



Doc. 300.1.1

Date: 14/1/2024

# External Evaluation Report

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

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

**In Greek:**

Διοικηση Επιχειρησεων

**In English:**

Business Management

- **Language(s) of instruction:** Greek and English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

**In Greek:** Concentrations

**In English:** Concentrations



The

present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [[L.136\(I\)/2015 – L.132\(I\)/2021](#)].



A.

## Introduction

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

Following the invitation by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) has evaluated the undergraduate programme in Business Management (hereafter BM) at the Global College (hereafter GC), coordinated by Mr Costas Costantinou. This is a currently operating conventional programme from the GC in Nicosia.

The EEC consisted of four academics: Professor and Chair Dionisis Philippas (ESSCA School of Management), the members Professor Stratos Ramoglou (University of Southampton), Professor Periklis Gogas (Democritus University of Thrace), and the student member Mrs. Maria Paraskevi (Open University of Cyprus).

The visit and the evaluation for the programme took place on January 12, 2024. Prior to the visit, the EEC was supplied with a comprehensive documentation, which included the overall description of the GC, its structure, facilities, programme approval and past evaluations and the evaluation processes, as well as other useful information, the internal evaluation of the programme, a list of the courses together with their description and faculty qualifications, among others. The EEC reviewed and examined all the material provided by the GC. During the meetings, we were given presentations and ample time was allowed for clarifications and discussion.

The EEC met with the senior management team and academic faculty responsible for delivering the BM programme, the administrative and other support staff from GC and a number of students from the programme. In particular, during the visit, the EEC met: the General Director and Head of Institution, Professor George Kriticos, the Director of Administration and Finance Andreas Kriticos, the officer of Quality Assurance Leonidas Neocleous, the programme coordinator Dr Evangelia Philippou, members of the faculty staff that teach at this programme, current and graduate students, and the administrative personnel of BM.

During the morning session, the senior management team presented the College and the BM programme under review. Subsequently, the EEC met with faculty members, students, and, finally, the administrative personnel. The discussions encompassed the programme under review, its structure, academic aspects, staff workload, organization, assessments, and resources. During the student session, the EEC engaged with students who shared their experiences during their studies. The last session involved a meeting with

members of the administrative team. The visit concluded with a meeting and general discussion with the senior management team to clarify any questions from earlier sessions during the site visit.

Following the presentations in each session, the EEC had the opportunity to ask questions and collect further information. Specifically, the EEC asked questions related to the programme, such as learning objectives (LO), programme structure, delivery methods, assessments of learning (AoL), quality of learning (QoL), infrastructure, and IT support. Additionally, they inquired about the faculty and the College more broadly.

The EEC members found the discussions to be fruitful and informative. As detailed below, we find that the programme under review is generally compliant with the stated criteria and standards. The EEC has noted some comments regarding the programme's sustainability, visibility, and the additional issues raised by the students. These areas have potential for improvement, and that is why the EEC offers some suggestions for consideration, with the hope of further enhancing the programme.

The EEC would like to thank all parties involved for their cooperation and support during the online evaluation. Finally, the EEC would like to express its gratitude to Mr. Costas Constantinou, the CYQAA coordinator, for efficiently organizing and managing the process.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Dionisis Philippas</b>	Chairman and Professor	ESSCA School of Management
<b>Stratos Ramoglou</b>	Professor	University of Southampton
<b>Periklis Gogas</b>	Professor	Democritus University of Thrace
<b>Maria Paraskevi</b>	Student representative	Open University of Cyprus

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 BM is an undergraduate programme that runs for almost 20 years by the GC. The programme is currently offered in English, but this re-accreditation is also for the Greek language version. The EEC examined all information related to admission criteria, learning outcomes, course delivery methods, assessment procedures, and the key aspects of the learning environment.

