Doc. 300.1.1

Date: 23/7/2020

External Evaluation Report (Programmatic)

- **Higher Education Institution: Atlantis College**

- **Town: Liopetri, Ammochostos**

- **School/Faculty (if applicable): Business**

- **Department/ Sector: Business**

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

  In Greek:

  Διοίκηση Επιχειρήσεων (συν ένα προαιρετικό προπαρασκευαστικό έτος, Δίπλωμα, 2 έτη)

  In English:

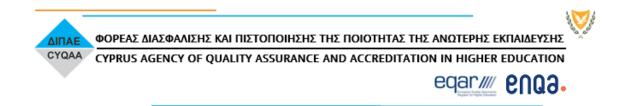 Business Administration (plus an optional foundation year, 2 years, Diploma)

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

- **Programme's status**
  New programme: No
  Currently operating: Yes

A. Introduction

The site visit at the Atlantis College in Liopetri took place, remotely, on July 21, 2020. The Committee met with members of the Governing Board of Atlantis College. More precisely, the Committee met the Rector-Head of Institution Michael Aresti, the Academic Director / I.E.C. Sharon Michael, members of the Internal Evaluation Committee, Cornelia Nicolaou, Melina Charalambous, Dimitris Aresti, the Admission Officer Maria Aresti and the Students Avinash Gupta and Marios Athanasiou.
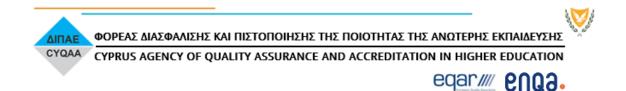
The documents that were provided and examined included the Application for Evaluation-Accreditation, academic syllabus, quality assurance manual, diploma supplement, academic staff's CVs and a virtual tour of the Atlantis College's premises.

Furthermore, our committee interviewed members of the faculty teaching staff, a group of students, administrative personnel related to admissions, registration, library facilities, IT and other admin support. Finally, we had a virtual visit of Atlantis College facilities. More specifically, we visited, remotely, teaching areas, library, student meeting rooms, staff offices, cafeteria and some open areas.

Finally, the internal evaluation 'Application' and associated documents, which were submitted by Altantis College and examined by us, were considered complete, very satisfactory and illuminating.

B. External Evaluation Committee (EEC)

Name	Position	University
Kevin Orr	Professor (Chair)	St Andrews University, Scotland
Pernille Eskerod	Professor (Member)	Webster Vienna Private University, Austria
Kyriaki Kosmidou	Professor (Member)	Aristotle University of Thessaloniki, Greece
Michalis Charalambides	Student (Member)	Cyprus University of Technology, Cyprus

C. Guidelines on content and structure of the report

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
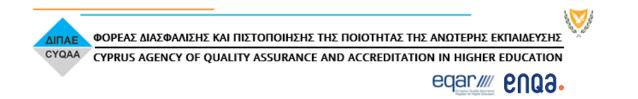**1.4 Information management**

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*

- 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.*

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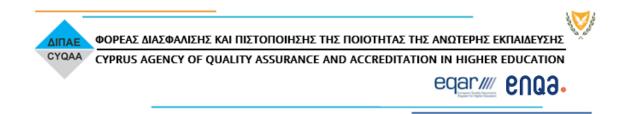CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Findings

The application as well as presentations and dialogues at the (remote) site visit provided us with a very good understanding of the proposed study programme. The programme is clearly designed with an intention to integrate theory and practice through a number of mandatory modules. The aim is to stay close to actual business practice and to draw on and sustain a close bond to the businesses and industries in the local area of the college. The participants in the (remote) site visit demonstrated very good understanding of the target group of their program. The programme has been developed with inputs from a number of sources, incl. faculty, students, alumni, and business contacts, and the undertaking of the programme will be supported by a lot of ongoing activities and initiatives, incl. the library, computer lab, other labs, student organizations and clubs, alumni association, ERASMUS+ opportunities and more. Atlantis College has explicit plans and aims for research and future development. All participants in the (remote) site visit showed very great and convincing enthusiasm about the programme.

Strengths

- Through engagement with stakeholders, especially the local businesses and industries, Atlantis College has a very good understanding of the market demand for their intended students as well the newest trends within the fields of study.

- Programme goals, learning outcomes and module contents are well described.

