Doc. 300.1.2

Date: 10/07/2025

Higher Education Institution's Response

- **Higher Education Institution:**
  Atlantis College

- **Town: Liopetri Ammochostos**

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

  In Greek:

  Διοίκηση Επιχειρήσεων (4 έτη, 240 ECTS, Πτυχίο)

  In English:

  Business Administration (4 year, 240 ECTS, Bachelor of Arts)

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

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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
While the programme exhibits numerous strengths, the External Evaluation Committee (EEC) proposes few suggestions to further enhance its effectiveness. Firstly, consider increasing curricular flexibility by introducing elective courses. This change, aligned with standard practice across institutions, will allow students to tailor their academic experience to their interests and career goals.	Electives have been added in Semesters 6 and 7 increasing curricular flexibility see appendix 1 Table 2 and appendix 2 new course descriptions for MKT 705 and MGT 606	Choose level of compliance:
Secondly, review and align course titles with their content to avoid any potential confusion. Implement a consistent framework for naming and describing courses to improve clarity and academic coherence. For instance, revise the Entrepreneurship module to focus on broad entrepreneurship and innovation concepts rather than duplicating content from the CRS module or discussing broad CSR concepts in the context or entrepreneurship. Clearly articulate the connection between learning objectives and course contents to help students understand the purpose and goals of each course.	The course titles have been reviewed and adjusted to ensure alignment with their respective content BUS 704, BUS 502, ECO 705 , eliminating any potential overlap or confusion. Specifically, the Entrepreneurship module has been revised to focus on broad entrepreneurship and innovation concepts, distinct from the CSR module, which covers corporate social responsibility in more depth. This revision ensures that each course offers unique content without unnecessary duplication. Additionally, the learning objectives (LOs) have been clearly articulated and directly connected to the course content, providing students with a better understanding of the purpose and goals of each course. For further details, See Appendix 3. & Table 2 appendix 1	
Additionally, refine the sequencing of courses across semesters to ensure a logical progression from foundational to advanced material. This adjustment will enhance the learning flow and help students build their knowledge and skills in a structured manner.	Sequencing of courses amended to ensure logical progression see appendix 1 table 2	

Clearly outline the process and evaluation criteria for the Bachelor thesis. Providing students with transparent guidelines and expectations will help them prepare effectively and understand what they need to accomplish to succeed. In conclusion, while the programme is well-designed and supported by a robust quality assurance framework, key adjustments to its structure and content will further strengthen its quality	Thesis guidelines have been developed see appendix 4

Adjustments have been made as above to further strengthen the quality of the programme. | |

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
Despite its overall positive assessment, the External Evaluation Committee (EEC) recommends establishing clearer assessment and procedural rules for the thesis. This will facilitate consistency across evaluators and help students develop their projects. Moreover, the EEC would like to highlight a potential risk: while the close relationship between staff members and students is positive, it might lead to a lowering of evaluation standards.	Thesis guidelines have been developed see appendix 4	Choose level of compliance:

3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
Despite its overall positive assessment, the External Evaluation Committee (EEC) has two main recommendations for the medium term: Firstly, the college should address potential future staffing needs as the programme evolves into the third and fourth years. Additional faculty may be necessary to maintain the quality of education and to introduce a broader range of elective courses. Proactive planning for future staffing will help the College manage resources effectively and ensure that the program continues to meet high academic standards. On more practical terms, proactive staffing will also ensure that students are exposed to a diverse set of instructors, rather than being taught by the same individuals 20 throughout their studies, which can enhance their learning experience and broaden their academic perspectives.	We appreciate the External Evaluation Committee's thoughtful recommendations concerning future staffing needs as the programme progresses into its third and fourth years. We fully agree that careful planning and proactive measures are essential to maintaining the high academic standards of our programme and enhancing the student learning experience. Atlantis College is already in contact with several qualified and experienced faculty members in anticipation of the programme's expansion in the third and fourth years, which are scheduled to commence in two years' time. These prospective additions bring a diverse range of academic backgrounds and industry experience, which will support the introduction of elective courses and ensure a broad and stimulating academic environment for our students. The College remains actively engaged in the ongoing recruitment of qualified teaching staff. We regularly advertise both locally in Cyprus and internationally to attract experienced educators who meet our standards of excellence. This approach ensures that we remain flexible and responsive to immediate teaching needs while laying the groundwork for the programme's future growth.	Choose level of compliance:
Furthermore, Atlantis College should focus on further developing collaborations with international partners. Strengthening these relationships can enhance the program by providing additional resources, expertise, and opportunities for students.	We also acknowledge the importance of strengthening our international collaborations. We recently partnered with International Black Sea University Tbilisi Georgia and The Lithuania Business College. We are currently in discussion with 2 UK universities to further develop partnerships, which we believe will	

	offer additional academic and professional opportunities for both students and staff.	

