Doc. 300.1.1

Date: 11 May 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: 4yrs, ECTS: 240, Cycle: Annual)**

  In Greek:

  Ναυτική Επιστήμη

  In English:

   Nautical Science

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

- **Programme's status:** Currently Operating

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

ΔΙΠΑΕ CYQAA **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ**
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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A. Introduction
This part includes basic information regarding the onsite visit.

The visit took place on May 9, 2022 at the institution's building in Nicosia and continued on May 10, in the training facilities used in Limassol. All the members of the evaluation committee and the CYQAA Officer were present on both occasions. The agenda of the meetings is outlined here below (All times indicated in Cyprus Local time):

10:00 – 10:10 Welcome and introductions

10:10 – 10:40 Meeting with the Rector- Head of the Institution (online), the Vice Rector of academic affair and the Executive Director Mr. Nicholas Kythreotis, the Director of Academic Affairs Mr. Charalambos Papadopoulos and the Associate Director Mr. Kyriacos Patsalides

10:40 – 11:40 Meeting with the Head of the relevant department and the programme's Coordinator

11:40 - 12:00 Coffee Break

12:00 – 15:00 Meeting with members of the teaching staff on each course for all the years of study

- Capt./Dr. Andreas Frangos
- Capt. Nicholas Makris
- Capt. (H.N ret.) Ioannis Hatzis
- Capt. Class C Panagiotis Tafanides
- Dr. Elias Yfantis
- Mrs. Maria Athanasiou
- Mrs. Panagiota Argyrou
- Mr. Kyriacos Mavri
- Mrs. Chrysa Papaioannou
- Mrs. Fani Papamichael

15:00 – 15:15 Working lunch

15:15 – 15:45 A meeting with students only or/and their representatives.

- Ms. Chryso Christofi (3rd year student)
- Mr. Fidelis Duruaku (3rd year student)
- Ms. Maria ▮▮▮ (1st year student)
- Mr. Stelios Tsangaris (1st year student)

15:45 – 16:15 A meeting with members of the administrative staff.

- Director of Academic Affairs Mr. Charalambos Papadopoulos
- Associate Director Mr. Kyriacos Patsalides
- Admissions Officer Mrs. Nikoleta Constantinou
- IT Officer Stelios Demosthenous

16:15 – 17:40 Further discussion with the Executive Director, the Director of Academic Affairs and the Associate Director

17:40 – 18:00 Visit to the premises of the institution (computer labs, teaching rooms, research facilities, on site labs).

DAY 2

10:00 – 12:00 Visit to the external premises / collaborating structures /laboratories in Limassol, BSM – MTC Limassol where the MTC Head, Capt. Petar Simeonov briefed us on the different modules and modes of delivering them.

The organisation and hosting from CYQAA's side was excellent and should be commented. The evaluation panel was given a plethora of information and feedback by the CYQAA and the institution under review. Intercollege collaborated fully, and all its representatives were forthcoming and transparent while answering the committee's questions to the best of their knowledge.

B. External Evaluation Committee (EEC)

Name	Position	University
Stratos Papadimitriou	Professor	University of Piraeus
Evangelos Boulougouris	Professor	University of Strathclyde
Bill Kavanagh	Captain	Munster Technological University, National Maritime College of Ireland
Katerina Michaelou	MSc Student	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.*

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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*

- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *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 Policy for quality assurance, the Evaluation Committee notes that:

The Policy for quality assurance of the programme of study has a formal status and is publicly available, supporting the establishment of the quality assurance system. 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 is vigilant against academic fraud. The feedback provided suggests that it guards against intolerance of any kind or discrimination against the students or staff and supports the involvement of external stakeholders, as appropriate.

Regarding the applicable design, approval, on-going monitoring and review, the Evaluation Committee 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. It is also designed by involving students and other stakeholder and benefits from external expertise. According to the collected info, it reflects the four purposes of higher education of the Council of Europe and is designed so that it enables smooth student progression. Based on the provided data and the feedback from the students interviewed by the Committee, it is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS, that define the expected student workload. The programme includes well-structured placement opportunities, and it is subject to a formal institutional approval process. The qualifications are clearly specified and communicated, and refer 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. The Committee confirmed that the programme is frequently monitored in the light of the latest development in the given discipline and updated accordingly. Furthermore, it 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. During its review process, students and other stakeholders are involved.

Regarding the available public information, the Evaluation Committee notes that:

The published information is clear, accurate, up-to date and readily accessible, covering the intended learning outcomes, the degree awarded, the teaching, learning and assessment procedures, the pass rates, the learning opportunities available to the students, and finally, the graduate employment information.

