

Doc. 300.1.1

Date: 8/7/2020

External Evaluation Report (Programmatic)

- **Higher Education Institution:**
Global College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**
18 months, 90 ECTS
In Greek:
Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων
In English:
Master in Business Administration
- **Language(s) of instruction:** English
- **Programme's status**
New programme: Yes
Currently operating: Choose an item.



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

The site visit at the Global College in Nicosia took place, remotely, on July 6, 2020. The Committee met with members of the Governing Board of Global College. More precisely, the Committee met the General Director George Kriticos, the Director of Administration and Finance, Andreas Kriticos, the Programme coordinator & Academic Staff, Leandros Savvides, the Programme Development & Academic Staff, George Yiapanas, the Business Development, Evangelia Philippou, the Academic Advisor, Makis Sepos, the Head of Human Resource Department, Christina Kriticou, the Head of Student's Affairs, Stalo Michael, the Head of Information Technology Department, Nicolas Nicolaou, the Students' Representative/Internal Quality Committed, Marios Michael and the Students, Erotokritos Protopapas and Petros Petrou.

The documents that were provided and examined included the Application for Evaluation-Accreditation, academic handbook, dissertation handbook, faculty handbook, student handbook, governance handbook, human resources handbook, quality assurance manual, library handbook, data protection handbook, diploma supplement, academic staff's CVs and a virtual tour of the Global College's premises.

Furthermore, our committee interviewed members of the faculty teaching staff, a group of students, administrative personnel related to admissions, registration, library facilities, IT and other admin support. Finally, we had a virtual visit of Global College facilities. More specifically, we visited, remotely, teaching areas, library, student meeting rooms, staff offices, cafeteria and some open areas.

Finally, the internal evaluation 'Application' and associated documents, which were submitted by Global College and examined by us, were considered complete, very satisfactory and illuminating.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Kevin Orr	Professor (Chair)	St Andrews University, Scotland
Pernille Eskerod	Professor (Member)	Webster Vienna Private University, Austria
Kyriaki Kosmidou	Professor (Member)	Aristotle University of Thessaloniki, Greece
Michalis Charalambides	Student (Member)	Cyprus University of Technology, Cyprus

C. Guidelines on content and structure of the report

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.*

Findings

The application as well as presentations and dialogues at the (remote) site visit provided us with a very clear understanding of the proposed study programme. The programme is clearly designed with an industry focus and an intention to integrate theory and practice. The aim to stay close to actual business practice and to enhance expectation alignment with students and potential employers is effectuated by offering the programme with the following specializations: MBA in Management, MBA in Marketing, MBA in Human Resource Management and MBA in Public Administration. The participants in the (remote) site visit demonstrated very good understanding of the target groups of the various specializations as well as of the market situation for MBA graduates. The programme has been developed with inputs from a number of sources, incl. experience from e.g. a previous MBA programme, faculty, students and graduated of other programmes, an internal committee and industry contacts, and the newest trends within various professional fields, e.g. digital marketing within the field of marketing have been incorporated into the curriculum. All participants in the (remote) site visit showed great and convincing enthusiasm about the programme.

Strengths

- Through engagement with stakeholders, Global College has a very good understanding of the market demand for their intended students and the newest trends within various fields
- Programme goals and learning outcomes have been thoroughly described.
- The fact that Global College puts great effort in assisting the students with their careers as well as aims for 'real-world' teaching methods that include internship, placement and work experience opportunities makes the graduated students very attractive at the job market.
- 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.
- The modules offered build on newest trends within the various fields.
- The teaching faculty has autonomy to choose assessment methods that fit their modules and their personal preferences. Quality assurance is ensured by requirement of a specific syllabus developed by the actual instructor of each module and subject to the academic director's approval.
- Global College offers foundation modules to students that do not fulfill the requirements to start on the core modules.
- The structure of the programme is very clear, and the modules have a logical sequence, i.e. first semester for core modules, second semester for concentration modules, and third semester for master thesis.
- The core modules include a research methods module that (among other things) prepares student for conducting research for their master thesis.

- The workload of faculty members is kept in control (and thereby ensuring students sufficient attention and time) by setting limits for the number of teaching hours per week (max. 12 hours/week, if the faculty member is active in research, which is required) as well as supervision of master thesis (max. four theses per year).
- The quality of the programme is monitored by continuous evaluations, incl. student evaluations and 360 degree evaluations by the HR department on a regular basis.
- Collaboration and strong ties to the University of Roehampton, UK, provides opportunities for professional development and teaching innovations. In addition, Global College has more partners in relevant industries to draw from.