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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
Currently, Atlantis College lacks a policy on the use of AI in teaching and academic work. It is crucial to establish guidelines for the appropriate use of AI tools, as this directly impacts academic integrity. Both students and staff should receive training on how to use these tools responsibly within the learning process.	Atlantis College has developed a comprehensive policy on the appropriate and ethical use of AI in the academic context. This policy outlines acceptable practices for both students and staff, ensuring that AI is used as a support tool to enhance learning and teaching, rather than compromise the integrity of academic work. The policy also includes provisions for training and awareness, with planned workshops and resources to educate students and faculty on responsible AI use, including proper citation, the limitations of AI tools, and the importance of human academic judgment. See appendix 5	Choose level of compliance:

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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
As Atlantis College prepares to launch the new bachelor's programme, we recommend two key enhancements for the coming years to further enrich the academic environment. 27 Firstly, we advise updating the library with a broader selection of management literature. This expansion will provide students with access to the latest research and resources in the field, supporting their academic and professional development. Secondly, we suggest acquiring smart boards for classrooms. This technology will enhance interactive learning and teaching experiences, accommodating diverse learning styles and fostering a more engaging educational environment.	We can confirm that a new selection of relevant and up-to-date books has recently been purchased. These titles were carefully chosen to align with the curriculum and to support both the academic and professional development of our students. See appendix 6 Additionally, we have acted on the recommendation to enhance classroom technology by ordering two new smartboards, which will be installed and ready for use in the upcoming academic period. These smartboards will support a more interactive and engaging learning environment, catering to diverse learning styles and further modernizing our teaching approach. See appendix 7	Choose level of compliance:

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)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The external evaluation of the Business Management diploma programme at Atlantis College has revealed a robust foundation with significant potential for success. The proposed bachelor programme at Atlantis College is built on the foundation of a successful 2-year Business Administration diploma, providing a strong academic base but also presenting challenges in differentiating between the programmes. The programme's design aligns with the institution's strategic goals, ensuring each course contributes to its overall aims and objectives. It addresses the socioeconomic context of the Famagusta district, where access to bachelor-level business education has been limited. The program aligns with the Council of Europe's four purposes of higher education, focusing on sustainable employment, personal development, active citizenship, and advanced knowledge through teaching and research. Structured according to the European Qualifications Framework, the programme undergoes a formal approval process to ensure its qualifications meet relevant standards. The programme features a comprehensive quality assurance policy, integral to the institution's strategic management framework. A dedicated committee oversees this system, providing guidance to staff and students to uphold academic integrity. Currently in the pre-operational phase, the programme emphasizes a student-centered learning approach aimed at fostering individual and social development through diverse teaching methodologies. It employs a consistent assessment structure and leverages digital platforms like Microsoft Teams to enhance learning flexibility and accessibility. The college accommodates working students with flexible teaching hours and interactive methods, integrating theory and practice through applied coursework	Atlantis College would like to express its sincere gratitude to the External Evaluation Committee for the thorough and insightful review of our proposed Bachelor in Business Management programme. We are pleased that the Committee recognizes the strong foundation of our existing two-year Business Administration diploma and the significant potential of the forthcoming bachelor's programme.

We are particularly encouraged by the Committee's positive assessment of our strategic alignment, commitment to quality assurance, student-centered approach, and responsiveness to the educational needs of the Famagusta district. We are also encouraged that the programme has been acknowledged as well-structured, academically sound, and in line with the Council of Europe's four purposes of higher education.

The Committee's recognition of our dedicated academic team, strong institutional support, and low faculty turnover reinforces our ongoing commitment to fostering a high-quality learning environment.

We fully embrace the Committee's recommendations regarding future faculty planning and international collaboration, and have already begun taking proactive steps in these areas. In response to the feedback, we have developed a policy on the appropriate and ethical use of AI (see Appendix 6), purchased additional literature to enrich our library collection, and ordered two smartboards to enhance our teaching infrastructure and promote interactive learning.

Overall, we are grateful for the Committee's confidence in our ability to deliver a competitive and high-quality | Choose level of compliance: |

and real-world scenarios. The programme is supported by a team of 13 qualified faculty members, with eight holding doctoral degrees, ensuring a robust educational foundation. The college's effective recruitment procedures and supportive work environment contribute to high faculty satisfaction and low turnover rates. All faculty are involved in program development, ensuring it remains responsive to student needs. The External Evaluation Committee recommends proactive staffing planning and developing collaborations with international partners to enhance resources and opportunities. The program offers robust academic support and maintains clear entry qualifications, ensuring all students meet consistent academic standards. Atlantis College is committed to accessibility andequity, offering scholarships to lower-income students but currently lacks a policy on AI use, highlighting the need for guidelines to maintain academic integrity. The College provides well-maintained facilities, including study spaces and a library, supporting individual and group learning. It offers proactive career services and recommends updating the 31 library with more management literature and acquiring smart boards for classrooms to foster a more interactive learning experience. In conclusion, Atlantis College is well-positioned to offer a competitive and valuable Business Management bachelor programme. Overall, the EEC is confident that Atlantis College will be able to provide a quality learning environment that meets both the academic and personal development needs of its students, while also ensuring alignment with industry standards and international best practices.	bachelor's degree programme. Atlantis College remains committed to continuous improvement and to providing a learning environment that not only meets academic standards but also prepares our students for successful and meaningful careers in the global business landscape.	

C.

D. Higher Education Institution academic representatives

Name	Position	Signature
Kyrillos Nicolaou	Programme Coordinator	
Panayiotis Savva	Faculty	
Marios Alaeddine	Faculty	
Sharon Michael	Academic Director	

Date: 2/7/25