ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

ΔΙΠΑΕ CYQAA

ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

Doc. 300.1.1

Date: 27 09 2019

External Evaluation Report

- **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:

  Διαχείριση Ασφάλειας 2 Έτη

  In English:

  Security management 2 years diploma – distance learning

  Language(s) of instruction: Greek

- **Programme's status**
  New programme: X
  Currently operating: Choose an item.

A. Introduction

The committee studied all the documentation beforehand, and briefly convened before the site visit to exchange impressions and questions/ themes for further inquiry. The site visit took place on the 26th of September 2019. The Global College provided to the committee all the necessary documents. The committee had the opportunity to evaluate the premises and infrastructure and to speak to all relevant parties. As some of the elements were already up to standard during the first site visit, the present committee has emphasized aspects which were less strong at the time including the distance learning aspects. The fact that one of the members (former chair) and the student member were also part of the first committee was very helpful in this respect.

The committee concludes that all the documents and presentations prepared were of high quality and discussions were open. In general it was clear that the recommendations of the first evaluations had been taken very seriously. The organization has taken essential steps to improve the distance learning environment and they have also invested in a research unit and improved their research orientation. Staff at the Global College are reflective and are able to adapt their learning environment in response to outside suggestions and to changes within the sector.

B. External Evaluation Committee (EEC)

Name	Position	University
Prof Joanne van der Leun	chair	Leiden University
Prof Effi Lambropoulou	Member	Panteion University
Prof Daniel Silverstone	Member	Liverpool John Moores University
Prof Stylianos Hatzipanagos	Member	University of West London
Theodora Konstantakopolou	Student member	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.8, 1.9)

- *Public information (clear, accurate, objective, up-to date and readily accessible):*
  - *about the programme of study offered*
  - *the selection criteria*
  - *the intended learning outcomes*
  - *the qualification awarded*
  - *the teaching, learning and assessment procedures*
  - *the pass rates*
  - *the learning opportunities available to the students*
  - *graduate employment information*

Findings

The programme is coherent. It is based on a long standing programme in the non-distance learning mode with a significant number of graduates over the years. There are regular meetings with teachers and a well-developed Quality Assurance Framework.

The committee is very pleased to see that a Distance Learning (DL) unit has been established that coordinates the activities and has had a significant impact on the organization and the design of the programme.

We are also pleased to see that a Research framework has been established. It is still in its initial stage, but there is already a programme of activities and events for 2020. We look forward to this to be reflected in the programme in the near future, so that DL students can benefit from the initiatives.

The committee is pleased to see the establishment of support mechanisms for students and teachers, although they still have to be tested for DL students. The organization is actively looking to provide support for special needs of DL students,

Strengths

This is a unique program in Security Management within Cyprus. We met very enthusiastic and highly committed staff across both the academic and administrative departments. Staff members are actively engaged in the field and are aware of the latest developments in practice. The links with employers are well-stablished and provide good learning opportunities for students. This is a selling point for the program and this should be explicitly articulated in the course materials and publicity materials for DL students.

We are impressed by the colleges provision of bespoke handbooks for distance learners. The student handbook for DL Programs, for instance, is excellent.

Areas of improvement and recommendations

It would be helpful if the program builds on its existing network and develops further links with employers outside Cyprus in the countries of origin of the DL students. We are pleased to see the professional and graduate contacts are established, from the face to face programmes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant

3:              Partially compliant

4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
1.1	Academic oversight of the programme design is ensured.	5
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	5
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme's purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme's curricula to the students and their implementation by the teaching staff	4
1.3.2	The programme webpage information and material	4
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	5
1.3.4	The procedures for the conduct and the format of the examinations and for student assessment	5

	1.3.5	Students' participation procedures for the improvement of the programme and of the educational process	**5**
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).		4
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).		4
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).		4
1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.		5
1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.8.1	The number of courses	5
	1.8.2	The programme's content	5
	1.8.3	The methods of assessment	5
	1.8.4	The teaching material	4
	1.8.5	The equipment	4
	1.8.6	The balance between theory and practice	4
	1.8.7	The research orientation of the programme	4
	1.8.8	The quality of students' assignments	4

1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	5
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	5
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	4
1.12	New research results are embodied in the content of the programme of study.	4
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	4
1.14	Students' command of the language of instruction is appropriate.	5
1.15	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	5
1.16	The learning outcomes and the content of the courses are consistent.	5
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	5
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	5
1.19	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	4
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	5
1.21	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	5
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	5

1.23	The admission requirements are appropriate.	5
1.24	Sufficient information relating to the programme of study is posted publicly.	4
1.25	The teaching methodology is suitable for teaching in higher education.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Provide information on:

1. **Employability records**

New course, not available.