Areas of improvement and recommendations

- Each specialization offers a number of elective concentration modules, whereof the students are asked to select four modules. This programme design poses more challenges:
 1. *it does not ensure that the students develop a general knowledge within the specialization, e.g. with the pool of modules offered within Marketing, it is possible for the student to avoid digital marketing and strategic marketing - and instead choose four modules that - though related somewhat to marketing - do not have marketing as their basis. Thereby, there is a risk that an individual graduated from Global College with an MBA in Marketing does not possess core knowledge within modern marketing. This is neither good for the graduated and the coming employers nor for Global College's reputation.*
 2. Secondly, each module requires at least 8 students. Estimating a student population on 15 students in Year 1 (with one student intake) and 20 new students (in total) in Year 2 (with two student intakes, Fall and Spring), it will be impossible for the students to have the broad palette of modules to choose from as stipulated in the programme proposal. Therefore there is a risk for disappointment among students and thereby low reputation of the Global College.
 3. Thirdly, the high number of modules pose a burden on the faculty members in terms of keeping up-to-date with the knowledge of the field as well as finding time for research.

With these challenges in mind, we recommend Global College to rethink the specializations - and have at least two specific modules (e.g. Digital Marketing and Strategic Marketing within the MBA in Marketing) if not all four modules mandatory within the specialization.

- We recommend to lower the number of required students for each module from 8 to 6.
- More of the course descriptions included in the application contain textbooks that are not in their newest editions. To ensure that students are offered the newest knowledge within the various fields, we recommend that the policy on updating module content and material includes a requirement of using the most recent textbook editions.



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	Partially 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.*

Findings

There is a comprehensive teaching methodology and mechanisms. From our meetings with staff, it appears the College has given appropriate consideration to the teaching and learning design and there is a comprehensive teaching methodology and mechanisms. There is good consideration of the importance of both theory and practice in line with the objectives of an MBA.

The process of teaching and learning supports students' intellectual and professional development, through the curriculum design and through the pattern of modules and methods of teaching. 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. The College has modern educational technologies, and we heard evidence from staff and students about how useful these had been during the Covid19 challenges.

Strengths

The Programme team and the College's committee structure is designed to ensure appropriate delivery of module material and maintain consistent quality standards.

The College has close ties with particular sectors of the public sector and business community, appropriate to the specialisms, and plans to leverage such ties to offer guest lectures to students and site visits.

The students we spoke to indicated that communication with faculty members and the administrative team is open and part of the culture of the staff.

Areas of improvement and recommendations

There is ongoing work to incorporate research into teaching more directly and the Committee welcomes and encourages the efforts to continue to strengthen this aspect of

the College's work. It is clear that the faculty are well motivated to carry out research and the work of the College's research center acts as a good hub. Again, it will be important to continue to invest in this.

The proposed teaching team may be relatively small for a Programme of this ambition. We suggest that the College should build its capacity so that the teaching and student supervision can be adequately supported.

It is important that the College supports the professional development of faculty in relation to staying up to date with teaching methods, and supports opportunities for staff to pursue 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.*

Findings

We met with all but two of the teaching staff (the missing members were said to be travelling abroad) which means that we had a comprehensive view of the entire teaching staff of Global College. Most of the faculty members we met had a tenure of many years. They all (except one who is PhD candidate) hold PhD degrees, and many of them hold these and other degrees from foreign institutions. They all seem engaged and professional and have very good English language skills.

In addition, they seem to be pleased with their salaries, working conditions and the overall College working environment. They appear to take teaching seriously and are supportive of the initiatives regarding research (i.e. the younger members seem to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution). There is only a positive consequence (bonus, reduction of teaching load, recognition etc.) for faculty in case of research performance, but apparently not for teaching performance.

Strengths

The faculty seemed to be well integrated and on good working terms. The experienced faculty, in addition, have been with Global College for a long time, which means there seems to be a good work environment that is beneficial to the MBA program.

Furthermore, it seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a process of “self-evaluation” of the faculty regarding their own courses which was often reported and mentioned during our (remote) field visit.

