

Doc. 300.1.2

Date: 14/03/2025

Higher Education Institution's Response

☐ **Higher Education
Institution:**
Atlantis College

☐ **Town:** Liopetri Ammochostos

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

In Greek:

Μεταπτυχιακό στην Διοίκηση Επιχειρήσεων (Ένα έτος, 180 ECTS)

In English:

Master of Business Administration (One year, 180 ECTS)

☐ **Language(s) of instruction:** English or Greek

☐ **Programme's status:** New

☐ **Concentrations (if any):**

In Greek: Μεταπτυχιακό στην Διοίκηση Επιχειρήσεων,
Μεταπτυχιακό στην Δημόσια Διοίκηση, Μεταπτυχιακό στην
Διαχείριση Ευεξίας

In English: MBA Management, MBA Public Administration,
MBA Wellness Management



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 2nd 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 by EEC	Actions Taken by the Institution	For Official Use ONLY
Area 1.1. (a) College QA procedures should be updated to include a policy of on the ethical approval of student research projects.	Policy attached See ANNEX 1 & 2	compliant
Area 1.2. (a) Strategic positioning and market differentiation: The College should develop a unique selling point (USP), identifying and promoting distinct features of the programme, potentially by relying on existing industry and other local/ regional partnerships and innovative teaching methods. Engaging further with these partners will enable the offering of internships, projects, and networking opportunities for students. A market analysis needs to be conducted to align programme with current industry demands and trends, bearing in mind as well the intention to recruit international students.	Strategic Positioning & market differentiation, USP developed See ANNEX 3 and Summary Market Analysis See ANNEX 4	Compliant
Area 1.2. (b) Progressing gradually with concentrations: At an initial stage, an MBA programme with no formal concentration can be prioritised, while allowing for a few wellness and public administration courses to be run as elective courses in the second semester to gauge actual interest without committing significant resources and costs. If concentrations are implemented, it should be made clear that the topic of the research thesis will be in the relevant concentration.	Amendment to the MBA 700 Syllabus see ANNEX 5 Implementation of 3 concentrations rationale see ANNEX 6	compliant
Area 1.2. (c) Review the content and coverage of the compulsory courses to ensure these cover the key elements of an MBA programme (e.g. ethics, operations, HR, entrepreneurship). For example, the compulsory courses need not be strictly organized in disciplinary silos and can group cognate areas of study.	Reorganization of compulsory courses to cover key elements of MBA programme See ANNEX 7	Compliant See ANNEX 7
Area 1.2. (d) Once the above is clarified, proceed with the quality assurance stage of the programme design, by developing a curriculum map, consisting of a table showing how the	Curriculum map Programme outcomes with learning outcomes per course See ANNEX 8 & 9	

<p>programme's aims are translated into learning outcomes, and how these learning outcomes are distributed across the various courses, and how each of these learning outcomes will be assessed within each course, and when (i.e. assessment plan). We also recommend that you use Bloom's taxonomy and sample verbs across the taxonomy to determine the level of difficulty of each learning outcome (see table inserted below) and to balance between low-level and high-level learning domains considering this is a Masters' level programme. For example, the verb 'understand' in course learning outcomes (often used in the documentation) is too vague to be adequately tested against an assessment regime.</p>	<p>Assessment criteria within each course has been added to the syllabus See ANNEX 7 &12 Assessment plan has been written see ANNEX 10A& 10B</p>	<p>Compliant</p>
<p>Area 1.2. (e) Constitute a formal MBA Advisory Committee regrouping employers, businesses, public officials and former College students to inform the continuous development, review and support of the programme.</p>	<p>Formal Advisory Committee has been set up . See ANNEX 11</p>	<p>Compliant</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
Area 2.1. (a) Introduce a more diverse set of student-centered teaching methods to enrich the MBA student experience. As a rule, all MBA courses should have case studies to foster critical thinking and at least one guest speaker (from practice) to provide industry insights. Furthermore, there should be group projects and role-playing activities to enhance collaboration and consider business simulations as well for experiential learning. In the future, the possibility of 'live' group consultancy projects could be considered.	See ANNEX 7 & ANNEX 12 for all courses and for more diverse set of student centered methods to be used. Case studies have been added to all modules and more interactive student centred activities have been added in each module to enhance the MBA experience . See also ANNEX 13 Student Centred Learning	Compliant
Area 2.1 (a) At the same time, student's engagement with research skills should be strengthened by design course assignments that require students to critically engage with academic literature, such as literature reviews, research critiques, or research-based presentations. This will gradually build students' ability to read and reflect on academic articles to better prepare them for the thesis requirement at the end of the programme.	Course assignments have been designed to strengthen students research skills. Added to the assessments on several modules are research critiques and research based presentations. S 12 ANNEXES 7 & 12	Compliant
Area 2.1. (c) To better support students with varying learning abilities and needs, the College could consider adopting a policy of recording certain educational activities, such as lectures and seminars. Making these recordings available to students, would serve as a valuable tool for reinforcing learning and aiding revision. This would also provide students with additional flexibility, especially for those who may miss lectures due to care responsibilities or work commitments.	The adoption of the use of moodle and the ability to record sessions which will be stored on moodle for students to review and or look back at. https://moodle.atlantiscolllege.ac.cy/	compliant
Area 2.2. (a) To enhance the practical skills and industry readiness of students, consider incorporating more practical elements into the training of students in a more structured way. For example, a one semester industry placement (internship) could be offered as an elective course in Semester 2 of	A one semester module has been added for industry experience (internship) as an elective course in the second semester. See ANNE14 &TABLE 2 ANNEX 15	compliant