- The programme allows students to develop their theoretical and practical skills and knowledge, especially related to the local market.

- The College offers foundation modules to students that do not fulfill the requirements to start on the core modules.

- The structure of the programme is very clear, and the modules have a logical sequence. All modules are mandatory - and academic progress is built into the programme.

- A defined class size on 8-15 students ensures focus on the single student's needs.

- The quality of the programme is monitored by continuous evaluations on a regular basis.

- Quality assurance is ensured by a thorough and explicit Quality Assurance Policy, and include a Programme Review Committee (PRC) and a Programme Evaluation Committee (PEC).

- Atlantis College had a clear policy and more tools to prevent plagiarism.

- Collaboration and strong ties to the local area as well as an alumni association provides good opportunities for professional development, guest lectures, site visits, and career possibilities.

- The ERASMUS+ programme offers faculty and student mobility, providing the involved possibilities for international experiences.

- The alumni association offers the students the possibilities of a life-long bond to Atlantis College.
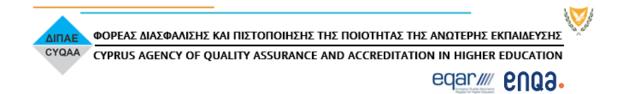
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Areas of improvement and recommendations

The course descriptions included in the application were not fully updated, as acknowledged in the dialogue at the (remote) onsite visit. More course descriptions pointed to textbooks that were not in the newest edition, e.g. BUS 404 Business Strategy. To ensure that students are offered the newest knowledge within the various fields, we recommend that (1) the documentation for the application is updated properly, and (2) a policy on updating module content and material explicitly states that most recent textbook editions are required in all modules.

As mentioned in section 3, the programme would benefit from more explicit contacts with one or more universities abroad, with visiting faculty, upgrading of current faculty through pursuing PhD degrees, hiring of faculty with PhD degrees, and through more research activities.

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	Partially compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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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

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.*
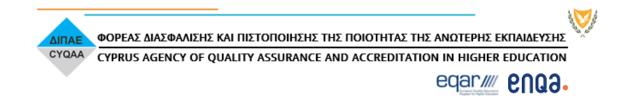

2.2 Practical training

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.*

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> - *The criteria for and 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.*

Findings

The College has given due consideration to the teaching and learning design. Teaching methodologies and mechanisms appear to be sound. In conversations with teaching staff and students we heard evidence of pedagogical methods appropriate to the successful achievement of the stated learning outcomes.

There was a good understanding of the distinctive aims of Diploma programme, and how it can lead to further study.

The faculty appreciate the need to incorporate both practical and theoretical elements into the learning and teaching and to explore the interrelationships between theories and practices in ways which will bring subjects alive for students.
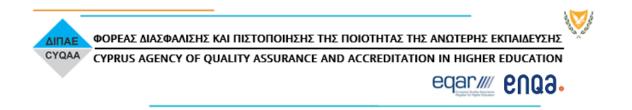
Assessments processes are appropriate and overseen by the College's wider procedures.

There are clearly-understood processes in place to ensure effective feedback is given to students on their work. There is engaged management oversight of the Programme, and we have the sense that there is a tight-knit team in place.

Strengths

The College structure is designed to maintain consistent quality standards and the aspiration of continuous improvement.

The well-defined pathway through the modules offer the students a systematic learning progression and clear expectations.

The College has invested in up to date educational platforms (including MS Teams). Students told us how useful these were during the pandemic. Staff also found them to be user-friendly and a good teaching package learning and teaching. This is helpful experience for building resilience.

The College has close local ties with particular industry sectors.

Staff and students showed mutual respect and positive regard. Though we spoke to a small number of students, they told us that communication with faculty members and the administrative team is easy. Open channels of communication appear to be an established part of the culture of the College.

Areas of improvement and recommendations

Though some staff members have PhDs, the number is perhaps relatively low (though we accept that this is a relatively small College). The Committee would encourage investment in work to incorporate research into teaching more directly. To that end, it is important that the College supports the professional development of faculty in relation to developing their research and scholarship (perhaps where appropriate including opportunities to pursue part-time PhDs for staff who are interested in doing so, and more generally to undertake research activities. This could be a valuable basis for developing the quality of the College and its teaching provision.

The proposed teaching team is perhaps relatively small (again we acknowledge the smaller size of this College). As student numbers grow as projected, it is important for the College to continue investing in the capacity of staff.

