

INTERCOLLEGE

STUDY & GUIDANCE HANDBOOK

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1. Introduction

This Study Guide has been created to support you in your academic journey, whether you are studying at diploma (EQF 5) or bachelor's level (EQF 6). Its purpose is to provide you with general guidelines, tools, and strategies that apply across all programs of study.

This guide is not course-specific. Instead, it gives you the academic foundation needed to succeed, manage your workload, and develop lifelong learning skills. You are encouraged to read it carefully and return to it throughout your studies.

2. Understanding Academic Expectations

Studying in higher education requires more than attending classes; it demands independent learning, critical thinking, and active participation. By meeting these expectations, students develop self-discipline and accountability, laying the groundwork for academic success and future professional achievement. This applies to both English- and Greek-taught programs offered by the college.

2.1 Academic Integrity

- Always submit original work, whether assignments, essays, or projects.
- Properly attribute sources to avoid academic misconduct, such as plagiarism or cheating, which carry serious consequences in both Greek and English-taught courses.
- Learn and adhere to your program's referencing guidelines (APA, Harvard, etc.) to ensure accurate acknowledgment of others' work.

2.2 Workload Management

- Expect a blend of lecture hours, group work, and self-study across both programs.
 - Typically, for every hour of class, plan for 2–3 additional hours of independent study or preparation.
- Use tools like calendars or study planners to manage deadlines, academic milestones, and extracurricular commitments.
- Plan for any bilingual requirements if applicable, such as researching or working on projects in both Greek and English.

2.3 Critical Engagement

- Higher education emphasizes understanding, evaluating, and applying knowledge, rather than solely memorizing facts:

- **Greek-Taught Programs**

Focus on analyzing and interpreting course material in Greek and explore opportunities to link content to both local and global contexts.

- **English-Taught Programs**

Engage actively in academic discussions and materials that may require a deeper understanding of international frameworks and technical terminology.

- Build problem-solving and analytical skills by participating in class discussions, contributing to group projects, and critically assessing case studies or examples.

2.4 Language Proficiency

- Academic success requires strong communication skills, whether in Greek or English:

- **Greek-Taught Programs**

Ensure clarity and precision in your academic Greek writing, particularly in essays, projects, and formal texts.

- **English-Taught Programs**

Work on structured writing and fluent speaking in English for presentations, reports, and classroom interactions.

3. Study Skills & Strategies

This section will equip you with practical skills to improve learning efficiency. Effective time management, note-taking, reading, and memory techniques are essential for achieving consistent academic success and reducing study-related stress.

3.1 Time Management

- Plan your week using a timetable and set realistic goals.
- Prioritize tasks and break down larger projects into smaller steps.
- Avoid procrastination by scheduling regular study sessions.

3.2 Note-Taking

- Use structured methods such as [Cornell notes](#) (Appendix I), mind maps, or outlines.
- Focus on capturing key ideas and concepts rather than transcribing everything.
- Review and revise notes regularly to reinforce learning.

3.3 Reading Strategies

- Skim materials first to understand the general idea, then read in depth.
- Identify key arguments, supporting evidence, and conclusions.
- Annotate texts to highlight important points.

3.4 Memory & Revision Techniques

- Practice active recall by testing yourself on material.
- Use spaced repetition to review content over time
- Summarize key points in your own words or create visual aids such as charts and diagrams.

4. Using Resources

This section highlights the importance of utilizing all available resources. Students learn to locate and use academic materials, take advantage of digital tools, and practice applied learning through labs and simulators. This encourages independent research and practical skill development. The resources to support learning include amongst others:

- **Library**
Access textbooks, journals, e-resources, and reference materials.
- **Learning Platforms (Moodle Platform and Student Portal)**
Stay updated with announcements, lecture notes, assignments, and grades.
- **Laboratories & Simulators:**
Engage in hands-on learning for technical and applied courses.

5. Assessment & Exams

This section provides guidance on preparing for and approaching assessments. You are encouraged to understand assessment types, use effective study strategies, manage stress, and maintain academic integrity to achieve success.

5.1 Types of Assessment

- **Exams**
Written or oral assessments testing comprehension and application.
- **Assignments**
Essays, reports, or projects demonstrating understanding.
- **Presentations**
Showcasing communication and analytical skills.
- **Practical/Applied Work**
Lab reports, simulations, and other hands-on evaluations.

