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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Doc. 300.1.1

Date: 21/12/2021

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution: Atlantis College**

- **Town: Ammochostos Liopetri**

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

- **Department/ Sector: Business**

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

  In Greek:
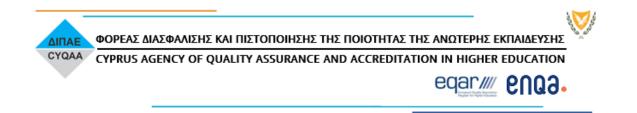
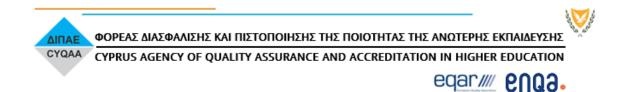 **Διοίκηση Αερογραμμών και Αεροδρομίων (2 Έτη, 120 ECTS, Δίπλωμα)**

  In English:

  Aviation Management (2 years, 120 ECTS, Diploma)

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

- **Programme's status:** New

- **Concentrations (if any):**
  In Greek: Concentrations
  In English: Concentrations

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A. Introduction
This part includes basic information regarding the onsite visit.

The committee studied beforehand the application material for the remote (online) evaluation of the program of study Diploma in Aviation Management submitted by Atlantis College including a pre-recorded lecture. The online site visit took place according to the schedule provided by DIPAE. On Thursday 16/12/2021, following a brief introduction by DIPAE, the External Evaluation Committee (EEC) met and discussed the material provided, approach, and allocation of tasks among the EEC members. On Monday 20/12/2021, the EEC met with the Head of Institution (Director), the Academic Director, the Program Coordinator, members of the Internal Evaluation Committee, members of the teaching staff, students, graduates, and administrative staff. The EEC visited virtually the relevant premises of the institution (i.e. library, computer labs, classrooms, cafeteria) by watching a pre-recorded video. Most of members of the staff were present and they were eager to share the information needed and requested. The EEC reviewed and analysed the documents and videos individually and met informally twice, following the online visit, to discuss and finalise the report. On the day of the evaluation, the EEC had the opportunity to discuss the College and program structure, the program's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the program's design and development, assessment criteria and student progression, and teaching material and resources. The EEC has received documentation and evidence from Atlantis College to enable its evaluation including the following: Application for Evaluation - Program of Study including lecturers CV, course description, information of infrastructure, sample of student evaluation, peer observation, personal advisor report and course report forms, grievance and appeals policies, and several other documents and copies of presented material. For completeness the remote (online) external evaluation schedule is included below:

Doc. 600.4

Ref. Number:	07.14.205.009
Programme of study: **Name (Duration, ECTS, Cycle)**	**Aviation Management (2 years, 120 ECTS, Diploma)**
Institution:	**Atlantis College**
Date of remote visit:	**20/12/2021**

Subject: Remote (online) External Evaluation Schedule

The online site visit will take place according to the following indicative schedule and it may be changed according to the EEC's suggestions:

* The times indicated below are in Cyprus Local Time. Please check your time zones ahead of time.

10:00 – 10:10

- A brief introduction of the members of the External Evaluation Committee

[10 minutes]

10:10 – 10:40

- A meeting with the Head of the Institution– short presentation of the Institution

[15 minutes]

- A meeting with the members of the Internal Evaluation Committee

[15 minutes]

Name(s) of presenter(s):	*Michael Aresti*	*Director*
	Sharon Michael	*Academic Director*
	George Vrachimi	*Program Coordinator*
	Demetrios Aresti	*Lecturer*
	Cornelia Nicolaou	*Senior Lecturer*
	Dr Marios Alaeddine	*Assistant Professor*

10:40 – 10:50

- A meeting with the Head of the relevant department and the programme's Coordinator.
  Short presentation of the School's / Department's structure

[10 minutes]

Name(s) of presenter(s)	*Sharon Michael*	*Academic Director*
	George Vrachimi	*Program Coordinator*