The College has a strong local focus and good links with particular industries. It seems to be in touch with student demand for the new Programme in Cyprus. Its linkages more internationally (beyond the immediate region) could be developed further. Its mechanisms for student recruitment in particular countries may give it good footholds for developing these. We note the College's location in a beautiful and popular part of Cyprus gives it a certain selling point to some students. But it is important for the College not to rest on this appeal too much, and to continue to develop additional selling points rooted in learning and teaching and student development.

We note that some comparable institutions have been effective in building partnerships with universities. The College could consider the role that such strategic partnerships might play in the maturing of the College and how such linkages might provide professional development opportunities for staff, and exchange opportunities for students.

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

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

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3. Teaching staff *(ESG 1.5)*

> ### Sub-areas
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *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.*
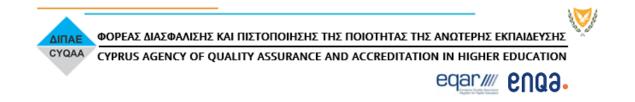- *Recognised visiting teaching staff participates in teaching the study programme.*

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.*

Findings

We met with all but two of the teaching staff (the missing members were said to be travelling abroad) which means that we had a comprehensive view of the entire teaching staff of Atlantis College. Two of the faculty members hold PhD degrees. They all seem engaged, committed to their job and teaching and professional and have very good English language skills.

In addition, they seem to be pleased with their salaries, working conditions and the overall College working environment. They appear to take teaching seriously and are supportive of the initiatives regarding research (i.e. the younger members seem to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution). There is only a positive consequence (bonus, reduction of teaching load, recognition etc.) for faculty in case of research performance, but apparently not for teaching performance.
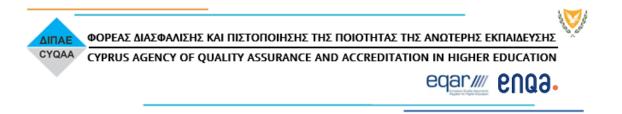
Strengths

The faculty seemed to be well integrated and on good working terms. The experienced faculty, in addition, have been with Atlantis College for a quite satisfactory time, which means there seems to be a good work environment that is beneficial to the BBA program.

Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a process of "self-evaluation" of the faculty regarding their own courses which was often reported and mentioned during our (remote) field visit.

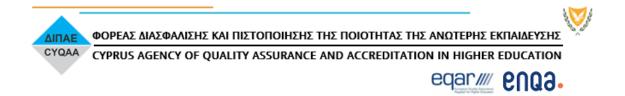*Areas of improvement and recommendations*

When we asked the teaching staff about their interactions with outside stakeholders, we noticed that there are not enough touchpoints with practice. Only permanent faculty exists. Visiting faculty was not mentioned. This seems a bit unfortunate since there could be an interaction with other universities and practitioners from outside. They could just invite a

practitioner or a professor to come and present for an hour regarding a topic the Business Administration students discussed in the classroom.

Finally, we believe that the academic staff of Atlantis College should be encouraged to do research. Although, it seems there is some interaction, among the young faculty members, regarding the research process, i.e. how to apply and attend a research conference etc, we could suggest to organise actual research seminars in which faculty would present research papers to others in order to discuss these, a practice that may improve the quality of the research. We also encourage to develop their teaching staff, by getting a PhD in order to be more competitive.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Partially compliant
3.3	Synergies of teaching and research	Partially compliant

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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

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.*
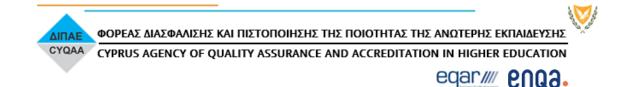
4.2 Student progression

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.*

Findings

Altantis College has very clear and transparent regulations, policies, processes and criteria for student admission. Processes and tools to collect, monitor and act on information on student progression are in place. Atlantis College ensures that students benefit from their knowledge from practice as well as apply the gain knowledge in practical settings through-out the study. Students are provided with a certificate that clearly acknowledge the knowledge gained during the study.
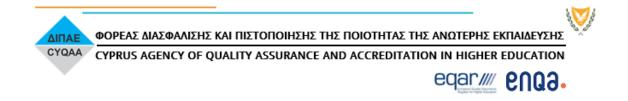
Strengths
- Atlantis College is doing good expectation alignment by being transparent about admission procedures and about progress monitoring.
- By targeting a mixture of international and local students with the programme, Atlantis College enhanced intercultural knowledge exchange and personal development of their students.
- Atlantis College offers students opportunities to achieve supplementary knowledge, experiences and recognition by offering e.g. ERASMUS+ opportunities for going abroad.