5.2 Grading System (Appendix III)

- Understand Intercollege grading criteria
- Bachelor's programs require a cumulative GPA of at least 2.0 to graduate.
- Aim for understanding and excellence rather than minimal passing.

5.3 Exam Preparation

- Start revising early and use active learning techniques.
- Solve past exam questions to become familiar with format and expectations.
- Join study groups for collaborative learning.

5.4 Assignment Tips

- Follow instructions closely and adhere to formatting guidelines.

- Structure essays with clear introduction, body, and conclusion.
- Cite all sources correctly to maintain academic integrity.

5.5 Managing Anxiety

- Prepare well to reduce stress.
- Practice relaxation and mindfulness techniques.
- Seek support from counselors if stress becomes unmanageable.

6. Research & Writing Guidelines

This section focuses on the principles of scholarly writing and research, equipping you with essential skills for academic excellence and professional credibility. Mastering proper referencing, source evaluation, and structured writing ensures your work stands out for its rigor and integrity.

6.1 Academic Writing

- **Ensure Clarity and Coherence**

Write in a clear, concise manner, avoiding unnecessary jargon and overly complex sentences. Each paragraph should focus on one main idea, supported by relevant evidence and logically linked to the next.

- **Maintain a Logical Flow**

Outline your work before starting to ensure smooth transitions between sections. Use headings and subheadings to structure your paper logically and guide the reader through your arguments.

- **Tailor Your Writing to Your Audience**

Understand whether your audience is academic, professional, or general, and adjust your language, tone, and style accordingly.

6.2 Referencing

- **Credit All Sources Properly**

Cite all references according to the required standard (e.g., APA, Harvard). Ensure every in-text citation has a matching entry in the reference list to avoid plagiarism (See Appendix IV).

- **Use Citation Management Tools**

Familiarize yourself with tools like Zotero, Mendeley, or EndNote to organize, format, and track your sources effectively.

6.3 Research Skills

- **Prioritize Reputable Sources**

Use academic journals, books, and peer-reviewed articles available in your university library databases over general websites or search engines like Google.

- **Keyword Strategies**

When conducting research, use specific and strategic keywords to yield relevant and focused results. Expand your search terms using synonyms or related concepts as needed.

- **Access Research Help**

Take advantage of your institution's resources, such as library research consultations, writing labs, or workshops on effective research practices.

6.4 Source Evaluation

- **Assess Credibility**

Evaluate every source before using it in your work. Focus on peer-reviewed journals, government publications, and reports from reputable publishers. Consider the author's credentials and the publication's reputation. Avoid unverified websites and outdated materials.

- **Verify Relevance**

Ensure sources directly relate to your research topic or thesis statement. Cross-check consistency across multiple sources to confirm accuracy and reliability.

7. Collaboration & Communication

This section underscores the importance of interpersonal skills, effective communication, and teamwork, which are essential for academic success and professional growth. Strengthening these skills can enhance group productivity, facilitate meaningful interactions, and prepare you for diverse, real-world environments.

7.1 Group Work

- **Collaborate Effectively**

Establish clear goals, define roles, and create a roadmap for completing tasks. Regular check-ins can ensure everyone stays on track.

- **Respect Deadlines**

Set intermediate milestones to meet deadlines without last-minute rushes. Be punctual to demonstrate reliability and commitment.

- **Distribute Tasks Fairly**

Assign roles based on individual strengths and preferences, ensuring that everyone contributes meaningfully to the project. Encourage open communication for role adjustments if needed.

7.2 Class Participation

- **Engage in Discussions**

Actively participate by sharing your thoughts, answering questions, or adding relevant insights during class discussions. Doing so helps deepen your understanding and adds value for others.

- **Ask Questions Thoughtfully**

Don't hesitate to ask clarifying or constructive questions to instructors or classmates. This demonstrates curiosity and a proactive approach to learning.

7.3 Communicating with Lecturers

- **Use Professional Email Etiquette**

When emailing lecturers, always:

- Use formal salutations (e.g., "Dear Dr. [Last Name]").

- Clearly state your purpose with a concise subject line.
- Provide context (e.g., course name, specific lecture) to avoid confusion.
- Close courteously with your name, student ID (if applicable), and appropriate sign-off (e.g., "Kind regards").
- **Plan for Office Hours**

Use scheduled office hours as an opportunity to clarify course materials, seek feedback, or discuss projects. Be prepared with specific questions to make the most of this time.

