

Doc. 300.1.1

Date: 29-07-2020

# External Evaluation Report (Programmatic)

- **Higher Education Institution:**  
Global College
- **Town:** Nicosia
- **School/Faculty (if applicable):** Business
- **Department/ Sector:** Business
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

ΔΙΠΛΟΜΑ ΣΤΗ ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ

**In English:**

Diploma in Business Administration

- **Language(s) of instruction:** English
- **Programme's status**  
**New programme:** No  
**Currently operating:** Yes
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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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

## A. Introduction

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

Due to COVID-19 travel restrictions the evaluation of the Diploma in Business Administration at Global College took place virtually via a Zoom meeting coordinated by Mr. Avramis Despotis. The virtual meeting took place on July 20, 2020.

We were supplied with a number of documents beforehand which included the faculty handbook outlining, among others, promotion criteria and procedures for faculty and the program study detailing the program's structure, qualifications of the faculty etc.

During the meeting we were given presentations by the program coordinator M(r)s. Evangelia Philippou as well as from Dr. George Kriticos and Mr. Andreas Kriticos, General Director and Director of Administration and Finance respectively. We also met virtually with remaining faculty and administration involved in the program: Stalo Michael, Christina Kriticou, George Yiapanas, Leonidas Neocleous, Leandros Savvides, Nikolas Nikolaou, Neophytos Karkotis, Maria Pelecanou and Styliana Pilide. Further, in the absence of faculty members, we had the chance to interview 3 students of the program (one former and two transferred to the Bachelor's program from the Diploma): Agelos Stylianou, Eleni Tsielepa and Eirini Loizou.

We found the presentations, the discussions and the documentation to be thorough and very helpful in enabling us to understand the program structure, its management and the wider context. Indeed, we applauded the College for the succinct and targeted presentation of the relevant material.

We were also provided with a video of the College's premises. Again, this was helpful in allowing us to better assess the infrastructure of the College and its offerings to the student population.

Our overall impression of the submitted material is that it conforms to the assessment requirements stated by the agency and contains the desired documentation and information, and we acknowledge all the efforts that have gone into the production and presentation of the material. As we detail below, by and larger, the committee found the College overall as well as the Diploma in question to be of outstanding quality.

The faculty, administration and school leadership were generous with their time and we appreciate their (virtual) hospitality.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Dimitrios Kousenidis</b>	Professor	Aristotle University of Thessaloniki
<b>Christos Kolympiris</b>	Associate Professor	University of Warwick
<b>Dionisis Philippas</b>	Associate Professor	ESSCA School of Management
<b>Christos Hasapis</b>	Student	University of Cyprus
<b>Name</b>	Position	University
<b>Name</b>	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*
  - *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*

### 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*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *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*
- *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?*

### 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 Diploma in Business Administration program is a 2-year, full-time program and requires a minimum of 120 ECTS. In general, the program is well structured, its objectives are in accordance with the overall strategy of the College



and the intended learning outcomes stem from and are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are known to the students from the first week of the semester through the course syllabi, the course outlines, the website of the College and the College's electronic platform (Moodle). Overall, the program is meant to supply both practical and theoretical knowledge to students which can serve them well in their professional careers, be it as they enter employment or as they continue and upgrade their current posts. Importantly, the program also allows the students to transition into the 3<sup>rd</sup> (or of 4) year Bachelor's in Business Administration degree offered from the College. Indeed, this is an opportunity taken up by a number of Diploma holders.

The structure and content of the program include an appropriate number of core (17) and elective courses (6). As noted during the presentations, Leadership is a preferred elective course. The committee encourages the College to consider moving that course in the core to follow international standards. Along the same lines, Introduction to Sociology and Introduction to Psychology could be packaged into a larger course similar to stand-alone behavioral economics courses. Finally, English 1 and 2 could be merged or become electives so that merging frees up space for modules such as entrepreneurship/innovation/creativity which are typically part of core modules in similar programs in Cyprus and elsewhere and follow international trends.