Regarding the available information management, the Evaluation Committee notes that:

There is an effective management of information collecting, monitoring and analysing the KPIs, the profile of the student population, the student progression, the success and drop-out rates, the students' satisfaction with their programmes, the learning resources and student support available and finally, the career paths of graduates.

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

The evaluation committee notes that the students themselves are actively involved in the development of the content of their studies with the feedback they provide. For instance, one of the students referred to the set up of a map room and the programme directors introduced the map room in the facilities available.

The programme is current and up to date despite the continuous developments in the maritime sector. It supports development of the learners' general competencies, covering their basic digital literacy, their English language skills (since it is the working language in the Maritime Industry), the communication and their teamwork skills through group work coursework.

The students have a close relation with the programme Associate Director, who is their first point of contact for any issues they face. The English language used for delivering the programme encourages the participation of international students. The programme's information is publicly available on a well setup webpage.

It is good practice that the student feedback is gathered, analysed and taken onboard to make corrective actions.

The programme includes transferable skills for the shoreside maritime industry and its one of the few of its kind worldwide.

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 evaluation committee identified that there are some areas for improvement:

- The information provided to prospective students should be enriched in order to become more attractive to them.
- The committee reckons that the existing number of students is much lower than the intended number for 2021-2022 according to their feasibility study (document 07.14.106.018_200_1_application_Programme_study_en.pdf). Covid has obviously played an important role, but this should be rectified with a proper marketing plan to get back in track with the feasibility study. The current number of student enrolled are 47 in total but with only 9 in the first year, showing a decreasing number of admissions. This might jeopardise both the economic and academic elements of the programme.
- Even though the structure of the programme seems appropriate for the number of students enrolling now, the programme evaluation committee should have a strategic plan of required procedures and changes to be implemented in case the numbers increase. The role of the Associate Director is key for the success of the programme. This is both a strength but also a potential weakness for the present programme in case the numbers increase.
- The existing number of dropouts seems high although the Evaluation Committee understands that this is attributed to students not desiring a career at sea. Therefore, the programme management committee should take initiatives to reduce the attrition rate identifying and addressing the reasons for it. A suggestion would be to create an alternative, more academic path including more academic courses.
- The mission statement as it is reflected in the presentation made on 9/5/2022 (BSc in Nautical Science Presentation v7.pptx) is mainly focused on the professional/cadet programme whereas for an academic programme their focus should expand.

- The advisory committee is mainly made up from shipping management persons. This should be expanded with in the inclusion of academics, persons from other maritime business sectors (e.g. brokers, insurance, financing etc.) and professional institutions (e.g. IMAREST).

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

- *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.

Sub-areas

1. Process of teaching and learning and student-centred teaching methodology
2. Practical training
3. Student assessment

There is a good relationship between students, lecturers and management. This supports student development. Institution staff are available to take questions even outside of normal working hours.

Teaching and learning methods are good and include traditional lecturing with feedback, group work, presentations, and case study analysis. Where appropriate, practical exercises are completed for GMDSS, Seamanship and Safety training. Teaching is aligned to module learning outcomes.

Students take an active part in the learning process. For example, for simulation training, they participate in teams and demonstrate leadership skills. They provide feedback through evaluation each semester and teaching/learning strategies are adjusted as required.

Due to the nature of the career, students learn to work on their own initiative to problem-solve. This is facilitated by the lecturers and instructors.

Teaching methods are modern and effective in suitable class/lecture rooms suitable for the student numbers. Rooms include equipment such as projectors and computers where required. Practical laboratories include safety training equipment such as lifeboats, fire-fighting equipment, simulators, electronic charts, and radars. Theory classes are executed in simulation activities and practical exercises, thereby integrating learning.

Students enjoy practical training. Each practical course is assessed, and for safety training, competency must be demonstrated before a certificate is issued. Pre-sea practical courses are required before boarding ships and competency safety training is required for professional qualification as STCW Officer of the Watch 500GT+.

Students complete a research project at the end of the programme. As part of this process, research methodologies are used. Basic research analytical methods are taught in Mathematics modules. Students are allocated a supervisor who has experience in the chosen research topic.

A peer review system is in place to ensure teaching quality continuity and harmonisation.

As stated above, the student-lecturer relationship is good, and supports are provided if needed. Students are very appreciative of lecturer-supports.

Diversity is catered for, and this is University Policy. The Panel met a diverse range of students, Greek, Cypriot, International, and different genders.

Whereas most students we met wished to become ships' captains, provision is also made for those who wish to leave the seagoing career and work in the maritime industry in maritime business.

A student complaint process is in operation and complaints are followed up quickly. The process is recorded.