7.4 Respecting Diversity

- **Value Different Perspectives**
 - **Acknowledge and Respect Differences**
Recognize and appreciate the cultural backgrounds, life experiences, and viewpoints of others. This diversity broadens your understanding and enhances group discussions.
 - **Encourage Open Dialogue**
Create opportunities for peers to share their perspectives without fear of judgment. Listening actively can open new avenues for creative problem-solving and innovative thinking.
 - **Leverage Diversity for Solutions**
Use differences in ideas and experiences as a resource to approach challenges collaboratively and find well-rounded solutions.
- **Foster an Inclusive Environment**
 - **Be Aware of Biases**
Reflect on any unconscious biases that may affect your interactions with others. Strive to treat classmates and peers fairly and with respect, regardless of their background.
 - **Create a Welcoming Atmosphere**
Intentionally foster a group dynamic where everyone feels valued, heard, and encouraged to contribute. Inclusivity strengthens collaboration and teamwork.
 - **Handle Conflicts Sensitively**
If conflicts or misunderstandings arise, approach the issue diplomatically and with a willingness to understand the other person's point of view. Focus on finding shared solutions and learning from the experience.

8. Wellbeing & Balance

This section highlights the vital connection between wellbeing and academic achievement. Managing your physical health, mental health, and overall balance is essential for maintaining peak performance and fostering personal growth. Success in higher education is not just about hard work but also about taking care of yourself to sustain long-term progress.

- **Physical Health**

Maintain a balanced diet, exercise regularly, and get enough rest.

- **Mental Health**

Recognize stress signs and use available counseling services.

- **Work-Life Balance**

Allocate time for hobbies, social life, and relaxation.

- **Resilience**

Learn from challenges and develop coping strategies.

9. Independent Learning & Lifelong Skills

This section emphasizes the importance of taking ownership of your learning journey and personal growth. By cultivating self-awareness, adaptability, and skill development, you prepare yourself not only for academic success but also for a lifetime of growth and career advancement. Higher education is not just about acquiring knowledge; it's about building the foundation for continuous improvement and real-world application.

- **Self-Assessment**

- Regularly reflect on your strengths and areas that need improvement.
- Use self-reflection tools, such as feedback from peers, instructors, or self-evaluation forms, to gauge your progress.
- Identify gaps in knowledge or skills and take proactive steps to address them through extra reading, workshops, or practice.

- **Goal Setting**

- Establish clear short-term goals, such as completing assignments on time, understanding a specific concept, or improving a particular skill.
- Define long-term goals that align with your overall education and career aspirations, such as earning a degree, gaining a professional certification, or mastering technical skills.

- Break your goals down into smaller, actionable steps, and track progress to stay motivated and focused.
- **Adaptability**
 - Be open to feedback from instructors, mentors, and peers, using it to improve your academic and personal performance.
 - Continuously evaluate and refine your learning strategies—what worked for one course may need adjustment for another.
 - Embrace change and challenges as opportunities for growth, whether it's mastering a new skill, adapting to online learning formats, or working in diverse environments.
- **Career Development**
 - Align your academic learning with career-oriented skills, identifying how coursework, projects, and activities can support your professional goals.
 - Engage in internships, extracurricular activities, or part-time work to connect theoretical knowledge to practical experience.
 - Build transferable skills like communication, problem-solving, and teamwork, which are valuable across all industries.
 - Use available resources, like the career center, workshops, or industry mentorship programs, to explore career paths and prepare for future opportunities.

Appendix I: Note-Taking Template (Cornell Method)

"Title of Lesson"	
Cue Column • Keywords • Headings • Topics	Notes Column
Summary:	

Appendix II: Exam Preparation Checklist

This Exam Preparation Checklist is designed to help students systematically organize their study efforts, ensure they are adequately prepared, and approach exams with confidence.

II1. Pre-Exam Preparation

Understand the Exam Format

- Review the syllabus or exam guidelines for details on structure (e.g., multiple-choice, essays, problem-solving).
- Identify the weight of each section to allocate study time accordingly.
- Confirm whether the exam is open- or closed-book.

Gather Study Materials

- Consolidate class notes, handouts, and recorded lectures.
- Gather textbooks, course readings, and instructor-recommended resources.
- Locate past papers or sample questions, if available.
- Identify and organize key diagrams, charts, and formulas.

Create a Study Plan

- Allocate specific days or times to cover each topic or chapter.
- Prioritize challenging topics while balancing a review of easier material to maintain confidence.
- Set milestones to track progress and ensure all material is covered before the exam date.
- Include time for breaks and leisure to avoid burnout.