10:50 – 11:50

- The programme's standards, admission criteria for prospective students, the learning outcomes and ECTS, the content and the persons involved in the programme's design and development

[60 minutes]

Maximum duration of presentation: 20΄   Discussion: 40΄

Name(s) of presenter(s):	*Sharon Michael*	*Academic director*
	George Vrachimi	*Program Coordinator*
	Cornelia Nicolaou	*Senior Lecturer*
	Dr Marios Alaeddine	*Assistant Professor*
	Panagiotis Panagi	*Senior Lecturer*

11:50 - 12:00

- *Coffee Break* *[**10 minutes**]*

12:00 – 13:00

- A meeting with members of the teaching staff on each course for all the years of study (QA session).

  o Discussion on the CVs (i.e. academic qualifications, publications, research interests, research activity, compliance with Staff ESG), on any other duties in the institution and teaching obligations in other programmes.

  o Discussion on the content of each course and its implementation (i.e., methodologies, selected bibliography, students' workload, compliance with Teaching ESG).

  o Discussion on the learning outcomes, the content and the assessment of each course and their compliance with the level of the programme according to the EQF.

  o Discussion on assessment criteria, samples of final exams or other teaching material and resources.

  [60 minutes]

Names of participants:	*Sharon Michael*	*Academic director*
	George Vrachimi	*Program Coordinator*
	Cornelia Nicolaou	*Senior Lecturer*
	Dr Marios Alaeddine	*Assistant Professor*
	Dr Kyrillos Nicolaou	Assistant Professor
	Panagiotis Panagi	*Senior Lecturer*

13:00 – 14:00

- *Lunch Break*　　　　　　　　　　　　　　　　　　　　　　**[60 minutes]**

14:00 – 14:40

- A meeting with students and graduates only (5 – 15 participants).

  [40 minutes]

Names of participants:	*Marios Athanasiou,*
	Jarnail Singh
	Eliana Stylianou
	Mare Andreea - Adeline

14:40 – 15:00

- A meeting with members of the administrative staff.

  [20 minutes]

Names of participants:	Sharon Michael	Academic director

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	Maria Aresti	*Student Affairs – Admission Officer*

15:00 - 15:10

- *Coffee Break* [**10 minutes**]

15:10 – 15:25

- Discussion on the virtual visit of the premises of the institution (i.e. library, computer labs, teaching rooms, research facilities).

[15 minutes]

Names of participants:	*Michael Aresti*	*Director*
	Sharon Michael	Academic director

15:25 – 15:50

- A meeting with the Head of the relevant department and the programme's Coordinator - exit discussion (questions, clarifications).

[25 minutes]

Names of participants:	*Michael Aresti*	*Director*
	Sharon Michael	Academic director
	George Vrachimi	*Program Coordinator*
	Cornelia Nicolaou	Senior Lecturer

15:50 – 16:20

- Live streaming of courses.

[30 minutes]

Live streaming should be set in agreement with the CYQAA officer, the evaluation committee and the institution. Therefore, the time allocation is subject to change.

Notes:
- **All staff must be available during the whole day of the online site visit for queries that may occur.**
- **The institution should provide very short presentations in the sessions needed, so that adequate time remains for questions by the EEC members and productive discussion.**
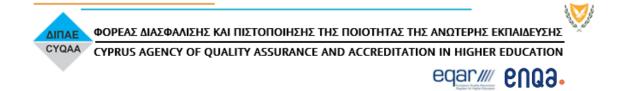- **The EEC may determine the minimum number of students for the interviews.**

B. External Evaluation Committee (EEC)

Name	Position	University
Konstantinos Kontis	Professor	University of Glasgow, UK
Keith Mason	Professor	Cranfield University, UK
Pedro de Faria	Professor	University of Groningen, NL
Georgios M Aristotelous	Student	Cyprus University of Technology, Cyprus
Name	Position	University
Name	Position	University