The admission criteria are clear and adequate. The criteria ensure a relatively small student intake per year and this is a plus for the program as the small cohort size allows for nearly personalized teaching per student. Along the same lines, the selection criteria are consistent with the vision of the College to maintain a strong reputation and continue to be seen as the leading College in Cyprus not only in terms of student numbers but also, and perhaps more importantly, in terms of quality, employability of the graduates and the like.

Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

### Strengths

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

The program of study benefits from external expertise. It is designed so that it enables smooth student progression. In summary, the strengths of the program are as follows:

1. The offering of both morning and afternoon classes. These could accommodate students with full time jobs or/and those with inflexible schedules.
2. Global College has a long experience in delivering educational programs in business administration. As well, it runs a number of relevant programs already and this generates spillovers that can assist both students and faculty. For instance, faculty can exploit their teaching expertise across programs while students get the chance to be taught by experts who have extended teaching experience on the focal subject.
3. Most faculty are PhD holders. This ensures high academic standards which coupled with the ties the College has with the business world (i.e. guest lectures) offer the students both practical and theoretical insights.
4. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The

course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.

5. The programme is clearly designed with an industry focus and an intention to integrate theory and practice.
6. Collaboration and strong ties to the University of Roehampton, UK, provides opportunities for professional development and teaching innovations.

### 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 in broad terms the program of study is adequate there is space for improvement:

1. Following mostly British tradition, the program could benefit from employing external experts (called external examiners in the UK) to validate its offerings, provide feedback to course and program material and overall push for improvements and refinements when not picked up by internal faculty. Indeed, competing Colleges in Cyprus have started to employ such strategies.
2. While the committee views the flexibility of the program to allow its graduates to transition into the Bachelor's program as a strong component, it also notes that there might be space for strategic manoeuvring from the students' side. Students may be entering the Diploma even if they do plan to study for the Bachelor's as a means of a) easier admission and b) perhaps somewhat better chances to succeed in the courses they enrol into the first 4 semesters as the equivalent courses in the Bachelor's program may be more demanding.
3. The international dimension of the program is strengthening over time and one way to accelerate that progress is to be inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations. The collaboration with the University of Roehampton suggests that indeed the recommendation can materialize.
4. As noted above, the committee strongly suggests the following updates in the program structure:
  - a. Introduction of an entrepreneurship/innovation/creativity module in the core courses
  - b. Repackage the sociology and psychology courses into a behavioral economics offering
  - c. Bundle English 1 and 2 together or offer English 2 as an elective.



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**

#### 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 and 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.*

There is a comprehensive teaching methodology and mechanisms. Global College exploits ample experience to deliver a thoughtful teaching and learning design and delivery of the Diploma. The program is built with student needs in mind and this shows clearly. Overall, the educational process comes across as well-structured, effective and well-implemented. Former accreditations as well as experience and expertise in similar programs at the Bachelor's level have helped towards that end. There are well-documented academic procedures involving the Head of the Business Department, the teaching staff and the students. The management of the program of study does not encounter any problems. The College successfully applies the ECTS.

The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and practice, independent study etc). All teaching material are readily available to students via the College's electronic platform.

The College has modern educational technologies, and has shown evidence from staff and students about how useful these had been during the Covid19 challenges.

### Strengths

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

1. A number of committees as well as a dedicated program quality administrator ensure proper delivery of module material and constitute an important means the College maintains consistent quality standards. The College appears to have strong ties with the business community and this is yet another plus in terms, for instance, of offering guest lectures to students.
2. A notable strength of the College (and by extension of the Diploma program) is that it maintains ties with leading high schools in Cyprus. Such ties ease the transition of the students to the College (when applicable) and also inform the College as to what the student population needs. These are key inputs for student-centred learning.
3. Along the same lines, the collaboration of the College with the University of Roehampton offers students the opportunity to access databases that would be difficult to access otherwise. Again, this is particularly relevant when designing programs meant to offer key resources to students.
4. Further, the participation of the College to the Erasmus + program adds yet another layer of offerings to students.
5. There is a comprehensive teaching methodology and mechanisms in Diploma. The College has given appropriate consideration to the teaching and learning design. There is evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes.
6. Overall, the program compares very positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to the aims and objectives of the program and they are effectively communicated to the students. Also, the structure of the program as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.

