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# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
Atlantis College
- **Town:** Liopetri, Famagusta
- **School/Faculty (if applicable):**
- **Sector:**
- **Programme of study- Name (Duration, ECTS, Cycle)**

## In Greek:

Διοίκηση Επιχειρήσεων [4 ακαδημαϊκά έτη, 240 ECTS,  
Πτυχίο (BA)]

## In English:

“Business Administration” [4 academic years, 240  
ECTS, Bachelor of Arts (BA)]

- **Language(s) of instruction:** English
- **Programme’s status:** New
- **Concentrations (if any):**

In Greek: N/A

In English: N/A

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].

## Introduction

*This part includes basic information regarding the onsite visit.*

The Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) has invited the External Evaluation Committee (EEC) to evaluate the "Business Administration" programme. This proposed face-to-face Bachelor of Arts (BA) programme is to be offered by Atlantis College in Liopetri, Famagusta. The EEC consisted of three academics and a student member: Professor Pedro de Faria, Chair of the Committee (University of Groningen, the Netherlands), Professor Christos Kolympiris (University of Warwick, UK), Professor Martin Johansson (Stockholm University, Sweden), and the student representative, Mr. Neofytos Neofytou (University of Cyprus).

The evaluation of the programme took place at Atlantis College on June 12th, 2025. Prior to and during the site visit, the EEC was provided with comprehensive documentation. The EEC met with the senior management team, the internal evaluation committee, teaching staff, support staff, external stakeholders, and students.

During the site visit, the EEC met with several key individuals, including:

Mr. Michael Aresti (Head of the Institution)

Ms. Sharon Michael (Director of Academic Affairs)

Dr. Kyrillos Nicolaou (Programme Coordinator)

Dr. Marios Alaeddine (Coordination Committee)

Dr. Aris Mousoulides (Coordination Committee)

Dr. Panayiotis Savva (Coordination Committee)

Ms. Cornelia Nicolaou (Coordination Committee)

Dr. Costas Photiou (Coordination Committee)

Dr. Constantinos Iakovou (Coordination Committee)

Mr. Christos Zannetos (Mayor of the complex Ayia Napa, Sotira, Liopetri, Avgorou and Achna)

Mr. Marcos Koumi (Deputy Mayor of Liopetri)

Mr Costas Michael (Deputy Mayor of Frenaros)

Mr. Iakovos Koumi (Graduate)

Mr. Marios Athanasiou (Graduate)

Ms. Esenia Savva (Student)

Mr. Vasileios – Tsampicos Xypolytas (Student)

Mr. Constantinos Maroufides (Student)

Mr. Anastasis Efstathiou (Student)

Ms. Maria Aresti (Administrative Staff)

Ms. Eleni Trypa (Administrative Staff)

During the sessions, the senior management team introduced Atlantis College and the proposed Business Administration BA programme under review. Discussions covered various aspects of the new programme, including its structure and content, academic issues, staff workload and organization, assessments, available infrastructure and resources, course delivery, and the sustainability of the programme in a highly competitive national and international market. In subsequent sessions, the EEC had the opportunity to meet with faculty members, administrative staff, a number of students at Atlantis College (some current and some who have graduated) and external stakeholders from various municipalities in the Famagusta district. The final session comprised a meeting with members of the senior management team to address any remaining questions and seek clarifications.

After each presentation, the EEC engaged in a Q&A session to further explore details about the proposed programme. The questions posed by the EEC aimed to understand various aspects of the programme, such as programme content, assessment approaches, support in terms of IT and other resources, faculty issues, information about the materials provided, and other learning methodologies. Furthermore, the EEC inquired about the programme's sustainability and the management's strategic plan for its future.

The EEC would like to express its gratitude to Ms. Emily Alexandridou, the CYQAA coordinator, for her efficient management of the process and for her thorough preparation for the evaluation day. The EEC would also like to thank Atlantis College for its hospitality and commend Atlantis College on the involvement and enthusiasm of its staff.

As detailed below, we conclude with some recommendations regarding the stated criteria, content, and standards of the proposed Business Management Diploma programme with respect to its compliance. While making an overall very positive assessment, the EEC has identified specific areas that we recommend improving during the launch of the programme.