C. 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:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*

- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o *selection criteria*
  - o *intended learning outcomes*
  - o *qualification awarded*
  - o *teaching, learning and assessment procedures*
  - o *pass rates*
  - o *learning opportunities available to the students*
  - o *graduate employment information*
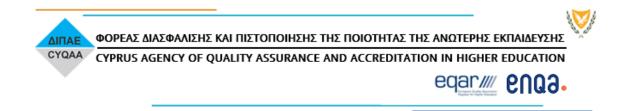
1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

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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?*

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 EEC finds the program in compliance with the standards regarding policy for quality assurance. The program has a formal status and the information is publicly available. The College has put into place the necessary collegial (participative) processes and structures and clear regulations to ensure academic integrity and quality assurance of this new program. The College can build tighter connections to business, institutional and university/academic partners and actively involve external stakeholders into the quality assurance processes. The College should also develop a more explicit quality assurance plan for a sustainable future growth of the program.

The EEC finds that the program of study is designed with clear objectives that are in line with the institutional strategy and have explicit intended learning outcomes. However, its design would benefit from a greater involvement of students, stakeholders and external experts. The program 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) and is designed to enable smooth student progression based on contemporary evaluation and assessment methods (i.e. exams and assignments correspond to the level of the program, the number of ECTS and to the expected student workload). The EEC clearly realizes that this evaluation is a prior-operations evaluation ("on paper") and cannot check actual performance and delivery. The EEC is confident that the institution´s state-of-the-art structures and procedures will ensure successful delivery of the program.

Regarding the program of study, the EEC finds that clear documentation/evidence of 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 and graduate employment information. The EEC was able to discuss issues related to the envisaged/designed effective management of the program (including performance indicators, profile of the student population, student progression, success and drop-out rates, students' satisfaction with their programs, learning resources and student support available and career paths of graduates).

The EEC was able to confirm that the College is ready to provide and deliver an international standards compliant high-quality diploma program and can build upon the strengths and reputation of the College.
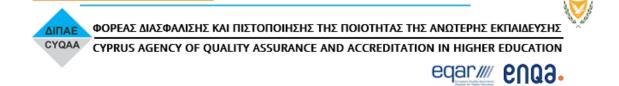
Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The established group of lecturers has experience with industry and teaching similar programs. The leadership of the Academic Director provides assurance that the program will be managed professionally.

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 suggests the creation of an external advisory committee that could provide input on the content and structure of the courses. The EEC also advises the College to structure a plan that would support the sustainable growth of the new program in the coming five years.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	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.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards
- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *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.*

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 EEC had the opportunity to review the syllabus, the objectives and the expected outcomes of all the modules. They were detailed and provided overviews and relevant statements. From the study of the documents provided and the on-line discussion, the EEC concluded that the schedule and components are appropriately designed and balanced. Course webpages need to be created/updated once the program is approved and accredited. The process of teaching and learning supports students' individual and social development, is flexible, considers different modes of delivery (in-person and virtual), and uses a range of pedagogical methods (previously Moodle and currently MS Teams), and facilitates the achievement of the planned learning outcomes. Students are encouraged to take an active role in creating the learning process with the use feedback questionnaires. The implementation of student-centered learning and teaching encourages the autonomy in the learner, while ensuring adequate guidance and support from the teacher via a personal advising system. Teaching methods, tools and material used in teaching are relatively modern, effective, support the use of modern educational technologies and are updated every few years. Mutual respect within the learner-teacher relationship should be further promoted by the establishment of student-staff committees specific for the program. Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are in place in the form grievance and appeals policies. The program is theoretical without any elements of practical training. Elements of practical training can be offered in the summer months between years 1 and 2.

Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures which scrutinised every semester by the Ministry of Education. A peer external examiner should be involved to provide specific feedback and comments on the program assessment. Generally, assessment is appropriate, transparent, objective and supports the development of the learner, and it is recorded in the course report form. The criteria for the method of assessment, as well as criteria for marking, are published in advance to the students. The assessment methodology allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, with policies for student appeals and mitigating circumstances in place. Although assessors are familiar with existing testing and examination methods, further support can be provided by the introduction of an external examiner.