7. In general terms the EEC feels that the program is fully managed by the academics in charge and there are no inappropriate non-academic interventions. The programme is of relatively small size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff.
8. The students interviewed by the Committee highlighted they are quite satisfied with the quality of the program. They have also indicated that communication with faculty members and the administrative team is open and part of the culture of the staff.
9. Finally, an innovation of the program is the option of graduates from other universities to enroll as 3<sup>rd</sup> year students in the Bachelor's degree. This is similar in spirit to the move from community colleges to universities in the US and the committee applauds the College for that innovation.

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 option to transition Diploma graduates in the 3<sup>rd</sup> year of the Bachelor's program is a strong plus, it is not entirely clear how the transition may differ for students of different backgrounds. The committee suggest for clear guidelines to be published.

The College should improve its support regarding the professional development of faculty in relation to staying up to date with teaching methods and research that can later be incorporated into the teaching provision.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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 evaluation committee commends the College on the procedures it is using to recruit faculty, train them and provide them with resources to grow professionally. As detailed below, both the documentation we were provided and the interviews we conducted demonstrated clearly that faculty are clear on expectations, do receive formal and informal assistance, have sufficient opportunities and motivation to conduct research and move up the ranks within the College.

Indeed, as, primarily, a teaching focused college, Global College is rather unique in promoting research and this sets it ahead of its competition on that front. Indeed, the majority of the faculty hold doctoral degrees (or are in the process of competing them) and have a solid appreciation of the value of conducting research for an educational institution.

We also note that employee turnover appears to be rather low in the College and this is yet another indication that faculty are satisfied with the working conditions offered at the institution. They all seem engaged and professional and have very good English language skills. Most of the faculty members we met had a tenure of many years.

### Strengths

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

1. The College appears to have reasonable teaching loads and indeed for faculty more active towards research there is a 20 percent allowance for research activities. This percentage is noteworthy for Colleges of this sort and it is closer to allowances offered in (smaller) universities.

2. The College encourages research activities in a number of ways including full support for conference attendance and such activities can augment staff's professional development. The recently developed research center is a strong indication of the College's commitment to promote research activities.
3. The HR procedures and guidelines for promotion are clear and standardized.
4. The Collaboration with the University of Roehampton has provided access to faculty to a number of databases and this can be a game changer in the medium to the long run if the College is to have a sustained pipeline of research outcomes.
5. The faculty members have shown their satisfaction with the working conditions and College's environment. They take teaching seriously and are supportive of the initiatives regarding research, they are doing some research, attend conferences, have a good understanding of the value of doing research (e.g. educational reasons, bonus, reduction of teaching load, recognition 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.*

1. The College should pursue more regularly to conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the College but also together with other Cypriot Universities and Colleges (sharing of seminar email lists, organization of joint research seminars etc.).
2. The College could also consider a secondment scheme with the University of Roehampton so that College faculty are employed temporarily at the University of Roehampton before they return to the College and the other way around. Secondments, as a form of employee mobility, have been shown to generate knowledge transfer so that hosting and sending institution benefit. Tailored to the case of Global College, secondments could allow its faculty to grow professionally.

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

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

###### 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 evaluation committee discussed with three students inquiring why they decided to join Global College, follow the Diploma, describe their experiences and present to us what they liked and what they thought could be improved.

Of the three students we interviewed, two had completed the Diploma and had transitioned to the Bachelor's program and one student had graduated 3 years ago. While the discussions with those students were informative and allowed us to complement the assessment with the provided documentation, they allowed little room to ask directly questions more relevant to currently enrolled students. We would have strongly preferred to also meet with current students. After we expressed our (minor) concern on that front the College did offer to contact current students on the spot. However, due to time limitations and the fact that the 3 interviewees were quite informative prompted us to turn down that offer.

