

Doc. 300.1.2

Date: 29/04/2024

## Higher Education Institution's Response

- **Higher Education Institution:**  
Atlantis College
- **Town:** Liopetri, Ammochostos
- **Programme of study**  
Name (Duration, ECTS, Cycle)

**In Greek:**

Διεύθυνση Επιχειρήσεων Φιλοξενίας και Τουρισμού  
(2 έτη, 120 πιστωτικές μονάδες, Δίπλωμα

**In English:**

Hospitality & Tourism Management 2 year Diploma

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The College could continue to provide research support to members of staff</p>	<p>To continue providing research support to members of staff, the College has implemented various strategies :</p> <p>Allocation of funding for research grants that staff members can apply for to support their research projects.</p> <p>Organization of workshops, seminars, and training sessions on research methodologies, data analysis techniques, grant writing, and academic publishing.</p> <p>Facilitation of opportunities for staff members to collaborate with colleagues within the College, as well as external partners such as other academic institutions, industry partners, and government agencies.</p> <p>Offer research time release to staff members to focus on their research projects without the distraction of teaching or administrative duties.</p> <p>Recognize and celebrate staff members' research achievements through awards, honors, and public recognition</p>	<p>Choose level of compliance:</p>
<p>Course learning outcomes could be revised to comply with level 5, diploma and can range from 3 to 5 maximum</p>	<p>The learning outcomes have been revised to ensure compliance with level 5 diploma and reduced to a max of 5 See Appendix 1 - Page 1</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Revise the content of the course outline to include reading, assessment details, assessment criteria	Assessment criteria is included in all course outlines, as well as reading materials. See sample outline Appendix 2 – Page 66	Choose level of compliance:
Formalise formative assessment and feedback	Faculty use specific assessment criteria aligned with the learning objectives. They ensure that criteria are clear, observable, and measurable to guide evaluation. Students are informed of these on teams and on the course outline specifically. Faculty use structured feedback mechanisms such as rubrics which provide a clear framework for evaluating student work and offer specific feedback based on predefined expectations providing timely and constructive feedback to student They also ensure that feedback addresses both strengths and areas for improvement based on the assessment criteria.	Choose level of compliance:
Introduce specific criteria for assessing Attendance and engagement (20%) for consistency	10% Attendance- deductions for each absence throughout the course.  10% Participation based upon the following criteria: <ul style="list-style-type: none"> <li>• Student Preparation for class</li> <li>• Participation in class discussions</li> <li>• Engagement in in class activities</li> <li>• Contribution to peer learning</li> <li>• Use of relevant resources</li> </ul> Reflection and self -assessment	Choose level of compliance:
Clearly show first and second marking, moderation	First and second marking are distinguished with the second marker doing so in green. See second marking protocol Appendix3–Page 71	Choose level of compliance:
Add comments and feedback on exam papers, reports	Comments and feedback are written on exam papers. This is a requirement for faculty at Atlantis to actively comment on exam scripts for feedback to the student purposes.	Choose level of compliance:
Monitor submission deadlines and type of assessment	Submission deadlines are monitored through Microsoft Teams platform.	



Review courses	The PRC Committee meets twice a year to review the courses to determine whether any changes need to be made. This is part of our quality assurance system.	
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC strongly advises that the College should undertake every possible effort to help existing members of staff to enroll into PhD programmes as well as to employ new academics who hold a doctoral degree. In this context, the EEC was told that a new tourism scholar might start in due course with the College.</p>	<p>The college actively seeks out qualified candidates in the field of tourism who hold doctoral degrees.</p> <p>The college offers financial support or scholarships for staff members who wish to enroll in PhD programs</p> <p>We also provide flexible work arrangements to accommodate staff members pursuing PhD studies. This may include adjusting work schedules, allowing for remote work options, or providing sabbatical leave.</p> <p>We also facilitate networking opportunities for staff members to connect with academic institutions offering PhD programs in tourism. Encourage collaboration between staff members and external academic advisors.</p> <p>The college offers workshops, seminars, and training sessions to support staff members in their academic endeavors.</p> <p>Atlantis College is actively trying to recruit new academics with doctoral degrees in tourism through targeted job postings, networking events, and collaborations with other academic institutions.</p> <p>We offer incentives such as promotions, salary increases, or additional responsibilities within the College</p>	<p>Choose level of compliance:</p>
<p>Further, the EEC would welcome increased visibility for future advertised positions in academic fora such as Trinet tourism and hospitality community  <a href="https://tim.hawaii.edu/aboutvalues-vision-mission-accreditation/trinet/">https://tim.hawaii.edu/aboutvalues-vision-mission-accreditation/trinet/</a>, or internationally or academic job fora such as <a href="http://www.jobs.ac.uk">www.jobs.ac.uk</a>, <a href="http://www.timeshighereducations.com">www.timeshighereducations.com</a>, <a href="http://www.akadeus.com">www.akadeus.com</a>.</p>	<p>We intend to advertise on <a href="http://www.Jobs.ac.uk">www.Jobs.ac.uk</a> when the need arises for the hiring appropriate faculty.</p>	<p>Choose level of compliance:</p>

