

Doc. 300.1.2

Date: 24.09.2020

Higher Education Institution's response

- **Higher education institution: Global College**
- **Town: Nicosia**
- **Programme of study (Name, ECTS, duration, cycle)**
120 ECTS | 2 Years
In Greek: Δίπλωμα στη Διοίκηση Επιχειρήσεων
In English: Diploma in Business Administration
- **Language of instruction: English**
- **Programme's status**
New programme:
Currently operating:

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 and 2016” [N. 136 (I)/2015 to N. 35(I)/2019].

Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee’s (EEC’s) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI’s response must follow below the EEC’s comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Findings, strengths, areas of improvement and recommendations of the EEC

Findings

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 3rd (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

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

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 maneuvering 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 enroll 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.*

Higher education institution response

We are happy to see that the EEC finds that the programme is clearly designed with an industry focus and close to the actual business practice. This was our main objective when developing the programme.

The recommendations made by the EEC, (for improvement), are seriously taken into consideration. Thus, we have changed the module DBA 009 English II from compulsory to elective and the module DBA 022 Leadership in Organisations from elective to compulsory.

However, to keep consistency in coding we have switched their module codes as follows:

DBA 009 Leadership in Organisations - Compulsory / 2nd Semester

DBA 022 English II - Elective / 4th Semester

In addition, we are introducing a new module ‘Introduction to Behavioural Economics’. This module will be offered as a compulsory module in the 2nd semester replacing the module ‘Introduction to Public Relations’. The public relations module will move to the 3rd semester to replace the module ‘Introduction to Psychology’ which will be now treated as an elective module. Again, to keep consistency with module coding, the above amendments are recoding the modules as follows:

DBA 006 Introduction to Behavioural Economics - Compulsory / 2nd Semester (NEW)

DBA 013 Introduction to Public Relations - Compulsory / 3rd Semester

DBA 025 Introduction to Psychology - Elective / 4th Semester

The course description for the introduced compulsory module follows on page 6. The new module will be taught by Dr. Andreas Stylianou who is already part of the programme.

Based on the above amendments, the updated program structure is as follows:

1st Semester

DBA 001 Organisational Behaviour
DBA 002 Principles of Accounting I
DBA 003 English I
DBA 004 Principles of Management
DBA 005 Business Statistics I

2nd Semester

DBA 006 Introduction to Behavioural Economics
DBA 007 Principles of Microeconomics
DBA 008 Human Resource Management
DBA 009 Leadership in Organisations
DBA 010 Computer Fundamentals and Applications

3rd Semester

DBA 011 Managerial Finance
DBA 012 Principles of Macroeconomics
DBA 013 Introduction to Public Relations
DBA 014 Marketing
DBA 015 Business Ethics

4th Semester

DBA 016 Introduction to Sociology
DBA 017 Business Law I
DBA 018 Business Research Methods - Final project
+ two electives

Elective courses

DBA 019 Principles of Accounting II
DBA 020 Business Law II
DBA 021 Business Statistics II
DBA 022 English II
DBA 023 Operations Management
DBA 024 Strategic Management
DBA 025 Introduction to Psychology

Course title	Introduction to Behavioural Economics		
Course code	DBA 006		
Type of course	Core	Language	English
Semester	2nd Semester	ECTS	6 ECTS
Prerequisites	None	Co-requisites	None

Objective of the course

The aim of this course is to introduce the field of behavioural economics and focuses on the decision-making processes, both as an individual and in groups. The course focuses on some of the inherent biases in our decision processes and challenges the assumption of rationality in decision making. The course provides a number of examples of behavioural biases which reflect that we can be “predictably irrational” in our decision-making processes.

After completion of the course students are expected to be able to:

Learning outcomes

- describe how we make decisions, in particular the difference between thinking fast and thinking slow
- recount some of the biases that affect our decision making, including anchoring, present bias, representativeness, availability, halo effect, regression to the mean.
- explain group pressures such as groupthink, group polarization, and informational cascades and how they affect our decision processes particularly in groups
- demonstrate good reasoning and problem-solving skills
- demonstrate an understanding of the links between current economic problems and economic theory and in particular how an understanding of behavioural biases is critical for the creation of effective policies to address critical issues we face around savings, health and the environment

Course contents

1. Introduction to Behavioural Economics
2. Making Choices Under Risk: Prospect Theory
3. Applications of Prospect Theory
4. Social Preferences
5. Heuristics and Biases
6. State-Dependent Preferences and Mis-Prediction
7. Behavioural Game Theory
8. Nudges, Policy, and Happiness
9. Markets with Consumer Inattention
10. Changing Behaviour
11. Peer Effects and Status Concerns
12. Consumption and Savings behaviour

Learning activities
and teaching
methods

Lectures, Discussion, Group exercises, Class activities

Required textbooks /
reading

- Wilkinson, N. and Klaes, M. (2012), An Introduction to Behavioral Economics. Palgrave Macmillan
- Kahneman, D. (2011), Thinking, Fast and Slow, Penguin Group.
- Ariely, D. (2009), Predictably Irrational, HarperCollins
- Thaler, R. H. Sunstein, C. R. (2009), Nudge, Yale University Press

Assessment methods

Attendance and participation 10%
Mid-term examination 30%
Final exam 60%

2. Student - centered learning, teaching and assessment (ESG 1.3)

Findings, strengths, areas of improvement and recommendations of the EEC

Findings

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

- 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 3rd 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

While the option to transition Diploma graduates in the 3rd 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.