the programme. This option would allow students, with no current work experience, to gain hands-on experience and apply theoretical knowledge in real-world professional settings. The internship could be assessed through a reflective portfolio, project completion during the internship and an assessment by the placement organisation.		
Area 2.3 (a) Consider adopting an online educational platform to facilitate the consistent administration of the assessment process. Such a platform would enable more efficient management of assignments, grading, and feedback, ensuring accessibility for both students and faculty.	Moodle will now be used See ANNEX 16 https://moodle.atlantiscollge.ac.cy/	compliant
Area 2.3. (b) The programme could benefit from a more consistent policy regarding feedback and marking turnaround times. That is, ensure that all lecturers are expected to provide written feedback on assignments, enabling students to understand their performance and areas for improvement more effectively. Establish and communicate a maximum waiting period for the marking and return of assignments and exams. This transparency will help manage student expectations and maintain consistency across courses.	Policy of marking and feedback See ANNEX 17	Compliant
Area 2.3. (c) Revise course syllabi to include detailed information on a description of the teaching pedagogies employed in each course and a detailed breakdown of grading structures and assessment criteria to ensure clarity and transparency for students.	Revised course syllabi to include detailed information on a description of the teaching pedagogies employed in each course and a detailed breakdown of grading structures and assessment criteria to ensure clarity and transparency for students. See ANNEX 7 & 12	Compliant
Area 2.3. (d) Streamline timing of assessments so that students do not find themselves having to handle many assessment deadlines during the same period/week.	Assessment plan created for semester 1 see ANNEX 10A,10B & 18	Compliant

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Area 3.1 (a) Rethink recruitment strategy: We recommend that the college reviews where job advertisements are posted to ensure they reach a broader and more diverse pool of qualified candidates. the college might also consider reworking the content of job advertisements to highlight the institution's strengths, unique aspects of the program, and the potential for professional growth. We also encourage the college to explore new recruitment channels such as academic networks, industry associations, and international job boards to attract full-time faculty members. The college might also want to consider offering competitive employment conditions to attract and retain full-time faculty members.	New job adverts placed in..... See ANNEX 19 See also https://www.skywalker.gr/el/aggelias-ergasias/01jqnr98wsmb1ka2rb1fe0g7v/assistant-professor---associate-professor	compliant
Area 3.1 (b) Professional development: Implement regular training and workshops focused on teaching skills, innovative pedagogies, and the use of new technologies. Encourage faculty to participate in conferences, seminars, and other professional development opportunities.	Regular training and development courses are offered for staff and faculty both in house and external . Faculty are encouraged to attend all CPD courses offered. See ANNEX 24	Compliant
Area 3.2. (a) Recruit more full-time faculty to balance the reliance on part-time staff and provide consistent delivery of the program. Aim for a staffing ratio where full-time faculty have the necessary competence and capacity to ensure programme stability and quality.	Advertisements made both nationally and abroad for more full time faculty see attached ANNEX 19 & also https://www.skywalker.gr/el/aggelias-ergasias/01jqnr98wsmb1ka2rb1fe0g7v/assistant-professor---associate-professor Recruitment of more full time faculty can take place once the programme is approved.	Compliant
Area 3.2. (b) Recruit senior faculty: Actively seek to hire senior faculty members (Associate Professors or Professors) to enhance academic leadership, mentorship, and research capacity within the programme. Senior faculty bring external credibility to the programme from a student and market perspective.	See advertisement ANNEX 19	Compliant

<p>Area 3.3. (a) Diversify learning materials and promote research sources: Complement the reliance on textbooks by incorporating a variety of learning sources, such as academic articles, case studies, and professional publications. Where relevant, faculty members should be encouraged to assign their own research output as part of the classroom readings. This will help bridge the gap between teaching and research, providing students with exposure to current scholarship and enhancing their research skills, and writing of their thesis.</p>	<p>Additional Learning Resources added such to course syllabi in the form of textbooks academic journals, software tools for simulations etc. See ANNEX 7, 12, and 20</p>	<p>Compliant</p>
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Area 4.1 (a) The College could consider implementing an online application system to streamline the admissions process, offering convenience for applicants and improving administrative efficiency.	Online application at www.atlanticcollege.ac.cy	Compliant
Area 4.1 (b) Since the College aims to increase the number of international students (and presumably from contexts where English may not be their first language), greater attention should be given to their actual proficiency in engaging with Masters' level learning expectations and where required, provide language support during the programme. For example, there is extensive UK evidence of international students with IELTS<6.0 struggling with Masters MBA level material	Admission requirements amended to increase the minimum IELTS to 6.0 score or equivalent. See ANNEX 21	Compliant
Area 4.2 (a) The College should also explore the implementation of a more structured system to monitor student progression throughout the programme. One possibility is to map out an 'MBA learning journey' for each student to recognise their specific circumstances and needs (e.g. when do they take each course, internship, project etc.)	Monitoring of Student progression can be achieved through the MBA learning journey which maps out the students progress. See ANNEX 22	Compliant
4.1-4.4 A minor issue is that the programme documentation (p. 10 of the application) refers to language requirements (both English and Greek, rather than English or Greek depending on the language of instruction)	Amended to English or Greek see ANNEX 25	compliant