## A. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Pedro de Faria</b>	Professor	University of Groningen
<b>Christos Kolympiris</b>	Professor	University of Warwick
<b>Martin Johansson</b>	Professor	Stockholm University
<b>Neofytos Neofytou</b>	Student Representative	University of Cyprus

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

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) *sub-areas*
  - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

### **Strengths**

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

### **Areas of improvement and recommendations**

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

## 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:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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**
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all 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*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
- *is subject to a formal institutional approval process*
- *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*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *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*
- *is reviewed and revised regularly involving students and other stakeholders*
  - *collaborates with industry experts for curriculum development.*
  - *conducts joint reviews with external academic specialists to maintain academic rigor.*
  - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
  - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
  - *conducts regular feedback sessions with local community leaders for societal relevance.*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

*In addition, the program has established mechanisms of transparency & communication to ensure that*

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

## 1.4 Information management

### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The proposed bachelor programme is based on a long-running and successful 2-year Business Administration diploma, which provides a strong academic and operational foundation but might also present challenges regarding the differentiation of the two programmes.

The proposed programme's design is driven by clear objectives aligned with the institution's strategic goals. There is an effort for each course within the programme to be mapped to its overall aims and objectives, ensuring a coherent curriculum. Moreover, the programme was developed with clear attention to the socioeconomic context of the Famagusta district, where access to business education at the bachelor's level has been limited.

The programme design also reflects the four purposes of higher education as defined by the Council of Europe: preparing students for sustainable employment, fostering personal development, encouraging active citizenship in democratic societies, and promoting a broad and advanced knowledge base through teaching, learning, and research. The curriculum is structured in accordance with the European Qualifications Framework, with assessments and assignments designed to match the programme's level of difficulty and the corresponding ECTS credits. The programme goes through a formal institutional approval process and results in qualifications that are communicated and aligned with relevant qualification frameworks.

The study programme is underpinned by a comprehensive quality assurance policy, integral to the institution's strategic management framework. A dedicated committee is tasked with overseeing the quality assurance system, which encompasses the necessary structures, regulations, and processes to uphold academic integrity and freedom. This committee offers guidance to teaching staff, administrative personnel, and students, ensuring adherence to quality assurance responsibilities. It is important to note that, as the programme has not yet commenced, the committee's insights are primarily derived from management-provided information and publicly available data.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

The newly launched bachelor program builds on a robust and well-established academic foundation. It extends a long-running and successful 2-year Business Administration diploma, offering a strong academic and operational base for the bachelor's degree. Another strength of the College is its teaching staff: it is a group of experienced and motivated teachers, many of which hold PhD degrees.

The program responds to the specific needs of the Famagusta district since it was developed with a clear understanding of the local socioeconomic context and it fills a significant gap in the local higher education market, where access to business education at the bachelor's level is limited.

Atlantis College has established internal quality assurance structures. These include Programme Evaluation Committees and a Quality Assurance Committee that regularly review and monitor academic standards, teaching methods, and student feedback. Additionally, the college systematically collects student evaluations each semester, providing ongoing input that shapes and improves the curriculum.

The college makes information publicly available, ensuring transparency. This openness ensures that all stakeholders, including prospective and current students, can access necessary information in a timely way.

Finally, the programme features clearly described assessment methods, providing students with a transparent understanding of evaluation criteria and expectations; this clarity supports student learning and achievement.

#### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

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.

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 of entrepreneurship. Clearly articulate the connection between learning objectives and course contents to help students understand the purpose and goals of each course.

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.

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.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

## 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 and student-centred teaching methodology**

#### **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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

### **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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

## 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.*
- *The criteria for the 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.*
  - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The evaluated programme is currently in the pre-operational phase, and this report delineates the college's strategic intentions for its forthcoming implementation. The programme design emphasizes a student-centred learning approach, aimed at fostering both individual and social development through diverse teaching methodologies.

The programme employs a consistent assessment structure, featuring mid-term exams, final exams, and coursework to comprehensively evaluate student progress. It leverages digital platforms like Microsoft Teams to enhance learning by providing easy access to teaching materials, assignments, and course outlines. This digital approach ensures transparency and flexibility, accommodating various student needs and schedules.