Strengths

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

The overall structure of the program of study has been built upon existing know-how, infrastructure, and related programs currently offered by Atlantis College. Existing facilities are sufficient for the program delivery. The process of teaching and learning supports students' development, and facilitates the achievement of the planned learning outcomes. Feedback questionnaires, a personal advising system, regularly updated infrastructure, grievance, mitigating and appeals policies, course reporting and assessment procedures are some examples of good practices.

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.

Course webpages need to be created/updated once the program is approved and accredited. Mutual respect within the learner-teacher relationship should be further promoted by the establishment of a student-staff committee specific for the program, to provide input to the continuous improvement process of the program and the courses. Elements of practical training can be offered in the summer months between years 1 and 2. A peer external examiner should be involved to provide specific feedback and comments on the program assessment, and provide support to the assessors.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Not applicable
2.3	Student assessment	Compliant

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3. **Teaching staff** *(ESG 1.5)*

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

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*
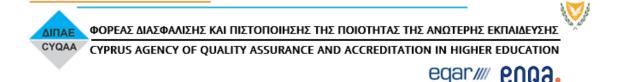
3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

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- *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 EEC finds that the College has designed and put in place adequately processes that will ensure the competence of their teaching staff: fair, transparent and clear processes for the recruitment and development of the teaching staff. This leads to qualified faculty/teaching staff that are able to achieve the objectives and planned learning outcomes of the study program, and to ensure quality and sustainability of the teaching and learning. However, the EEC advises the College to have clearer promotion procedures.

The EEC finds that the planned number of the teaching staff is adequate to support the program of study. The planned teaching staff status (rank, full/part time) is appropriate to offer a quality program of study and visiting staff numbers do not exceed the number of the permanent staff.

The EEC finds ample evidence of teaching staff collaborating in the fields of teaching and research and with outside partners (practitioners and staff members from other HEIs). Scholarly activity (including research focused on application and impact) to strengthen the education is encouraged.

Strengths

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

The EEC commends the College for the level of specialization and commitment of their teaching staff.

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 advises the College to have clearer promotion rules and to further stimulate the research activities of its staff.

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

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

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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4. Student admission, progression, recognition and certification *(ESG 1.4)*

> **Sub-areas**
>
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, 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*

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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

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?*
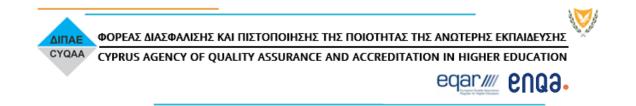
Findings

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.

Atlantis College has prepared this new Diploma course, presumably with many years of experience in successfully delivering Diploma and Bachelor courses in other (and sometimes associated) topic areas (including Hospitality and Tourism Management). The admissions process is clear with applicants accepted onto the course based with a High School Certificate (12 years of education) or equivalence for international students coming from countries where a High School Certificate is not awarded (for example, for UK students 2 "A" levels, in addition to success at GCSE would be considered equivalent). It would therefore seem that the admissions criteria are clearly stated and equitably applied.

Student are accepted on this vocational course either as post-experience or direct entry from High School. The teaching team indicated that these groups of students mix well and assist each other on the courses which are already running, and this is supported by the students interviewed by EEC. Where students come to this Diploma with prior learning of experience there is an appropriate procedure to award credits. Where the prior learning is awarded through an HEI with ECTS accreditation, the credits (up to half the diploma) can be accepted. For prior experience, applicants can take an especially prepared exam to assess understanding in the topic area and course credits may be then applied. This is potentially high burden on the admissions and teaching team, but provides an equitable means by which applicants can enter the programme at the appropriate level.

The College awards an English language Certificate and transcript for those successfully completing the course that is recognised by other EU HEIs and further afield.

The course team have constructed a robust assessment and progression process for this diploma. Course leaders are responsible for preparing assessments and examinations for each course (a combination mid-term and end of semester examinations, with some marks for attendances and participation). These are approved by the Diploma management team. Exams are moderated and third marked (if needed) and marks fed back to student within 2 weeks of the completion of a semester. Progression is based on success in all courses. Failed courses can be carried forward with students given three opportunities to pass each module. There are appropriate structures and policies for missed examinations.