The students were open in expressing great satisfaction with the College. The students highlighted that the College is accommodating when it needs to be (i.e. the provision of afternoon course), that they were satisfied with the modules and with the infrastructure of the College. They also noted that the College is active in helping them find jobs and overall, they did not raise any serious red flags.

##### Strengths

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

1. Global College is very student-oriented. For instance, when applicable, the College aids students in finding accommodation.

2. The students are well taken care of by the College. For example, there is individual feedback by the teaching staff (an advantage of a small program).
3. There is an evaluation on behalf of the students and the issues raised are considered seriously by faculty and administration.
4. The institution seems to perform well as the students appear to obtain good-quality education at an affordable price which also allows them in the professional careers.
5. The College and its students benefit from partnership with University of Roehampton including, among others, access to materials, subscriptions to academic journals and publishers' databases.

#### 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 mentioned above, the student experience at the College is satisfactory.
- The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice. This could be assessed by the collaborations they have with professionals, Roehampton University as well as with other programmes in the College.
- The uncertainty about 'face to face' teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has 'fail safe' contingencies in place to ensure that students can access materials and learning remotely at any times when this is necessary.
- Finally, the College should insure the safe transfer from Diploma to other programmes without overlapping courses, material, etc.

**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.*

*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.*

The video we were provided before the evaluation on the College's building together with the interviews we conducted lead us to conclude that Global College offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support.

Indeed, the building appears to be state of the art and this is a strong plus for the College. Along the same lines, the library appears well equipped and our overall impression is that all resources are in place and fully functional. In

terms of human capital support, the College is performing well on that front as faculty appear to be provided what they need to fulfil their teaching duties and, in part and when applicable, their research endeavors.

### Strengths

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

1. The leadership team appears committed to support faculty and students with resources when required.
2. The admin staff seems to be very satisfied with the working conditions in the College. We also found a dedicated administrative staff which actively participates in student life and the support of college life. Administrative systems appear to be sound, with clear structures and roles. It is important that the College recognizes the need to maintain capacity in the team especially if the programme is successful in recruiting more students, with the demands and expectations that students in Diploma can place on administrative staff. This should include investment in pastoral or welfare services for students.
3. The students are quite happy with the services they receive in terms of the lounge, the library and the like.
4. When considering that the College also offers degrees in other Business disciplines, the state-of-the-art IT infrastructure that such a degree requires is a benefit that spill overs to student in the Business Administration track.

### 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.*

1. Access to more databases would be a welcome addition. This could be on subscription fee basis or through bilateral agreements with other Colleges and Universities in Cyprus.
2. In the long run the College could also consider offering accommodation to students.
3. The College will need to ensure that the adequacy of resources is maintained and updated in light of changing student numbers (especially if the year on year increases are realized) and in light of ongoing advances in academic knowledge, and developments in professional practice.
4. The uncertainty about 'face to face' teaching post-Covid19 faced by all education institutions means that the College will need to ensure that it has 'fail safe' contingencies in place to ensure that students can access materials and learning remotely at any times when this is necessary.





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 distance learning programmes (ALL ESG)

### Sub-areas

- 6.1 Distance learning philosophy and methodology
- 6.2 Distance learning material at the appropriate level according to EQF
- 6.3 Interaction plan and Interactive weekly activities
- 6.4 Study guides

### 6.1 Distance learning philosophy and methodology

#### Standards

- *The distance learning methodology is appropriate for the particular programme of study.*
- *Feedback processes for students in relation to written assignments are set.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*