<p>Increased attention to Affirmative Action policies in staff recruitment and development.</p>	<p>The college has reviewed existing Affirmative Action policies to ensure they are up-to-date and align with current legal requirements and best practices. These policies also reflect the College's commitment to diversity and inclusion.</p> <p>The college provides training and education for all staff involved in recruitment and development processes. This training covers topics such as implicit bias, diversity awareness, and the importance of Affirmative Action in promoting equity and fairness</p> <p>We have clear goals and targets for increasing diversity and representation within the College's staff.</p>	<p>Choose level of compliance:</p>
<p>The EEC welcomes the support of an external clinical councillor to support wellbeing of staff and students and the suggestion is to anonymise the process of self-referral by setting up an email account for the councillor through which staff and students can contact directly.</p>	<p>An e mail account has been set up for the counselor to enhance the process of self- referral:  counselor@atlanticcollege.ac.cy</p>	<p>Choose level of compliance:</p>





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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
NO AREAS TO IMPROVE	Click or tap here to enter text.	Choose level of compliance:

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Provide more information to students via Teams	All course information and weekly teaching material and other resources are provided on Teams for the duration of each course. Admin information is also provided as in announcements on the Teams platform	Choose level of compliance:
Introduce a welfare and special skills/needs policy	We already have a special needs policy, which was not asked for or mentioned by the team. see appendix 4-Page 76	Choose level of compliance:

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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:
Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:

## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The College could continue to provide research support to members of staff especially the extra support with wellbeing via the psychologist counsellor;	Everyone staff faculty and students have access to the college counselor.  Research support is provided see section 3	Choose level of compliance:
Course learning outcomes could be revised to comply with level 5, diploma and can range from 3 to 5 maximum;	The learning outcomes have been revised to ensure compliance with level 5 diploma and reduced to a max of 5 See appendix 1-Page1	Choose level of compliance:
Revise the content of the course outline to include reading, assessment details, and assessment criteria;	Assessment criteria is included in all course outlines, as well as reading materials. See sample outline Appendix 2	Choose level of compliance:
Formalise formative assessment and feedback	Faculty use specific assessment criteria aligned with the learning objectives. They ensure that criteria are clear, observable, and measurable to guide evaluation. Students are informed of these on Teams and on the course outline specifically.  Faculty use structured feedback mechanisms such as rubrics which provide a clear framework for evaluating student work and offer specific feedback based on predefined expectations providing timely and constructive feedback to student They also ensure that feedback addresses both strengths and areas for improvement based on the assessment criteria.	Choose level of compliance:
Introduce specific criteria for assessing attendance and engagement (20%) for consistency;	10% Attendance- deductions for each absence throughout the course.  10% Participation based upon the following criteria: <ul style="list-style-type: none"> <li>• Student Preparation for class</li> <li>• Participation in class discussions</li> <li>• Engagement in in class activities</li> <li>• Contribution to peer learning</li> <li>• Use of relevant resources</li> <li>• Reflection and self -assessment</li> </ul>	Choose level of compliance:
Provide developmental feedback to students;	Faculty already provide developmental feedback to students by offering specific, constructive feedback that focuses on their growth and improvement. It is specific and	

	<p>descriptive and focuses on strengths and identifies areas for improvement and they offer actionable suggestions.</p>	
<p>Monitor submission deadlines and type of assessment</p>	<p>Submission deadlines are monitored through Teams</p>	
<p>The College to actively encourage staff to undertake PhD degrees, supporting the staff via fee payment and/or time allocation;</p>	<p>The college actively seeks out qualified candidates in the field of tourism who hold doctoral degrees.</p> <p>The college offers financial support or scholarships for staff members who wish to enroll in PhD programs          We also provide flexible work arrangements to accommodate staff members pursuing PhD studies. This may include adjusting work schedules, allowing for remote work options, or providing sabbatical leave.</p> <p>We also facilitate networking opportunities for staff members to connect with academic institutions offering PhD programs in tourism. Encourage collaboration between staff members and external academic advisors.</p> <p>The college offers workshops, seminars, and training sessions to support staff members in their academic endeavors.</p> <p>Atlantis College is actively trying to recruit new academics with doctoral degrees in tourism through targeted job postings, networking events, and collaborations with other academic institutions.</p> <p>We offer incentives such as promotions, salary increases, or additional responsibilities within the College</p>	
<p>The accessibility of areas should improve in relation to wheelchair users.</p>	<p>The building has access for wheelchair users and a lift to go to the second floor. This was commented on positively by the EEC in comparison to a college they had visited the previous day, not having access. Being as there are several comments that clearly do not apply to the college and the fact that their report refers to the fact that we met at the premises of the college of "hotel and tourism management" and not at Atlantis, we are assuming that there are</p>	



	portions of the report which in fact do not apply to Atlantis college at all, but have been copied by mistake from another report.	



### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Michael Aresti	Executive Director	
Sharon Michael	Academic Director	
George Vrachimis	Programme Coordinator	
Marios Alaeddine	Faculty	
Kyriillos Nicolaou	Faculty	
Demetrios Aresti	Faculty	

Date: 29/04/2024