Areas of improvement and recommendations
- Currently, Atlantis College has 225 students. We recommend the College to continuously work on attracting more students in order to grow the student body, to the benefit of all stakeholders involved.

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.*

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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.*

Findings

The teaching and learning resources (including materials and reading resources) are provided to students and are appropriate. The Evaluation meetings established that the Course readings are updated regularly, though this was not evident from some parts of the original submission.

In our conversations with the teaching team, we saw heard their strong commitment to adopting student-centred learning, taking into account of the different needs and backgrounds of the cohorts.

Administrative systems appear to be appropriate. There are good organisational structures in plae in what is a relatively small College. As noted in Section 2, it is important that the College recognizes the need to maintain capacity in the administrative team and as well as supporting the professional development needs of its existing staff.

Because the site visit was not possible, we looked at presentations of physical resources made to us by the College. These seem to be modern and adequate, and incorporate a mix of dedicated teaching spaces, study areas, and social areas. The standard of general infrastructure seems to be reasonable. The library and IT resources were seen by students to be very satisfactory.

There was pride among staff about how the College had supported students during the pandemic. This was also the feeling among the students we spoke to. The experience of meeting these contingencies can now be incorporated into future planning. If remote learning becomes a more regular occurrence this may have implications for the patterns of demand on staff and the design of pedagogy.

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Strengths

The College plays a valuable role in supporting students' mobility within and across higher education and the introduction of the Diploma will bolster this contribution, especially as it aligns with existing foundation courses.

Local students are seen as a significant 'target' for recruitment to the Diploma and the College is aware of string demand.

There are dedicated job roles which enable the College to provide advice and welfare support, in addition to the dedicated teaching staff. The students were aware of how to access these different services and support whether on campus or remotely.

Our meetings gave us a strong sense of commitment among all staff to the student experience and progression.
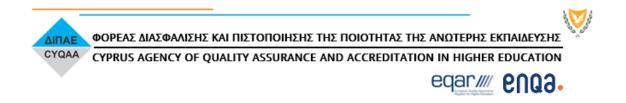
Areas of improvement and recommendations

The recruitment targets for the programme are high and if achieved will cause increased demand for resources and materials, including academic materials and IT resources and support. It is important the College recognizes the potential for increased demand in its strategic, operational and budgetary processes.
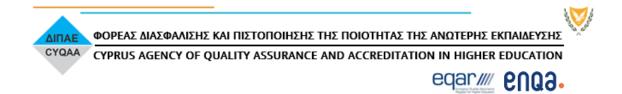
The College will need to ensure that the adequacy of resources (i.e. academic materials and subscriptions, IT resources, staffing levels across the College) is maintained and refreshed in line with increasing student numbers.

Uncertainty about 'face to face' teaching post-Covid19 faced by all further and higher education institutions means that Atlantis College will need to ensure that it has good contingency planning processes. The plans must ensure that students can access materials and learning remotely at if/ when necessary, and that the quality of learning and teaching is maintained to an appropriate level.

During the Evaluation it emerged that some elements of the Application documentation been reproduced from an earlier process (e.g. the inclusion of reading lists from some years ago). We suggest that this represents a missed opportunity to refresh all the paperwork for the programme. Doing so would give the Committee a more robust basis for its work, including the Q&A during the visit. (It would also be a good courtesy given that the Committee spends considerable time examining the materials.) Finally, but most importantly, it would be a good learning and improvement exercise in and of itself, and would support the College's aspiration to a process of continuous improvement in line with its ambitions.