### 6.2 Distance learning material at the appropriate level according to EQF

#### Standards

- *Twelve weekly interactive activities per each course are set.*
- *The distance learning material and activities take advantage of the capabilities offered by the virtual and audio-visual environment and the following are applied:*
  - *Simulations in virtual environments*
  - *Problem solving scenarios*
  - *Interactive learning and formative assessment games*
  - *Interactive weekly activities with image, sound and unlimited possibilities for reality reconstruction and further processing based on hypotheses*
  - *They have the ability to transfer students to real-life situations, make decisions, and study the consequences of their decisions*
  - *They help in building skills both in experiences and attitudes like in real life and also in experiencing - not just memorizing knowledge*
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*

### 6.3 Interaction plan and Interactive weekly activities

#### Standards

- *A specific plan is developed to safeguard and assess the interaction:*
  - *among students*
  - *between students and teaching staff*
  - *between students and study guides/material of study*
- *Training, guidance and support are provided to the students and teaching staff focusing on interaction and the specificities of distance learning.*

### 6.4 Study guides

#### Standards

- *A study guide for each course, fully aligned with distance learning philosophy and methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, and students' activities on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*
- *Study guides, material and activities are appropriate for the level of the programme according to the EQF.*

*You may also consider the following questions:*

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

### 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>	Distance learning philosophy and methodology	Not applicable
<b>6.2</b>	Distance learning material at the appropriate level according to EQF	Not applicable
<b>6.3</b>	Interaction plan and Interactive weekly activities	Not applicable
<b>6.4</b>	Study guides	Not applicable

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

### Sub-areas

#### 7.1 Selection criteria and requirements

#### 7.2 Proposal and dissertation

#### 7.3 Supervision and committees

### 7.1 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*

### 7.2 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.*

### 7.3 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?*
- *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:**

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>7.1</b>	Selection criteria and requirements	Not applicable
<b>7.2</b>	Proposal and dissertation	Not applicable
<b>7.3</b>	Supervision and committees	Not applicable

## 8. Additional for joint programmes (ALL ESG)

### Sub-areas

#### 8.1 Legal framework and cooperation agreement

#### 8.2 The joint programme

### 8.1 Legal framework and cooperation agreement

#### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*

### 8.2 The joint programme

#### Standards

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- Does the joint study programme conform to the requirements of a study programme offered at the specific level?
- Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?
- Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?
- Is the division of responsibilities in ensuring quality clearly defined among the partner universities?
- Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?
- What is the added value of the programme of study?
- Is there a sustainable funding strategy among the partner universities? Explain.

### 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>
8.1	Legal framework and cooperation agreement	Not applicable
8.2	The joint programme	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.*

Global College appears to carry a strong reputation in part because of its selectivity in student admissions.

The College prepared a thorough submission and prepared well for the Evaluation process. Staff made themselves available to the Committee and engaged flexibly during the remote visit. They were always open and considerate in their responses. The Diploma programme goals and learning outcomes have been thoroughly described.

Education is student centred and the Diploma program is well structured, follows international standards and overall offers students with an array of services. The programme allows students to develop their theoretical and practical skills and knowledge within their chosen specialization, both for the local and the global market.

Global College has a good understanding of the market demand for prospective students. Global College puts effort in assisting the students with their careers as well as aims for 'real-world' teaching methods. That should include internship and work experience opportunities as a future plan.




We heard evidence of appropriate pedagogical methods in relation to the achievement of the intended learning outcomes. Staff understand students to be active learners with professional experience that can be drawn upon.

On the other hand, research can be intensified. We encourage the faculty to engage more heavily in research activities and for the College to put in place stronger incentives for the faculty to do so. While there seems to be a clear ambition for research to grow, concrete measures towards that end could be strengthened. Such measures could include reduced teaching loads when needed, launching other programs and strengthening collaborations with external academics.

We also suggest that the College should build its capacity so that the teaching and student supervision can be adequately supported.

The committee also applauds the College for the investments in infrastructure.

**E. Signatures of the EEC**

<i>Name</i>	<i>Signature</i>
<b>Dimitrios Kousenidis</b>	
<b>Christos Kolympiris</b>	
<b>Dionisis Philippas</b>	
<b>Christos Hasapis</b>	

**Date:** 29-07-2020