The programme consists of 240 ECTS spread over four years for the full-time programme. The newly proposed structure contains 138 ECTS devoted to compulsory (core) courses, 66 ECTS devoted to the "courses per concentration" elective modules (11 out of 30 offered), 18 ECTS for the track labeled as "general education," and 18 ECTS for the mandatory assignment (dissertation). Admissions criteria are strong and aligned with both GC and international standards, enabling high school graduates from various educational backgrounds to gain entry. The programme's structure is designed to compete mainly in the Cypriot market but also on an international scale, and the student body exhibits diversity in terms of age and gender, including students from high schools as well as professionals. The Quality Assurance mechanisms employed by the College are in accordance with required standards. Internal policies and procedures have been established to ensure the quality of the programme under review. The programme's goals, requirements, and structure are meticulously documented and readily accessible to both prospective and current students. The assessment system and criteria regarding student course performance are clear and adequate and are communicated to the students. The assessment standards align with GC's assessment policy, ensuring the coverage of the corresponding learning outcomes. The total course grade comprises 60% from the final exam and 40% from various other assessment activities (e.g., projects, mid-term exams, etc.).

This BM programme is positioned in Cyprus, offering students skills and knowledge essential for leadership, managerial roles, finance and accounting, and entrepreneurship in the contemporary job market. The assignment contains a wide range of free topics chosen by the students.

The ratio of permanent/adjunct staff teaching in the programme is as follows: Permanent 12 professors, Adjunct 9 professors. A number of 9 faculty staff hold PhDs.



Overall,

the

programme under review is well-designed with objectives and learning outcomes in line with the GC's strategy and Cypriot and international practice. The purpose, requirements, and learning objectives are aligned with the mission of the programme. The structure and content include appropriate core courses.

### Strengths

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

The program boasts some key advantages that include:

- The assignment is compulsory, and it is considered a strong point in the structure and delivery of the programme.
- The student-oriented and friendly environment of the College.
- The well-organized facilities for teaching, learning, and student support.
- The programme's potential to attract a diverse range of local/regional students.
- The rigorous student selection criteria and admission system.
- The diversity of students' backgrounds, age, gender, both professionals and high school graduates.
- Strong connections with local industry, since the GC is one of the oldest Colleges established in 1971.
- The staff demonstrates notable commitment to the College and the programme.

### 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 found the structure, design, and delivery of the programme satisfying. However, the EEC suggests the following recommendations that might improve the new structure of the programme.

The first suggestion concerns the pool of elective courses. The programme might benefit from incorporating topic tracks (specializations) to group the outcomes of the elective modules. For example, the 11 elective courses can be grouped into three tracks such as Finance and Accounting, Management and Marketing, where there would be a number of offered specialization-oriented courses per track, and the rest of the electives to be free choices from the other tracks. This would benefit the programme in a twofold manner:

(i) to have a more focused dissertation, and (ii) it would give clear guidance on the fields that students can choose, providing them with a specialization label upon completion of the BM.

The second suggestion concerns the dissertation. It would benefit all stakeholders (staff and students) to have some main topics for dissertations and some general subtopics with a description of what is expected and what the delivery should contain.

A minor suggestion to the program coordinator is to consider including some innovative courses or seminars, such as AI and Machine Learning, either as standalone courses or as part of existing courses, in the future.

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

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

## 2. Student – centred learning, teaching and assessment (ESG 1.3)

### Sub-areas

- 2.1 Process of teaching and learning and student-centred teaching methodology
- 2.2 Practical training
- 2.3 Student assessment

## 2.1 Process of teaching and learning and student-centred teaching methodology

### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

## 2.2 Practical training

### Standards

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

## 2.3 Student assessment

### Standards

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

- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

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

Some of the findings in this area are the following:

1. The process of teaching and learning in the programme follows the practices of GC.
2. The study guide for the programme is clearly communicated to the students.
3. Student needs and feedback are regularly monitored and incorporated into teaching.
4. Assessment is fully in line with required standards, practices, and Cypriot requirements, and it reflects the learning goals of the programme. It includes mid-term and final exams and supports the development of the learner.
5. Procedures are in place to address any complaints that students may have about the teaching and learning process, as well as student evaluations.