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Area 5.1. (a) Implement a comprehensive Learning Management System (LMS) (e.g., Moodle, Blackboard, or Canvas) to centralize course materials, assignments, assessments, and communication. Ensure the LMS includes features for students to access their grades and track their academic progress in real time.	LMS - Moodle implemented see https://moodle.atlantiscollge.ac.cy/ also see ANNEX 16	Compliant
Area 5.2. (a) Upgrade and diversify learning resources: Provide access to more recent textbooks. At the same time, incorporate a variety of electronic materials, including e-texts with online quizzes/resources, academic articles, case studies, simulations, and professional publications. Introduce readings that develop critical thinking and research skills, better preparing students for their thesis and professional careers.	Recent textbooks have been purchased and are available in the library as well as student access to online libraries Ebsco & Emerald . Also see ANNEX 7 and 12 for materials, including , academic articles, case studies, simulations, and professional publications added to bibliographies & methodologies in the course descriptions.	Compliant
Area 5.3 (a). Automate administrative processes: Transition from manual processes to automated systems for admissions, registration, grade reporting, and academic records management. Ensure students have seamless access to their academic records and course-related information.	Automated system exists	Compliant
Area 5. 4 (a). Plan for growth: Develop a scalable plan to adapt human support and IT support resources in response to potential increases in student enrolment and evolving programme needs.	Plan attached See ANNEX 23	Compliant

6. Additional for doctoral programmes

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)

(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>It is noteworthy that the MBA will be the first Masters' level programme to be offered by the College, which so far has been running five accredited Diploma level programmes (Aesthetics, Professional Make Up, Hairdressing, Aviation Management, Hospitality and Tourism Management) and two Bachelors level programmes (Aesthetics and Hospitality and Tourism Management). A third Bachelor level programme (in Business Administration) has been submitted to the CYQAA for accreditation (pending). The external evaluation committee understands there is an overall strategy towards significantly increasing the intake of students (international and local/national) as well as offering opportunities for existing Diploma and Bachelor students to progress to further study, now that the college buildings have been extended. Moreover, catering to local community needs appears to be a key and commendable College ethos given the absence of other higher education institutions in the vicinity, and hence seeking to offer more choice to local/national students while providing appropriate human resources to the main economic sectors in the region (notably in tourism and hospitality). Finally, the committee notes that an MBA is an instantly recognisable qualification, which not only conveys expectations about academic content but also focuses on how such content is applied in practice, alongside the need to demonstrate managerial/leadership skills and supporting industry linkages. Taking the above in account, the committee is supportive of the College's proposal to run an MBA programme, subject to it engaging substantively with the various sub-areas in need of improvement (including programme design and structure and reflecting on offering concentrations) for the College to achieve, or work towards, full</p>	<p>All areas of concern highlighted in the report have been carefully reviewed and addressed. Specifically:</p> <p>Programme Design & Structure: The MBA curriculum has been refined to ensure a clear, distinct, and academically robust structure. We have incorporated well-defined learning outcomes, an appropriate balance between theoretical knowledge and practical application, and structured pathways for students interested in specialised concentrations. And added individual assessment criteria per course.</p> <p>Concentrations & Industry Linkages: The specialisations enhance relevance for both local and international students while strengthening industry collaborations.</p> <p>Organisational Structures & Processes: The College has reinforced its administrative and academic frameworks to support a growing and diverse student cohort.</p> <p>Compliance with Standards:</p> <p>We have undertaken a comprehensive review to ensure full compliance with all accreditation requirements and quality standards. This includes refining assessment methodologies, enhancing</p>	<p>Compliant</p>

<p>compliance with the relevant standards. The report therefore provides recommendations in the spirit of ensuring a sufficiently clear, distinct, robust and sustainable MBA offering that can both speak to local and international audiences (students) businesses and other stakeholders) - while ensuring that the College strengthens its organizational structures and processes to address the implications of its growth and engagement with a more diverse cohort of students.</p>	<p>student engagement opportunities, and strengthening academic governance structures. Evidence of all of the above can be seen in ANNEXES 1-25</p>	
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Sharon Michael	Academic Director	
Dr. Eva Karayianni	Programme Coordinator	
Dr. Panayiotis Savva	Lecturer	
Dr. Kyrillos Nicolaou	Lecturer	
Dr. Marios Alaeddine	Lecturer	

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