Higher education institution response

Again, this area is proven by the EEC to be very strong and fully compliant with the criteria and standards of the CyQAA.

However, we have been asked to clarify the institution's guidelines regarding the transition of students from the Diploma to the Bachelor's program. Students completing the 2year Diploma will have the option to proceed to the Bachelor's degree. Since the ECTS's have the same capacity, they will be able to transfer their credits for the specific modules that have been already taught. However, this will need to be according to the regulations and standards that our institution follows, thus students transferring credits from their Diploma degree, will need to complete another 5 semesters. This procedure is well documented and students wishing to proceed are in advance informed about their options.

Transcripts are examined by the program coordinator, who advises and informs students with their options.

Based on the recommendations made by the EEC, we would like to ensure that we will continue in investing in research and development and motivate our teaching staff to resume incorporating research into teaching.

3. Teaching Staff (ESG 1.5)

Findings, strengths, areas of improvement and recommendations of the EEC

Findings

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

- 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

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.

Higher education institution response

Our teaching staff has always been one of most valuable assets. The EEC recognised not only their skills, commitment and experience, but also the predefined practices and procedures the College has, in order to evaluate and upgrade their quality.

Our research and development department has already organised and will continue to do so, a number of seminars in order to improve the institutions teaching quality. The Department is currently investigating the possibility of initiating a program that will involve other Colleges and industry partners, in joint programs.

Our collaboration with the University of Roehampton enables out teaching staff (especially those who also teach in the franchise programs) to enter an exchange program and visit London for a semester for teaching campus students. In addition, we have currently entered a scheme organised by Roehampton that will give the opportunity to our academic staff to participate in online ‘teaching development’ and ‘teaching techniques’ programmms.

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

Findings, strengths, areas of improvement and recommendations of the EEC

Findings

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

- 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

- *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 ensure the safe transfer from Diploma to other programmes without overlapping courses, material, etc.*

Higher education institution response

During the recent and unfortunate circumstances created by the Covid-19 pandemic, our institution had to quickly adapt, and adopt a number of procedures in order to continue delivering its programs. We successfully managed to fully operate and integrate our resources, to provide to all our students the chance to efficiently continue their studies. Any measures taken, as part of our contingency plan, had to be fully compliant with the QAA regulations. The Ministry of Education evaluated and accredited our procedures.

This enabled us not only to test our capabilities but also upgrade our contingency plans to better cope with any future challenges. Therefore, we are ready to provide and support the blended learning to our students, or in the worst-case scenario to fully deliver the program online, using our distance learning tools.

Our institution has currently established a distance learning unit offering accredited programmes online. We use Moodle as our educational platform for all our programmes (conventional or distance), ensuring that our students have full access to the necessary resources.

5. Learning resources and student support (ESG 1.6)

Findings, strengths, areas of improvement and recommendations of the EEC

Findings

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

- 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

- 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.*

Higher education institution response

We are constantly updating and upgrading our databases in order to provide our students with more options. Our resources are all well maintained and always considering the ongoing increase of our student numbers. Over the recent years our numbers are increasing and this gives the opportunity to invest on resources and quality.

6. Additional for distance learning programmes (ALL ESG)

Not applicable

7. Additional for doctoral programmes (ALL ESG)

Not applicable

8. Additional for joint programmes (ALL ESG)

Not applicable

Conclusions and final remarks

Conclusions and final remarks noted by the EEC

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.

Higher education institution response

First, we would like to welcome the fact that the External Evaluation Committee recognises the fact that the program is well designed with a clear and coherent business structure and developed in a thoughtful and inclusive fashion with the involvement of the faculty members and various external stakeholders. We also agree that the well qualified and experienced teaching staff and the strong links with the industry, give a great value to our program.

We assure, that since this program is part of our multilevel long-term strategic plan, we will invest in numerous aspects in order to fulfill our goals. The success of the program is based on our three-pillar concept, which includes the appropriate structure, consistency and content of the program, the adequacy of our academic staff and the direct link with the industry.

Summarising the main actions already taken by our institution in respect to the minor recommendations of the EEC, we have:

- redesigned the structure of the program to foster and implement the EEC's recommendations, as follows:
 - The module **English II** has changed from compulsory to elective.
 - The module **Leadership in Organisations** has changed from elective to compulsory.
 - We introduced the compulsory module **Introduction to Behavioural Economics**
 - The module **Introduction to Psychology** has changed from compulsory to elective.

However, to keep consistency in module coding we have adapted the module codes as shown in Section 1 (on page 4) of this report. The new program structure per semester is again shown in Section 1 (on page 5).

It can be evidenced from the above-mentioned points, that we have responded positively to all recommendations raised by the EEC, something that clearly strengthens our programme.

At this point, we would like to send our regards to the EEC for their exceptional, thorough, fruitful and valuable input and for the productive discussions we had during the online review.

Looking forward for the final approval.

Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Dr George Kriticos	General Manager	
Mr Makis Sepos	Academic Advisor	
Mr Andreas Kriticos	Director of Administration and Finance	
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Mr Marios Michael	Students' Representative	

Date: 04.08.2020