2. **Pass rate per course/semester**

New course

3. **The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS**

Acceptable correspondence if we look at the existing program

Please tick one of the following for:

Study programme and study programme's design and development

| *Non-Compliant* | ☐ | *Partially Compliant* | ☐ | *Compliant* | ☒ |

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1. Teaching, learning and student assessment

(ESG 1.3)

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *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.*

Findings
The committee was impressed with the interactive online platform. There were flexible options with different modes of delivery and learning as appropriate. There was a well thought out pedagogical strategy to cater for a variety of learning needs. Teaching and learning environment was very positive and interactive and meetings offer the opportunity to share good practices. There is well developed and flexible system for monitoring student problems and offering support.

Strengths
The committee were impressed with the 1:25 student –staff ratio.

Areas of improvement and recommendations
The committee notes that the Global College is already actively thinking about better opportunities for distance learning students to participate in face to face interaction. The committee

recommends considering a face to face induction and more opportunities for online collaborative work.

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant	
3:	Partially compliant	
4 or 5:	Compliant	

	Quality indicators/criteria	1 - 5
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	5
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5
2.3	There is an adequate policy for regular and effective communication with students.	5
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	5
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	5
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	5
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	5
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	4
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	4
2.10	It is ensured that teaching and learning are continuously enriched by research.	4
2.11	The programme promotes students' research skills and inquiry learning.	5
2.12	Students are adequately trained in the research process.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Whilst the bibliographies are adequate for diploma level, the committee has some concrete suggestions for certain modules, which are included in annex 1

There are already good feedback mechanisms in place. As the course develops, the committee suggests the use of more adaptive feedback mechanisms for students after they complete their assessments.

2.6 It is noted that assessments matrices are used, the committee recommends that these are also included in the student handbook.

Please tick one of the following for:

Teaching, learning and student assessment

Non-Compliant ☐   *Partially Compliant* ☐   *Compliant* ☒

2. Teaching Staff

(ESG 1.5)

Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

Findings
The committee is impressed by the quality of the staff. The research environment will strengthen the staff further. Expanding training opportunities for teaching staff in the future is foreseen.

We know that the College has established itself in the relevant academic networks, including a collaboration with Roehampton.

There are now several staff members with a PhD or working on its completion, which the committee welcomes.

Strengths
There is robust system of teaching evaluations in place.

Areas of improvement and recommendations
The committee would recommend considering involving an external examiner in the programme.

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2:   Non-compliant
- 3:   Partially compliant
- 4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	4
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	5
	3.2.2 Research and Publications within the discipline	4
	3.2.3 Experience / training in teaching in higher education	4
3.3	The programme attracts visiting professors of recognized academic standing.	4
3.4	The specialisations of visiting professors adequately support the programme of study.	4
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	5
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	4
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	5
3.8	The teaching load allows for the conduct of research and contribution to society.	4

3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	5
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	4
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	4
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.5 The committee notes the use of some specialists in the program but would welcome involving more professionals from the field as the course progresses.

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

Satisfactory

Please tick one of the following for:

Teaching Staff

| *Non-Compliant* | ☐ | *Partially Compliant* | ☐ | *Compliant* | ☒ |

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3. Students

(ESG 1.4, 1.6, 1.7)

Standards

- *Pre-defined and published regulations regarding student admission, progression, recognition and certification are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*
- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

Findings
There is a good support system in place for students which maybe have to be adapted more towards the needs of a diverse student populations and people with special needs.

Strengths
See other standards

Areas of improvement and recommendations
The committee recommends the College to pay particular attention to fraud prevention and plagiarism prevention and to ensure this is articulated to the students in their handbooks and in the course information.

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

      1 or 2:   Non-compliant

3:        Partially compliant

4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	5
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	5
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	4

4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	4
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	4
4.9	Students are satisfied with their learning experiences.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

3.3 *The student handbook addresses issues of harassment reporting but not of fraud prevention and rules with respect to the prevention of plagiarism etc. The committee recommends including them as well.*

3.7 *DL students can have specific needs which may require some extra attention*

3.9 *Not applicable for the DL mode, but existing students are very satisfied as based on the experiences of the previous committee.*

Please circle one of the following for:

Students

Non-Compliant	☐	Partially Compliant	☐	Compliant	☒

4. Resources

(ESG 1.6)

Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources*) are provided to students and support the achievement of objectives in the study programme.*
  * Physical resources: premises, libraries, study facilities, IT infrastructure, etc.
  Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

Findings
During the onsite visit the committee was impressed by the infrastructure and facilities. There are specific facilities available for staff to create their distance learning materials.

