modern pedagogical methods in order to improve their teaching skills.

Further development of research activities is supported by the college through reduction of the teaching load.

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.

Table 3 needs in the application form needs to be revised and the courses that were assigned to Dr. Loizou must be assigned to the available personnel.

The teaching staff should take advantage of the support offered by the college, which is part of the University of Nicosia, for the research activities and undertake research in the automotive field.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3	Teaching staff recruitment and development	COMPLIANT
3.2	Teaching staff number and status	COMPLIANT
3.3	Synergies of teaching and research	COMPLIANT

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.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

- *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *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.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

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 college has established pre-defined and published regulations regarding student admission. These regulations are implemented consistently and in a transparent manner. Every course defines exactly the progress requirements and the evaluation committees statistically monitor the progress of students. Each student is assigned to an advisor.

Pre-defined and published regulations regarding student recognition are in place and documented in their internal regulations.

For transfer students, there is a fair recognition of higher education qualifications. Also, the college has established English examinations to assess students' fluency in English.

Pre-defined and published regulations regarding student certification are documented.



Strengths

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

Intercollege is a subsidiary of the University of Nicosia which contributes to easier access to wide literature resources.

The syllabus of each course is pre-defined and shared with the students at the beginning of each semester and contains a clear definition of its academic requirements and assessment methods.

The college exhibits flexibility in solving students problems in terms of paying tuition fees and administration issues.

Students are actively involved in evaluating college services.

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 diploma provided is only in Greek. It is recommended to also include an English version of the diploma which would be useful for international activities and recognition.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4	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 (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*

- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

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 condition and number of available classrooms is adequate to achieve the goals and objectives of the program. The available teaching staff can withstand future changes in the number of students. Also, college administration is ready to adopt the teaching staff to support these changes.

Teaching staff expressed their satisfaction on the availability of teaching materials and classrooms.

College facilities are suited to students with special needs.

Strengths

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

Discussion with the college administration and management has shown the willingness to adopt the teaching staff in order to address future trends in the automotive field and changes in the number of enrolled students.

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.

Further development of the laboratory facilities in order to reflect the modern trends in the automotive field, such as laboratory setups on electric and hybrid vehicles, emission control technologies, among others, is recommended. The space available of the existing labs is marginally adequate for the current number of students (16 students). Additional space is required for catering to the proposed changes in laboratory facilities and any increase of student number.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5	Teaching and Learning resources	COMPLIANT
5.2	Physical resources	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

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*

- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

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.

NOT APPLICABLE

Strengths

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

NOT APPLICABLE

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.

NOT APPLICABLE

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6	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

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The program meets the requirements for granting the 2 years diploma of Automotive Engineering but the college needs to fulfill recommendations as were outlined within each subsection. It is to be noted that the comments about the lab facilities were already pointed out in the previous evaluation and were not implemented.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Prof. Nikolaos Bilalis	
Prof. Leonid Tartakovsky	
Prof. Theodoros Kosmanis	
Georgios Nikolaou	

Date: 01/10/2022