II2. While Studying

Actively Study the Material

- Use active learning techniques like summarizing, highlighting, and creating flashcards.

- Solve practice problems, case studies, or navigate sample scenarios related to the course.
- Use mind maps or concept maps to visually connect ideas.
- Identify knowledge gaps and revisit difficult concepts.

Group Study (Optional)

- Organize group sessions to discuss and revise complex topics.
- Use mock quizzes, explain concepts to peers, or clarify doubts collaboratively.

Manage Your Time

- Stick to your study schedule and avoid cramming close to the exam date.
- Use the Pomodoro Technique (25 minutes of focused study followed by a 5-minute break) to stay productive and avoid fatigue.

II3. Before the Exam

Final Revision

- Review summary notes, flashcards, and key points from lectures or textbooks.
- Practice previous exam papers under timed conditions.
- Memorize formulas or diagrams required for technical or problem-solving questions.
- Double-check your understanding of core concepts and theories.

Organize Exam Essentials

- Confirm the date, time, and location of the exam.
- Pack tools needed for the exam, such as pens, pencils, erasers, a calculator (if allowed), rulers, or any required ID card.
- Ensure everything is packed the night before to avoid last-minute panic.

II4. On the Day of the Exam

Stay Relaxed and Focused

- Get at least 7–8 hours of sleep the night before.

- Eat a balanced meal to fuel your energy. Avoid heavy or sugary food that may cause drowsiness.
- Arrive at the exam venue at least 15–30 minutes early.

Exam Strategy

- Read all questions carefully during the allotted reading time before starting.
- Prioritize questions you are confident in and manage your time efficiently.
- Double-check your work if time permits before submitting the exam paper.

II5. After the Exam

Reflect and Learn

- Take some time to relax and de-stress after finishing the exam.
- Reflect on how well your study strategies worked and record what can be improved for the next exam preparation.

Appendix III: Grading System

Number Grade	Letter Grade	Quality Points	QP RANGE
93 - 100	A	4.0	4.0
90 - 92	A-	3.7	3.7 - 3.99
87 - 89	B+	3.3	3.3 - 3.69
83 - 86	B	3.0	3.0 - 3.29
80 - 82	B-	2.7	2.7 – 2.99
77 - 79	C+	2.3	2.3 – 2.69
73 - 76	C	2.0	2.0 – 2.29
70 - 72	C-	1.7	1.7 – 1.9
67 - 69	D+	1.3	1.3 – 1.6
63 - 66	D	1.0	1.0 – 1.299
60 - 62	D-	0.7	0.7 – 0.99
0 - 59	F	0.0	
P (Pass)		0.0	
AU (Audit)		0.0	
DE (Deferred)		0.0	
I (Incomplete)		0.0	

Minimum Grade to Graduate and Receive a bachelor's degree

Appendix IV: Referencing Guidelines (APA and Harvard Styles)

This appendix provides clear referencing examples for commonly used academic materials, including books, journal articles, and citations, in APA and Harvard styles

IV1. Referencing Books

APA Style

Format:

Author(s). (Year). *Title of the book*. (Edition if applicable). Publisher.

Example:

Smith, J. (2023). *Introduction to Marine Navigation*. 2nd ed. Marine Publishing Co.

Harvard Style

Format:

Author(s) Year, *Title of the book*, Edition (if applicable), Publisher, Place of Publication.

Example:

Smith, J. 2023, *Introduction to Marine Navigation*, 2nd ed., Marine Publishing Co., New York.

IV2. Referencing Journal Articles

APA Style

Format:

Author(s). (Year). Title of the article. *Journal Name*, Volume(Issue), Page Numbers. DOI/URL (if available).

Example:

Brown, T. & Jones, R. (2022). Advances in ship engine technology. *Journal of Marine Engineering*, 45(3), 150–165. <https://doi.org/10.1234/jme.2022.00345>

Harvard Style

Format:

Author(s) Year, 'Title of the article', *Journal Name*, Volume(Issue), Page Numbers. DOI/URL (if available).

Example:

Brown, T. & Jones, R. 2022, 'Advances in ship engine technology', *Journal of Marine Engineering*, vol. 45, no. 3, pp. 150–165, <https://doi.org/10.1234/jme.2022.00345>.

IV3. Referencing Websites

APA Style

Format:

Author(s). (Year). Title of the web page. Website Name. URL.