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 distance learning programmes *(ALL ESG)*

<u>**Sub-areas**</u>

6.1 Distance learning philosophy and methodology
6.2 Distance learning material at the appropriate level according to EQF
6.3 Interaction plan and Interactive weekly activities
6.4 Study guides

6.1 Distance learning philosophy and methodology

Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

6.2 Distance learning material at the appropriate level according to EQF

Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

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6.3 Interaction plan and Interactive weekly activities

Standards

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

6.4 Study guides

Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*
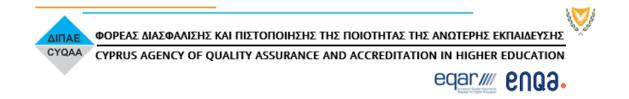

N/A

Findings

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Strengths
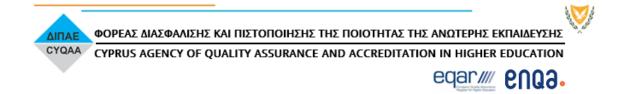
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Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
6.1	Distance learning philosophy and methodology	Choose answer
6.2	Distance learning material at the appropriate level according to EQF	Choose answer
6.3	Interaction plan and Interactive weekly activities	Choose answer
6.4	Study guides	Choose answer

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

> **Sub-areas**
>
> **7.1 Selection criteria and requirements**
> **7.2 Proposal and dissertation**
> **7.3 Supervision and committees**

7.1 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*
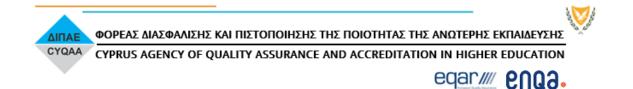   - *the criteria for obtaining the Ph.D. degree*

7.2 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.*

7.3 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*

> - 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.*

N/A

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
7.1	Selection criteria and requirements	Choose answer
7.2	Proposal and dissertation	Choose answer
7.3	Supervision and committees	Choose answer

8. Additional for joint programmes *(ALL ESG)*

> **Sub-areas**
>
> **8.1 Legal framework and cooperation agreement**
> **8.2 The joint programme**

8.1 Legal framework and cooperation agreement

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*

8.2 The joint programme

Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

N/A

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
8.1	Legal framework and cooperation agreement	Choose answer
8.2	The joint programme	Choose answer

D. Conclusions and final remarks

This was a well organised 'visit', even though there were some technical complications. The Committee benefited from the engagement of staff from all parts of the College. They presented the plans very well and responded openly to the Committee's questions.
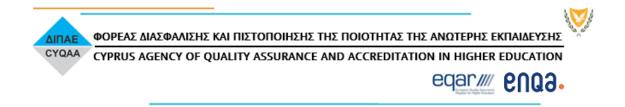
Strengths

Atlantis College has a good understanding of the market demand for prospective students, especially from within Cyprus.

The Programme goals and learning outcomes have been clearly described and there is a well defined pathway for students.

We heard evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes.

The participants in the (remote) site visit demonstrated very good understanding of the target group of their program.

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The ERASMUS+ programme offers faculty and student mobility, providing the involved possibilities for international experiences.

Areas for Improvement

The aim is to stay close to actual business practice and to draw on and sustain a close bond to the businesses and industries in the local area of the college. There is scope to think about wider linkages, including building international networks which will benefit students.
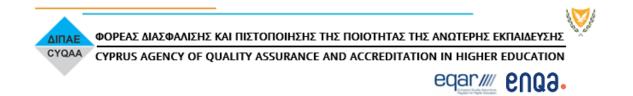
Relatedly, as detailed in section 3, the programme would benefit from more explicit contacts with one or more universities abroad, with opportunities for visiting faculty, development of current faculty through pursuing PhD degrees, and through increasing research activity.

To ensure that students are offered the newest knowledge within the various fields, we recommend that the documentation for the application is updated regularly. The College should be explicit in its policy that most recent textbook editions are required in all modules.

There is scope to increase the touchpoints with practice, including the use of guest speakers drawn from industry, appropriate to the programme.

The academic staff of Atlantis College should be encouraged to further develop their research activities, including for example participation in or organising research seminars in which their work can be discussed. Growing the research culture in the College would require significant investment and institutional support but would benefit the quality of the College and its programmes.

The College will need to ensure that the adequacy of resources (i.e. academic materials and subscriptions, IT resources, staffing levels across the College) is maintained and refreshed in line with increasing student numbers. Alongside this, Atlantis College will need to ensure that it has good contingency planning processes to deal with uncertainties in the post-Covid19 world.

E. Signatures of the EEC

Name	Signature
Kevin Orr	
Pernille Eskerod	
Kyriaki Kosmidou	
Michalis Charalambides	

Date: 23/7/2020