Strengths
See earlier

Areas of improvement and recommendations
The physical library is still somewhat limited. For DL students access to online material will be more important, including online Journals and e-books (although the committee acknowledges their limited availability in the Greek language). We recommend that resources are invested in their provision as well as into making sure that students are aware of open sources in the relevant field of Security Management. The committee understood that links to online material are provided in the courses and welcomes this.

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:    Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
5.1	Adequate and modern learning resources are available to the students.	4
5.2	The library includes the latest books and material that support the programme.	4
5.3	The library loan system facilitates students' studies.	5
5.4	The laboratories adequately support the programme.	4
5.5	Student welfare services are of high quality.	4
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	4
5.7	Suitable books and reputable journals support the programme of study.	4
5.8	An internal communication platform supports the programme of study.	5
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	4
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	4
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Please circle one of the following for:

Resources

Non-Compliant   ☐   *Partially Compliant*   ☐   *Compliant*   ☒

5. Additional for distance learning programmes

(ALL ESG)

Standards

- ***The distance learning methodology is appropriate for the particular programme of study***.
- *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.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*
- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *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.*
- *A study guide for each course, fully aligned with distance learning 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, 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*

Findings

The committee is pleased with the pedagogical unit and the online infrastructure.

Quality assurance is ensured. There are exams and regular online activities so that tutors can monitor how students develop.

Strengths

A strength is that this innovative distance learning program is well-connected to the existing face to face program and well embedded in the organisational context. The organization has developed appropriate tools and procedures for the successful delivery of distance learning.

Areas of improvement and recommendations

Please see proceeding sections.

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant

3:         Partially compliant

4 or 5:   Compliant

Quality indicators/criteria			1 - 5
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.		5
6.2	The institution safeguards the interaction:		
	6.2.1	Among students	4
	6.2.2	Between students and teaching staff	5
	6.2.3	Between students and study guides/material of study	5
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.		4

6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	4
6.5	Student performance monitoring mechanisms are satisfactory.	4
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	4
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	5
6.8	Assessment consistency is ensured.	4
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	4
6.10	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	5
6.11	The supporting infrastructures are easily accessible.	4
6.12	Students are informed and trained with regards to the available educational infrastructure.	5
6.13	Procedures for systematic control and improvement of the supportive services are set.	4
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	5
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	4
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	4
6.17	Students' weekly assignments are appropriate for the level of the programme.	5

6.18	Feedback on students' assignments is regular through concrete and published procedures.	4
6.19	The quality of students' final exams is ensured and evidenced.	4
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

6.19 The prevention of exam fraud requires extra attention for DL students .

Please tick one of the following for:

Additional for distance learning programmes

| *Non-Compliant* | ☐ | *Partially Compliant* | ☐ | *Compliant* | ☒ |

6. Additional for doctoral programmes

(ALL ESG)

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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

Findings

Strengths

Areas of improvement and recommendations

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	Choose mark
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	Choose mark
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	Choose mark
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	Choose mark
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	Choose mark

7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	Choose mark
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	Choose mark
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	Choose mark
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	Choose mark
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	Choose mark
7.13	There is a clear policy on authorship and intellectual property.	Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Please tick one of the following for:

Additional for doctoral programmes

Non-Compliant ☐   *Partially Compliant* ☐   *Compliant* ☐

7. Additional for joint programmes

(ALL ESG)

<div style="border:1px solid">

Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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.*
- *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*
- *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.*

</div>

Findings

.

Strengths

Areas of improvement and recommendations

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	Choose mark
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	Choose mark
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	Choose mark
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	Choose mark
8.5	The joint study programme is based on the needs of the target group and of the labour market.	Choose mark
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	Choose mark
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	Choose mark

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8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.		Choose mark
8.9	The partner universities ensure the economic sustainability of the joint study programme.		Choose mark
8.10	The degree awarded is justified by:		
	8.10.1	The learning outcomes	Choose mark
	8.10.2	The collaboration between/among the institutions delivering the programme	Choose mark
8.11	The jointness of the programme development is effective.		Choose mark
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.		Choose mark

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Click or tap here to enter text.