Example:

Marine Insight. (2021). Types of ship propulsion systems. Marine Insight. <https://www.marineinsight.com/propulsion>

Harvard Style

Format:

Author(s) Year, Title of the web page, Website Name, viewed Date

Example:

Marine Insight 2021, Types of ship propulsion systems, Marine Insight, viewed 30 September 2025, <https://www.marineinsight.com/propulsion>.

IV4. In-Text References in Main Text of Academic Work

When referencing sources and publications in the main text of a thesis or academic work, it's important to structure citations correctly to ensure clarity, academic integrity, and proper acknowledgment of the original authors. Below are examples for different types of references commonly used in the main text:

Direct Reference to the Author

This method integrates the author's name into the sentence, with the publication date in parentheses.

Format:

Author (Year) shows that...

Example:

Richardson and Booth (2009) show in their study that sound ship propulsion systems significantly reduce operational efficiencies.

IV5. Indirect Reference to the Author

This method cites the author's name and publication year within parentheses at the end of the sentence or idea.

Format:

(Author, Year)

Example:

The maritime industry has made significant progress in energy efficiency in the past decade (Mendel and Johnson, 2003; Ross, 2007; Richardson, Stevens, and Blair, 2008; Goodman et al., 2009).

IV6. Quoting a Published Text

When using an exact excerpt from a published text, it must be within quotation marks, with the author, year, and specific page number(s) cited in parentheses.

Format:

According to [Author] (Year, p. xx), "[quoted text]."

Example:

According to Iatrides (2010, p. 17), "The Greek economy has entered a period of extended recession."

IV7. Reference to an Institution or Organization

When referencing works published by organizations, use the institution's name as the author, followed by the publication year.

Format:

(Institution, Year)

Example:

According to the International Maritime Organization (IMO) (2022), advancements in safety protocols have reduced the number of onboard incidents.

IV8. Multiple Authors

When citing multiple authors, list all names for up to three authors in the first reference. For more than three, use “et al.” in subsequent mentions.

Format (APA Style):

1. First Reference: (Williams, Brown, and Taylor, 2021)
2. Subsequent References: (Williams et al., 2021)

Format (Harvard Style):

1. First Reference: (Williams, Brown & Taylor 2021)
2. Subsequent References: (Williams et al. 2021)

Example:

The need for greener ship engines remains pressing (Williams, Brown, and Taylor, 2021). Follow-up research emphasizes that hydrogen fuel cells may fill this gap (Williams et al., 2021).

IV9. Secondary Citation

When referencing a source cited within another text, make it clear you are not referencing the original work.

Format:

(Author, Year, cited in [Secondary Author], Year)

Example:

Smith’s findings (2014, cited in Brown, 2017) suggest that engine cooling systems are responsible for frequent failures in certain climatic conditions.

IV10. Citing Multiple Works by the Same Author

To cite multiple works by the same author(s) published in different years, list them in chronological order.

Format (APA Style):

(Author, 2017, 2019)

Example:

Johnson's research over the years has highlighted gradual improvements in navigational systems (Johnson, 2017, 2019).

IV11.Paraphrasing Ideas

When paraphrasing instead of directly quoting, provide a citation without quotation marks.

Format:

(Author, Year)

Example:

Efficient engine design has been cited as a key contributor to reducing greenhouse gas emissions in the shipping industry (Taylor, 2020).

Important notes

- Consistently apply a single referencing style (APA, Harvard, etc.) throughout your work.
- Use full names of authors in the reference list but only surnames in the main text.
- For works without a specific author, use the organization or institution instead
- Always prioritize recent and credible sources, and use citation tools (Zotero, EndNote, Mendeley) to organize references efficiently.
- Proofread citations in your work carefully, as improperly formatted references can lead to unintentional plagiarism.
- Ensure proper use of quotation marks for direct quotes to avoid plagiarism

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80 - 82	B-	2.7	2.7 - 2.99
77 - 79	C+	2.3	2.3 - 2.69
73 - 76	C	2.0	2.0 - 2.29
70 - 72	C-	1.7	1.7 - 1.9
67 - 69	D+	1.3	1.3 - 1.6
63 - 66	D	1.0	1.0 - 1.299
60 - 62	D-	0.7	0.7 - 0.99
0 - 59	F	0.0	
P (Pass)		0.0	
AU (Audit)		0.0	
DE (Deferred)		0.0	
I (Incomplete)		0.0	

Minimum Grade to Graduate and Receive a bachelor's degree