Atlantis College caters to working students by offering flexible teaching hours, including afternoon classes, and uses interactive teaching methods such as case studies to address diverse learning styles. The curriculum effectively integrates theory and practice through applied coursework, real-world business scenarios, guest lectures, and field trips. Shared lectures across different programs further enrich the learning experience, promoting efficiency and collaboration.

The programme also emphasizes continuous improvement through regular feedback mechanisms, gathering student input via anonymous surveys each semester to refine course delivery and faculty development. Despite these strengths, the External Evaluation Committee suggests establishing clearer assessment and procedural rules for the thesis to ensure consistency and aid student development. Additionally, while the close staff-student relationships are beneficial, they pose a risk of potentially lowering evaluation standards; a point that needs to be considered carefully by the College.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

The programme follows a consistent assessment structure that includes mid-term exams, final exams, and coursework, ensuring a comprehensive evaluation of student progress.

The programme actively utilizes digital platforms to enhance the learning experience. Atlantis College provides teaching materials, assignments, and course outlines to students via Microsoft Teams. This approach supports transparency and ensures continuous access to learning resources, facilitating a more flexible and accessible learning environment.

Atlantis College makes significant efforts to accommodate the needs of working students by offering flexible teaching hours, particularly afternoon classes, to fit the schedules of students who may have work commitments. Instructors also employ case studies and interactive teaching methods to cater to diverse learning styles and backgrounds, enriching the educational experience.

The curriculum integrates theory and practice, including applied coursework and assignments that reflect real-world business scenarios. Guest lectures, field trips, and case studies further reinforce the connection between theoretical learning and practical application. Additionally, shared lectures across programs enhance the learning process, making it more efficient and collaborative.

Finally, the programme incorporates continuous feedback mechanisms to foster ongoing improvement. Atlantis College gathers student feedback every semester through anonymous surveys. This input undergoes review and consideration for making improvements to course delivery and faculty development, ensuring that their programs evolve to meet the needs of its students effectively.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

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.

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

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

### 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.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The proposed bachelor's programme at Atlantis College is supported by a team of 13 qualified faculty members, eight of whom hold doctoral degrees. The faculty's blend of academic and industry experience ensures a strong educational foundation, enhanced by a mix of full-time and part-time staff.

The College uses effective recruitment procedures and fosters a supportive work environment, leading to high faculty satisfaction and low turnover rates. All faculty are involved in programme development, ensuring it remains dynamic and responsive to student needs. The programme also emphasizes research and staff development to keep the curriculum updated.

The External Evaluation Committee recommends proactive staffing planning as the programme expands and suggests developing further collaborations with international partners to enhance resources and opportunities for students.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Firstly, the program benefits from a team of 13 highly qualified and experienced teaching staff members. Eight faculty members hold doctoral degrees, and all possess academic qualifications in business and related fields. The faculty's significant teaching experience, complemented by industry experience in some cases, ensures a robust educational foundation for students. The balance between full-time and part-time staff further enhances the program's flexibility.

Secondly, Atlantis College has established clear and effective recruitment procedures. The College conducts public advertisements, thorough CV screenings, and comprehensive interviews to select the best candidates.

Thirdly, the College fosters a supportive working environment that contributes to faculty satisfaction and retention. Faculty members report a high level of satisfaction with the working atmosphere, feeling appreciated and supported by the administration. This sense of academic autonomy and collegiality results in low turnover rates, indicating a positive and collaborative work environment.

Moreover, the involvement of all teaching staff in the design and development of the bachelor's program underscores the college's commitment to inclusive academic planning. Faculty input is highly valued, and regular meetings are held to discuss course improvements and curricular issues. This collaborative approach ensures that the program remains dynamic and responsive to the needs of both students and faculty.

Finally, the allocation of time for research activities and the provision of opportunities for staff development highlight the program's linkage to research. This commitment to ongoing research and development ensures that the curriculum will remain updated and aligned with the latest scientific advancements.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

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

throughout their studies, which can enhance their learning experience and broaden their academic perspectives.

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.