Please tick one of the following for:

Additional for joint programmes

Non-Compliant ☐   *Partially Compliant* ☐   *Compliant* ☐

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D. Conclusions and final remarks

The committee concludes that staff from the Global College have responded positively to their previous evaluation. They have invested in two key areas. Firstly, the provision of a distance learning unit managed by an experienced member of staff. Secondly, the provision of a research unit managed by a qualified academic. In the opinion of the committee the Global College is now compliant with what is required to deliver distance learning provision in Security Management. To enhance the provision of research informed teaching the Global College could consider ways to enable access for distance learning students to their research activities. We also would also encourage the facilitation of distance learning students to attend a face to face induction. Finally, whilst we approve of the quality of the learning materials, it is important that the course team stay abreast of the latest academic and professional development in this fast moving field.

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E. Signatures of the EEC

Name	Signature
Prof Joanne van der Leun	
Prof Effi Lambropoulou	
Prof Daniel Silverstone	
Prof Stylianos Hatzipanagos	
Theodora Konstantakopolou	
Name	

Date: 26 09 2019

Appendix: Bibliography suggestions of the committee

1   Introduction to Sociology DSM 115
Bibliography suggestions

Instead of

Δασκαλάκης, Δ. (2014) Βιομηχανική κοινωνιολογία και βιομηχανικές σχέσεις. Εκδόσεις Παπαζήση

Κοντιάδης, Ξ. (2008) Εισαγωγή στην κοινωνική διοίκηση και τους θεσμούς κοινωνικής ασφάλειας. Εκδόσεις Παπαζήση.

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- Σταμίρης Γιάννης, *Εισαγωγή στην Κοινωνιολογία*, ΤΕΛΕΘΡΙΟ, 2012.

- William Little, *Introduction to Sociology* – 1st Canadian Edition
  https://opentextbc.ca/introductiontosociology/
  a Creative Commons Attribution 4.0 International License, BCcampus, 2014 open textbooks.

  https://www.asanet.org/sites/default/files/savvy/introtosociology/Documents/Field%20of%20sociology033108.htm

- OpenStax, *Introduction to Sociology* 2e, Rice University
  Houston, Texas https://openstax.org/details/books/introduction-sociology-2e;
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2   Final Diploma Thesis DSM 116
Bibliography suggestions

Instead of

Eco, U. (2001) Πώς γίνεται μια διπλωματική εργασία (μτφρ. Μ. Κονδύλη), Αθήνα: Νήσος.

These

- **easy Ptyxiakes**, πτυχιακές-εργασίες.gr, *Πως να γράψω μια πτυχιακή/διπλωματική εργασία*;
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- **University of Pireaus, Παν/μιο Πειραιώς**, http://es.uop.gr/esmet/images/domi-ptixiakis.pdf

- **University of Athens, Παν/μιο Αθηνών,** Οδηγός Συγγραφής Πτυχιακής Εργασίας,
  users.uoa.gr › Final_Year_Research_Report_Publication_Manual_UoA.

- **University of Crete, Παν/μιο Κρήτης**, Οδηγός Συγγραφής Διπλωματικών Εργασιών και Διδακτορικών,
  www.psychology.uoc.gr › odigos_syggrafis_diplomatikon_ergasion_teliko

3   Terrorism DSM 117 suggestion to add to the title **and Counterterrorism**

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> Jackson, R., Javris, L., Gunning, J. and Breen-Smyth, M. (2011). Terrorism: A critical introduction. 1st ed. Basingstoke: Palgrave Macmillan.

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- William E. Dyson, *Terrorism: An Investigator's Handbook*, 4 edition, Anderson Publishing Co, Cincinnati, OH, 2011.

- Andrew Staniforth, PNLD, Clive Walker, Stuart Osborne, *Blackstone's Counter-Terrorism Handbook*, OUP Oxford; 2 edition, 2010.

Eventually this too

- Willem Koomen & Joop Van Der Pligt, *The Psychology of Radicalization and Terrorism,* 1st Edition, Routledge 2015.

4   Introduction to Criminology DSM 119

Bibliography suggestions

Instead of

Βιδάλη, Σ. (2013) Εισαγωγή στην εγκληματολογία. Αθήνα: Νομική Βιβλιοθήκη •

Βλάχου, Β. (2017) Ιστορική επισκόπηση των εγκληματολογικών θεωριών κατά τον 19ο αιώνα - Η γένεση της εγκληματολογίας. Αθήνα: Νομική Βιβλιοθήκη

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Σπινέλλη, Κ.Δ. κ,ά., *Λεξικό Εγκληματολογίας,* Τόπος, Αθήνα 2018.

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