Areas of improvement and recommendations

When we asked the teaching staff about their interactions with outside stakeholders, we noticed that there are not enough touchpoints with practice. Only permanent faculty exists. Visiting faculty was not mentioned. This seems a bit unfortunate since there could be an

interaction with other universities and practitioners from outside. They could just invite a practitioner or a professor to come and present for an hour regarding a topic the MBA students discussed in the classroom.

Finally, we believe that the academic staff of Global College has a heavy workload and this does not allow them to do research. Although, it seems there is some interaction, among the young faculty members, regarding the research process, i.e. how to apply and attend a research conference etc, we could suggest to organise actual research seminars in which faculty would present research papers to others in order to discuss these, a practice that may improve the quality of the research.

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

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

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

4.1 Student admission

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.*

Findings

Global College has very clear and transparent regulations, policies, processes and criteria for student admission. Processes and tools to collect, monitor and act on information on student progression are in place. Global College ensures that students benefit from their knowledge from practice as well as apply the gain knowledge in practical settings through-out the study. Students are provided with certificates that clearly acknowledge the knowledge they have gained during the studies.

Strengths

- Global College is doing proper expectation alignment by being transparent about admission procedures and about progress monitoring.
- Global College offers students opportunities to achieve supplementary knowledge, experiences and recognition by offering e.g. ERASMUS+ opportunities for going abroad.

Areas of improvement and recommendations

- As mentioned in Section 1, student progress could be better enhanced by building more mandatory modules into the specializations, i.e. the concentration modules.
- It is recommended that very clear expectation alignment is done prior to the study start, when it comes to opportunities to select among a broader pool of concentration modules as well as across specializations. This may not be possible with a low number of students, as each module requires at least 8 students.

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.*

Findings

The teaching and learning resources (including materials and reading resources) are provided to students and are broadly appropriate to the objectives of the MBA. There is IT support available, computer labs and a library.

In our meetings with faculty, their commitment to adopting student-centred learning and incorporating flexible modes of learning was evident. There seems to be pride and enthusiasm about the MBA among the teaching staff and programme leadership.

We 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 MBA students in particular can place on administrative staff. This should include investment in pastoral or welfare services for students.

Strengths

The College and its students benefit from partnership with Roehampton including access to additional materials and subscriptions to academic journals and publishers' data bases.

Because the site visit was not possible, we rely on the materials and presentations of physical resources made to us by the College. These seem to be modern and adequate, and incorporate a mix of dedicated teaching spaces, study areas, and social areas. We note that there are plans for architectural expansion and to create additional building resources.

Areas of improvement and recommendations

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.

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.*
-

N/A

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.



Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Distance learning philosophy and methodology	Choose answer
6.2	Distance learning material at the appropriate level according to EQF	Choose answer
6.3	Interaction plan and Interactive weekly activities	Choose answer
6.4	Study guides	Choose answer

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.*

N/A

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Selection criteria and requirements	Choose answer
7.2	Proposal and dissertation	Choose answer
7.3	Supervision and committees	Choose answer

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.*



N/A

Findings

Click or tap here to enter text.

Strengths

Click or tap here to enter text.

Areas of improvement and recommendations

Click or tap here to enter text.

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	Choose answer
8.2	The joint programme	Choose answer

D. Conclusions and final remarks

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.

Strengths

Global College has a very good understanding of the market demand for prospective students.

The Programme goals and learning outcomes have been thoroughly described.

Global College puts great effort in assisting the students with their careers as well as aims for 'real-world' teaching methods that include internship, placement and work experience opportunities. The College has close ties with particular sectors of the public sector and business community, appropriate to the specialisms, and plans to leverage such ties to offer guest lectures to students and site visits.

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.

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.



We acknowledge and welcome the work already underway in these respects, and it is important that the College supports the professional development of faculty in relation to staying up to date with teaching methods, and supports opportunities for staff to pursue research that can later be incorporated into the teaching provision.

Areas for Improvement

As detailed in Section 1 of this Report, we recommend Global College to rethink the design of the specializations - and have at least two specific modules (e.g. Digital Marketing and Strategic Marketing within the MBA in Marketing) mandatory within the specialization. We also recommend to lower the number of required students for each module from 8 to 6.

The proposed teaching team may be relatively small for a Programme of this ambition. We suggest that the College should build its capacity so that the teaching and student supervision can be adequately supported.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Kevin Orr	
Pernille Eskerod	
Kyriaki Kosmidou	
Michalis Charalambides	

Date: 8/7/2020