The panel would congratulate the team for its well prepared course administration document.

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

The progression and awards process and structure is well defined. This process of moderation and PEC provides a robust mechanism that fairly awards students in an equitable manner. The PRC is a solid structure through which the quality of the courses delivered and the overall experience can be assured with appropriate student representation.

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.

Given the small size of Atlantis College and the student body, it is understandable that the membership of the PEC and PRC overlap perhaps more than would be recommended, and therefore the panel would suggest bringing some external validators into the PRC to ensure that sufficient independent rigour is applied to the QA process for this course.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

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

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

ΔΙΠΑΕ CYQAA ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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- *All resources are fit for purpose and students are informed about the services available to them.*
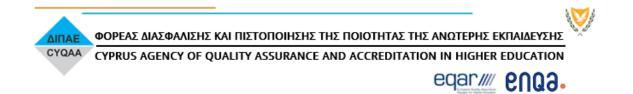
5.4 Student support

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.*

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 is a small college with currently 6 classrooms, a computer lab with 14 computers, a library of reasonably size and a café. The College is currently constructing an extension building that will have 3 more classrooms, an amphitheatre capable of accommodating 100 people. The computer lab will double in capacity. The physical infrastructure is appropriate for the current size of the student body and the extension will provide sufficient capacity for a number of years as the College grows.

It is not altogether clear whether the computers for students are well utilised as it is clear that the vast majority of students have their own laptop computers. As an in-person visit was not possible, it was not possible to assess the quality and speed of the wifi system – an essential infrastructure for all HEIs.

The library has physical books for loan and student access to suitable online resources such as EBSCO. The books available for loan in Aviation Management are largely appropriate with many of the leading texts and the College should be congratulated for putting together a good collection before the beginning of the course (although a number had newer editions available – it was also not clear how many copies were available of each text).

It is clear that there is a well-designed support structure for students across academic, administrative and other areas. Students are appointed Personal Advisors who they can meet to discuss any issue (academic, administrative or personal) who then can support or direct to others within the College who can assist the student (e.g. Counsellors, etc.). The College has developed some well-designed templates for meeting notes.

It is clear that the students that participated in the evaluation process were happy with the support they received, and that feedback that they made was taken seriously and attempts were made to rectify issues in a timely manner.

The College is active in gaining participation and status in a number of EU programmes (such as ERASMUS+) that enable and facilitate student and staff mobility that enhances learning opportunities and development for both groups.
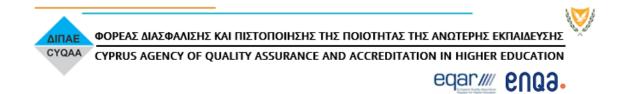
Strengths

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

The Programme Coordinator indicated that the course would benefit from a number of electronic resources such as IATA teaching manuals, access to a SABRE-supported ticketing interface, and ALTEA. These are all excellent resources that can be used to engage students and provide valuable skills in the market place for graduates.

There is a clear connection between the College and the air transport industry at companies at the nearby airport and ancillary companies. The EEC would encourage the engagement and participation of these companies in the support of the Diploma (guest lectures) and students (internships). Whilst these may be unassessed, the value to the student body is substantial.

The College has developed some well-designed templates for Personal Advisor meeting notes, Student Feedback, Peer Assessment of faculty, etc. providing a clear means by which the Course can be tracked and managed.

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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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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 teaching team demonstrated the use of MS Teams to deliver hybrid learning, having switched to Teams from Moodle at the outset of the pandemic. It would seem interactive engagement with students is not conducted via this platform (e.g. discussion boards, group meeting spaces, interactive "white boards" etc.), with the platform principally used as a repository for lecture material and recorded lectures. The potential to develop an engaging an interactive Virtual Learning Environment is encouraged irrespective of the platform adopted (Moodle, Teams, Blackboard, Canvas).