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

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

#### 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, processes and criteria**

##### **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*

#### 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.*

*You may also consider the following questions:*

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

##### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The programme offers robust academic support through Internal Course Evaluation surveys, regular mentor check-ins, and formative feedback. These tools actively monitor student progress, identify challenges early, and provide tailored assistance to guide students toward successful completion. Atlantis College ensures all necessary information is available from day one, equipping students with the resources they need to succeed. The programme maintains clear entry qualifications, requiring applicants to hold a high school diploma and demonstrate English language proficiency through recognized tests like IELTS, ensuring a consistent academic standard for all students.

Atlantis College demonstrates a strong commitment to accessibility and equity by offering scholarships to students with lower incomes, reflecting its dedication to supporting the local community and addressing financial barriers. However, the College currently lacks a policy on AI use in academic work. Establishing guidelines for AI tools is crucial for maintaining academic integrity. Both students and staff should receive training on using these tools responsibly within the learning process.

##### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Firstly, the programme provides ongoing academic support through Internal Course Evaluation surveys, regular mentor check-ins, and formative feedback. These mechanisms actively monitor student progress, identify challenges early, and offer tailored assistance to guide students toward successful program completion. The College makes all necessary information available from day one, ensuring that students have the resources they need to succeed.

Secondly, the programme sets clear entry qualifications to maintain academic standards. Applicants must hold a high school diploma, establishing a baseline of prior education appropriate for the bachelor's level. Additionally, the programme requires proof of English language proficiency through recognized tests such as IELTS, with a minimum score of 5. This requirement ensures clear and measurable language standards for all students, including international applicants.

Furthermore, Atlantis College demonstrates a strong commitment to accessibility and equity by providing scholarships for students with lower incomes. This initiative reflects the college's awareness of the financial needs of its students and its dedication to supporting the local community. By addressing both academic and financial barriers, Atlantis College creates an inclusive environment that fosters student success.

#### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

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.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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.*

## 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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

Atlantis College offers well-maintained facilities, including dedicated study spaces and a library that supports both individual and group learning. The College's ongoing physical expansion reflects its commitment to the new programme, ensuring students have access to high-quality facilities that enhance their learning experience. Study rooms are equipped with essential tools like computers, scanners, and photocopiers, and students benefit from 24/7 Wi-Fi access across the campus, accommodating flexible study schedules and diverse needs.

The College also provides proactive career services, such as scheduled office hours, workshops, and individual advising, to assist students with career planning, CV building, and interview preparation. To further enrich the academic environment, it is recommended that the college updates its library with a broader selection of management literature and acquires smart boards for classrooms. These enhancements will support students' academic and professional development and foster a more interactive and engaging learning experience.

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

Firstly, the College provides well-maintained premises with dedicated study spaces and a library that supports both individual and collaborative learning. The ongoing physical expansion of the college demonstrates its commitment to preparing for the new program, ensuring that students have access to high-quality facilities that enhance their educational experience.

Secondly, Atlantis College equips study rooms with essential tools such as computers, scanners, and photocopiers. Students also benefit from stable 24/7 Wi-Fi access throughout the campus, which supports flexible study schedules and accommodates the diverse needs of the student body.

Additionally, the College offers proactive career services through scheduled office hours, workshops, and individual advising. These services assist students with career planning, including building a CV and preparing for interviews, thereby equipping them with the skills and confidence needed to succeed in their professional lives.

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

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.

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.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

## 6. Additional for doctoral programmes (ALL ESG)

### **Sub-areas**

#### **6.1 Selection criteria and requirements**

#### **6.2 Proposal and dissertation**

#### **6.3 Supervision and committees**

### **6.1 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*

### **6.2 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.*

### **6.3 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
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

**N/A**

### Strengths

*A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.*

**N/A**

### Areas of improvement and recommendations

*A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.*

**N/A**

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>6.1</b>	Selection criteria and requirements	Not applicable
<b>6.2</b>	Proposal and dissertation	Not applicable
<b>6.3</b>	Supervision and committees	Not applicable

### C. Conclusions and final remarks

*Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.*

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 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 and equity, 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

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.

#### D. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Pedro de Faria</b>	
<b>Christos Kolympiris</b>	
<b>Martin Johansson</b>	
<b>Neofytos Neofytou</b>	

**Date:** 13-06-2025