There is a good balance between continuous assessment and summative written examinations. Typically, final written examinations are awarded 40% of the overall mark and this is supplemented with assignments and presentations. Assessments are aligned with the European Qualifications Framework and are sufficient to gain exemptions for STCW qualification. The pass marks for all modules/courses is 60%.

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

The lecturer/student ratio is relatively small. There are currently nine students in first-year and this gives an opportunity to give each student personal attention. Graduates are working at sea as officers of the watch and ashore in maritime business. Some have progressed to masters' degree programmes.

The balance of STCW modules, mathematics, physics and maritime business modules is good and provides future options for graduates.

The inclusion of innovative modules such as 'MARPOL - Ballast Water Management' and 'Ship Inspections' is of great benefit.

Simulation facilities are good and use modern systems. Instructors have relevant experience in the appropriate areas such as Bridge Resource Management.

Learner workload is well balanced, and students have sufficient time to complete assignments.

Students work well together and acknowledge that although the programme is challenging, hard work and study will result in successful outcomes

Areas of improvement and recommendations

Basic Safety Training is completed prior to seagoing. These modules are not included in the degree structure. However, they are required for professional certification. The STCW OOW qualification is directly connected to this degree and should therefore be included in the programme description. They should be allocated credits. Courses include Elementary First Aid, Basic Fire Fighting, Personal Survival Techniques, and Personal Safety and Social Responsibilities. Each course is presently assessed to determine competency. All of these courses could be contained in a single 'Basic Safety and Security' module of 5 ECTS. A small written project at the end of the module could be used to ascertain the

final overall mark. These courses are completed by all students and are effective learning effort. It is recommended that this effort is captured and rewarded.

Year 1, Semester A.

Course Code MANS-113, 'Communications' involves the learning of morse code and International Code Flags. This content is not used extensively at sea presently and the allocation of 3 ECTS seems excessive. It is recommended to merge this content with GMDSS, MANS-311 and reduce the credit allocation to 1 or 2 ECTS.

Year 1, Semester B.

Course Code MANS-103, 'Mathematics' should include basic statistics. This will be useful for the final year project and research.

Year 2, Semester C.

Chartering Insurance, MANS-491 should be separated into two different modules. This is a high work-load module and places a challenge to both lecturer and students currently to cover all material. Each new module could be allocated 3 ECTS. Re-name 'Insurance' as 'Marine Insurance' and 'Chartering' as 'Ship Chartering'.

Module MANS-391, 'Computer' should be re-named and improved. It could be named 'Information Technology'. Increased content should include data protection and cyber-security. The use of EXCEL could be applied to designing stability spreadsheets, shipboard loading/discharging programs and graph construction.

Year 3, Semester E.

Module MANS-332, Human Resource Management (HRM). This module could be adjusted to include management principles before progressing specifically to HRM.

Year 3, Semester F. Module MANS-321, Ship Stresses could be re-named 'Ship Stability and Strength'.

Year 4, Semester H.

Module MANS-214, 'Radar' and module MANS-411, ARPA', could be combined into one module because they complement each other. Similarly, module MANS-412 'Simulation BMS and module MANS-115, 'Simulation BTM BRM' also complement each other could be combined. The ECTS could be retained.

Module MANS-490, 'Bachelor Thesis' is a 10-credit module. This should involve a research statement, literature review, methodology implementation, analysis of results and logical conclusions using critical thinking within a framework of ethical research. The thesis should be project orientated and related to the shipping sector.

It is recommended that students should submit a research proposal initially which would be assessed. Academic research methods should be covered either within this module or in Mathematics. This would involve at least, quantitative and qualitative methods such as survey design, observations, experiments. The Proposal would include a specific research statement, a basic literature review (correctly referenced) and a research plan. A more modern textbook should be used such as 'How to write a dissertation' or such-like.

Basic research methods could be included in assignment writing at all levels. This would include literature searches of peer reviewed journals and proper referencing. Initially, for example, in first year, only a small number of articles could be referenced. This may be increased as students progress during the programme.

Develop a new module: Advanced Emergency Procedures. This will include Advanced Firefighting, Medical First Aid, Survival Craft and Fast Rescue Craft.

Increased marketing is needed to increase student intakes. STCW courses provide for a typical class size of 12. This figure is a realistic goal in the short term.

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

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 teaching staff consists of 13 persons which is considered adequate for the current number of enrolled students. There are 5 full time professors and 8 part time lectures coming from the industry.

The teaching personnel have the qualifications and expertise to teach the courses that they are assigned to, however only two of them possess Ph.D diplomas. Notwithstanding their capabilities and knowledge of the subject matter, it inhibits their focus on research related activities and the publication of academic articles and overall research related activities. A career progression and structure has been presented in the application.