### Strengths

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

The EEC identified several strong points of the programme:

- An appropriate learning infrastructure and instructional methodology have been established.
- The programme receives significant administrative support and teaching staff's commitment.
- Practical training is a supported component of the programme.
- The student assessment aligns with international standards and programme learning goals.

### 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.*

No main recommendations in this area.

**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 studentcentred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

### 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 EEC met with the programme coordinator and five permanent and adjunct faculty members involved in the programme.

These are experienced tutors who teach in the BM programme for long time and have been actively involved in developing the learning programme's materials and syllabi.

The teaching staff interviewed displayed a high level of motivation and demonstrated a deep understanding and commitment to the programme, and its operations.

### Strengths

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

The EEC notes that:

1. The faculty members involved in the programme appear to be committed to the programme.

specialization fields of the faculty members are reflected on the content of the programme and in their teaching roles.

3. Teaching outcomes are monitored and reviewed by the College's committees.
4. The workload is balanced as mentioned.
5. There are established training courses for teaching staff.
6. The promotion criteria are adequate.

### 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 has no major suggestions at this point. However, it was raised the fact that the teaching staff could potentially be more active with Erasmus+ activities.



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

select  
is

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

## Student admission, progression, recognition and certification (ESG 1.4)

### Sub-areas

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

### 4.1 Student admission, processes and criteria

#### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

### 4.2 Student progression

#### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

### 4.3 Student recognition

#### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the*
  - *Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

#### 4.4 Student certification

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

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

The EEC met with four current and graduate students from the BM programme. The EEC asked them about their experiences, reasons for choosing this particular programme and GC, and what they like or dislike. In general, the EEC observed that students expressed positive views about their studies, the programme they have participated in, and the support they have received.

The student admission requirements and programme outcomes appear to be clear to all students and align with the criteria set by Cypriot authorities and the national HE framework.

These requirements are effectively communicated by GC to prospective students.

According to the students, both the course tutors and administrative personnel are helpful and supportive of their needs, creating a very student-oriented environment. The students also seem to receive support from GC in terms of teaching materials, IT support, and library access in the existing program.

### Strengths

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

The EEC has identified the following strengths of the programme:

- It fosters a very friendly student environment.
- The assignment (dissertation) is a strong asset for the programme.
- There is effective communication among all the stakeholders of the programme.
- The teaching staff provides support for students' needs.

### 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.*

Below, the EEC suggests some issues that have been raised during the discussion with the students. These are the following:

- The staff evaluation should be conducted online with specific templates for all students.
- It would benefit GC to organize events (for example, with speakers from the market or alumni) to enhance ties with the industry.
- There should be a formal online request form for students who need something or want to raise a point, along with a student representative.
- It would benefit the programme, as well as the students, to have a formal pool of topics and their corresponding subtopics clearly communicated to students in advance using the website or internal communication or even as a seminar. This would benefit the programme in many ways, such as the volume of dissertations by theme, the workload of professors, enhance the understanding and guidance of students, and so on.

- The

students should have a programme student representative who should participate in channels of communication with college management, so that they can communicate complaints as well as suggestions for ways of improving student experience.

**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	Partially 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 EEC  
visited



had  
the GC

premises in Nicosia. During our visit, we engaged in discussions with administrative personnel.

Our assessment is that GC offers a good array of resources and a range of services tailored to benefit both students and teaching staff. These services include access to a collection of library materials, including online resources, an IT infrastructure, administrative support, career services, and more.

It also has an online "hotline" service, operating 24/7. Furthermore, in terms of human capital support, the GC has increased its number recently and now has a competent administrative team. This team plays a pivotal role in ensuring the smooth and efficient operation of the programme currently under evaluation.