Regarding the Diploma topic, the teaching team indicated that it would develop their own teaching materials based on their extensive practical experience working in the industry. There is some concern, as there may not be many texts in these areas to support these topics, that these materials may not be fully supported by theoretical underpinnings, and therefore the EEC suggests that the materials, at least in the first year, be externally reviewed for appropriateness.
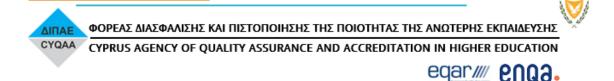
It is also suggested that the College considers subscriptions for students to an appropriate aviation news service such as CAPA, Flight Global, Ch-Aviation, or Cirium. Air Transport News is a Greek based, English language service run by an aviation academic and may be prepared to make an educational offer to the College (nb. Panel member has no conflict of interest in making this suggestion).

Additional books for consideration to add to the library facility:

- Airline Operations: A Practical Guide, Peter Bruce, Routledge, 2020.
- The Routledge Companinion to Air Transport Management, Nigel Halpern and Anne Graham, Routledge, 2020.
- 21st Century Airlines: Connecting the Dots. Nawal Taneja. Routledge, 2017.
- Airlines in a post-pandemic world, Nawal Taneja, Routledge, 2021.

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

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

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6. Additional for 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*
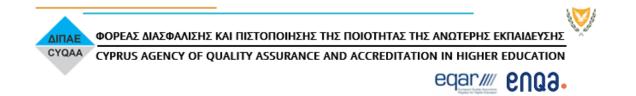
6.2 Proposal and dissertation

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*

- o *reports per semester and feedback from supervisors*
  - o *support for writing research papers*
  - o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

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?*
- *Can you please provide us with some 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.
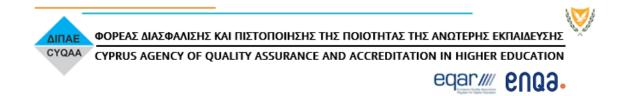
N/A

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:

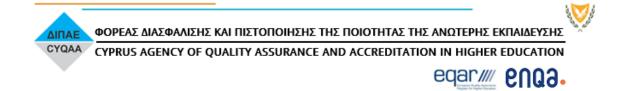| Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

D. 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 EEC commends the College for the level of specialization and commitment of their teaching staff. The overall structure of the program of study has been built upon existing know-how, infrastructure, and related programs currently offered by Atlantis College. The process of teaching and learning supports students' development, and facilitates the achievement of the planned learning outcomes. The latter is complemented by a group of experienced lecturers. The progression and awards process and structure is well defined.

The EEC suggests the following improvements:

- The EEC encourages the engagement and participation of relevant air transport companies in the support of the Diploma (guest lectures) and students (internships).
- The EEC suggest the creation of an external advisory committee that could provide input on the content and structure of the courses.
- The EEC also advise the College to structure a plan that would support the sustainable growth of the new program in the coming five years.
- Course webpages need to be created/updated once the program is approved and accredited.
- The EEC recommends the establishment of a student-staff committee specific for the program, to provide input to the continuous improvement process of the program and the courses.
- Elements of practical training can be introduced in the summer months between years 1 and 2.
- A peer external examiner can be involved to provide specific feedback and comments on the program assessment, and provide support to the assessors.
- The EEC advises the College to have clearer promotion rules and to further stimulate the research activities of its staff.
- The EEC would suggest bringing some external validators into the PRC to ensure that sufficient independent rigour is applied to the QA process for this course.
- The potential to develop an engaging and interactive Virtual Learning Environment is encouraged irrespective of the platform adopted (Moodle, Teams, Blackboard, Canvas).
- The EEC suggests that the course materials, at least in the first year, be externally reviewed for appropriateness.
- It is also suggested that the College considers subscriptions for students to an appropriate aviation news service.

E. Signatures of the EEC

Name	Signature
Prof. Konstantinos Kontis	
Prof. Keith Mason	
Prof. Pedro de Faria	
Prof. Georgios M Aristotelous	
Click to enter Name	
Click to enter Name	

Date: 21/12/2021