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

The part time staff has strong professional background and is involved in the operations and management of shipping companies. They are fully aware of the developments in the market and they are able to convey to the students not only theoretical knowledge but also practical training as viewed from real life situations. The teaching personnel have the qualifications and expertise to teach the courses that they are assigned to, however only three of them possess

Ph.D diplomas. Notwithstanding their capabilities and knowledge of the subject matter, it inhibits their focus on research related activities and the publication of academic articles and overall research related activities

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 current ratio between full and part time teaching staff is 5 vs 8 which is considered adequate for the current state of affairs. However, as the programme grows in student numbers it is recommended that the full-time staff be increased in order to be fully dedicated to its teaching and research activities. Furthermore, the percentage of teaching staff holding PhD degrees should be increased. All staff should be more involved in research activities and engagement, and academic paper writing. This should be supported and encouraged by the Management.

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	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*

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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 Institution follows a transparent policy on admissions which is based on academic scores of the high school diploma and a good knowledge of the English language as evidenced from the certificates. Further they prospective candidates are interviewed by an internal committee. A number of scholarships are provided based on merit and social need criteria. The students progression is monitored closely though their GPA score average as minimum of 2.0 must be maintained.

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

The cooperation with the industry for the sponsoring of a student for his studies through the signing of a three year contract of employment is a positive measure in principle as it helps the students with their financial burden and finding immediate employment, however the details of such an arrangement should be examined thoroughly making sure that there are no negative provisions. The small number of students enrolled in the programme allows for a closer monitoring of their activities and a family type atmosphere. The existence of student dormitories near the campus is positive.

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 Institution has to balance between the needs of students that would like to follow a career at sea with the ones that may want to procced with employment on shore and/or continue their studies at an advanced level. Thus it may be prudent to have a mixed approach and create two separate categories of students after their third year based on their individual interests. In such a case the curriculum needs to be enhanced with more courses (i.e environmental issues, port and terminals, supply chain management, liner operations) and some electives to cater better to the students needs. Alll learning outcomes must be addressed in assessments and examinations.

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 (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.

Based on the students' feedback, they are very satisfied with the process at Bachelor degree of nautical science and with the Intercollege generally. They have sufficiently teaching and learning recourses, physical resources, and human support resources for the existing number of students that the Institution has currently. The classrooms are well equipped and of proper size for the current number of students.

They have proper IT support to resolve any issues. The student were satisfied with the teaching process followed during the pandemic. After Covid-19, the classes are back to face to face mode, with every class is recorded in order to be accessible to every student. All students have good accessibility to the library of the University of Nicosia. The building of the library placed next to the building of Intercollege.

All the teaching and learning resources are accessible to the students. The teaching staff provide to the students the necessary material that every student need such as notes and free access to specific books. According to the students, they have very good communication and counselling with the academic staff of the University. Based on students, some of the courses don't have assignments.

Strengths

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

- Provision of BSM facilities in Limassol for simulation and practical training
- The students have the opportunity to find a shipping company to do their practical for 1 year (6-months and 6 months accordingly) and afterwards they have the opportunity to sign a 3-year contract which student financial support
- Students can rent an apartment at more affordable prices (based on the difficult schedule of the students – 6 months at sea)

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 students should be more informed how to write a coursework using reliable data from academic journals and articles (not from websites)
- In the future, if the number of students increases, the University will need more classrooms and academic staff
- The curriculum should give the opportunity to the students, especially in the 3rd and 4th years, to think out of the box (more innovating).
- Encourage extra curriculum activities (e.g. bond building)

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	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

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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*

> - o *reports per semester and feedback from supervisors*
>   - o *support for writing research papers*
>   - o *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.

NA

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

NA

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.

NA

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

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 is well run and administered and it relates to an important need in the maritime sector which is of importance to the Cyprus economy.

The current number of enrolled should be increased to make the program economically viable and more academically flexible.

It is recommended that the courses and assessments are adjusted to maintain currency of the maritime at sea and ashore.

Most of the teaching staff have good experience and professional background, however they should be supported by management to obtain higher academic qualifications and to be engaged in research and development.

The students who prefer to follow a career ashore should be given the opportunity to follow an alternative course path for obtaining their bachelor's degree.

Extra curriculum activities for students are essential for student life and should be encouraged.

E. Signatures of the EEC

Name	Signature
Prof. Stratos Papadimitriou	
Prof. Evangelos Boulougouris	

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| Captain Bill Kavanagh | | |
| Ms Katerina Michaelou | | |

Date: 11/05/2022