Among other notable factors, it's worth highlighting the wealth of experience and commitment of the administrative staff, which significantly enhances the educational experience of the students participating in the programme under evaluation.

### Strengths

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

The EEC would like to emphasise the following strong points:

The EEC have formed a clear impression that the administrative team of the programme is committed to providing a high-quality programme-oriented services.

With regards to personnel, the EEC also acknowledges the experience, well-educated, dedication and enthusiasm. They cater to any need raised that is relevant for completing the programme.

The administrative team and the faculty staff work closely together.

Grants, student scholarships, and career services are in line with GC policies.

The library and labs have met required expectations within the College environment, also linked with the University of Cyprus' central library, which serves as a central hub of knowledge for students, faculty, and the broader community.

### 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.*

Some minor suggestions are provided below:

- The  
might  
from  
additional digital transformation for some processes.

- Additional administrative staff is welcome if numbers and processes increase in the future.

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

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

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

<u>Sub-areas</u>
6.1 Selection criteria and requirements
6.2 Proposal and dissertation
6.3 Supervision and committees

## 6.1 Selection criteria and requirements

### Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
  - *the stages of completion*
    - *the minimum and maximum time of completing the programme*
    - *the examinations*
    - *the procedures for supporting and accepting the student's proposal*
    - *the criteria for obtaining the Ph.D. degree*

## 6.2 Proposal and dissertation

### Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
  - *the chapters that are contained*
  - *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - *the minimum word limit*
  - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

## 6.3 Supervision and committees

### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*

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

You may also consider the following questions:

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### 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.

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>
<b>6.1</b>	Selection criteria and requirements	Choose answer
<b>6.2</b>	Proposal and dissertation	Choose answer
<b>6.3</b>	Supervision and committees	Choose answer

D.

## Conclusions and final remarks

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

The EEC found that this programme is commendable, operating successfully for many years, and now excelling in various aspects, including quality, job market ties, and more. These strengths have the potential to attract both Cypriot and international students interested in careers in the private sector. This also ensures the sustainability of the programme, even in its new structure and dual-language delivery.

Nevertheless, despite its successful track record over the years, the programme's focus could evolve to become even more appealing to a broader audience, especially with the new structure and the reforms on the way.

While the EEC has identified numerous strengths in the sub-areas mentioned above, we have also provided specific recommendations for improvement to help meet these objectives. We encourage the reader to refer to the relevant sections of this report. We believe that all recommendations should be thoughtfully reviewed and taken into account. In conclusion, for the purposes of this evaluation, the programme should be considered in compliance with the recommendations listed in the relevant sections above.

### Key recommendations:

- Consider the future inclusion of state-of-the-art courses such as AI and Machine Learning.
- Consider the introduction of specializations for the electives (i.e. 'pathways') since this could considerably enhance the attractiveness of the offered programme.
- Encourage more active participation in Erasmus+ for the teaching staff.
- Implement some modifications as mentioned in the corresponding section for the students, such as a formal online request form, a pool of topics for the dissertation, and so on.
- The establishment of formal communication channels between students and staff, so that the former can communicate student complaints (or ideas) in a more structured and systematic manner.

The EEC would like to extend its gratitude to all those involved at the Global College for their active engagement throughout the evaluation process and for providing a comprehensive set of supporting

documents both before and during the site visit. We greatly appreciate the constructive, lively, and reflective spirit exhibited during the visit, as well as the commitment to continuous improvement, as expressed by the various representatives of Global College stakeholders.

We also thank Mr. Costas Constantinou for the smooth organization of the evaluation process.



E.

### Signatures of the EEC

Name	Signature
<b>Dionisis Philippas</b>	
<b>Stratos Ramoglou</b>	
<b>Periklis Gogas</b>	
<b>Maria Paraskevi</b>	
Click to enter Name	
Click to enter Name	

**Date:** 14/1/2024