Doc. 300.1.1

Date: July 15 2020

External Evaluation Report (Programmatic)

- **Higher Education Institution:**

  Global College

- **Town:** Nicosia

- **School/Faculty (if applicable):** n/a

- **Department/ Sector:** n/a

- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Δημιουργικές Τέχνες και Εμψύχωση

  In English:

  Creative Arts and Animation (1.5 year part-time attendance, 90 ECTS, MA)

- **Language(s) of instruction:** Language(s)
  Greek

- **Programme's status**
  New programme: No
  Currently operating: Yes

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Introduction

This part includes basic information regarding the onsite visit.

The onsite visit was held virtually because of travel restrictions brought about by COVID-19. A schedule for the visit was sent ahead of the virtual meeting and broadly adhered to. A virtual tour of the premises was sent ahead of the meeting with an update uploaded an hour or so before the meeting was set to start (on July 13th 2020). Hence this part of the agenda was completed in advance and no further clarifications were needed.

At the beginning of the online meeting, the EEC panel met with the Director of the College as well as several members of staff who are responsible for the academic content and delivery of various study units. During this part of the meeting, the members of the EEC had the possibility to:

(a) Seek clarifications to their queries and obtain responses to questions about the documentation submitted for external review - namely the application with details about the rationale for the programme and the specific study unit descriptions. The focus was on the academic content of the programme and its articulation. In addition, several queries were raised about student matters, with reference to their recruitment for the programme and job opportunities. Members of staff were available to answer directly to queries raised by the EEC;

(b) meet with members of the administrative staff at the College; and

(c) meet with representatives from the student body. Considering that this programme has been offered before, it would have been more appropriate to hear the views of students who have followed this specific programme. Only one of the three students available has completed the programme under review. The other two students were able to shed light on the operations of the College with regard to their programmes and needs.

B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Prof Valerie Sollars	Chair	Faculty of Education, University of Malta, Malta
Prof Eeva Anttila	Member	University of the Arts, Helsinki, Finland
Prof Maria Sakellariou	Member	University of Ioannina, Greece
Rafaela Ioannou (post grad student)	Member	University of Cyprus
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
     (a) sub-areas
     (b) standards which are relevant to the European Standards and Guidelines (ESG)
     (c) some questions that EEC may find useful.

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

  ### *Findings*

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

  ### *Strengths*

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

  ### *Areas of improvement and recommendations*

  A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- ***The report may also address other issues which the EEC finds relevant.***

1. Study programme and study programme's design and development
(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance
1.2 Design, approval, on-going monitoring and review
1.3 Public information
1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
    - *has a formal status and is publicly available*
    - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
    - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
    - *ensures academic integrity and freedom and is vigilant against academic fraud*
    - *guards against intolerance of any kind or discrimination against the students or staff*
    - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
    - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
    - *is designed by involving students and other stakeholders*
    - *benefits from external expertise*
    - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
    - *is designed so that it enables smooth student progression*
    - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*

- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *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*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *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*
- o *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:*
    - o *selection criteria*
    - o *intended learning outcomes*
    - o *qualification awarded*
    - o *teaching, learning and assessment procedures*
    - o *pass rates*
    - o *learning opportunities available to the students*
    - o *graduate employment information*

1.4 Information management

Standards

- ● *Information for the effective management of the programme of study is collected, monitored and analysed:*
    - o *key performance indicators*
    - o *profile of the student population*
    - o *student progression, success and drop-out rates*
    - o *students' satisfaction with their programmes*
    - o *learning resources and student support available*
    - o *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?*

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- *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.

On the basis of information provided in the application and supporting explanations during the virtual visit, it would appear that the earlier offerings of the programme of studies under review initially consisted of a 120ECTS Master level course over two years of study. However, a new and updated version presents a shorter programme – 90ECTS over 1.5 years.

No information was provided regarding the reason for the reduction in the number of ECTS and whether student feedback and evaluation was taken into consideration when this decision was taken. Among the changes from earlier iterations of the programme, one notices that the core/compulsory study units and the electives were worth 9ECTS each and now they are worth 6ECTS; in the older version students had to follow 10 compulsory/core study units and 2 electives but in the proposed programme students would be following 8 compulsory study units and 2 electives. The value of the practicum was adjusted from 21ECTS to 20ECTS. Within the 90ECTS programme, a dissertation has been introduced. The EEC members reached the conclusion that this is a new component as the student (or rather recent graduate) who spoke about his experiences on the programme mentioned that there was no dissertation (referred to as a postgraduate assignment in CAA010) in his course of studies.

The details about the number of ECTS and the final qualification earned are in line with the EQF requirements (ie 90ECTS lead to a Master qualification). However, the programme proposers would do well to consider whether the workload is manageable over 1.5 years with "part-time attendance". Normally, 90ECTS courses offered over 1.5 years (3 terms or 2 semesters and the summer term) are successfully completed by full-time students rather than "part-time attendance". Explicitly informing the prospective students of the commitment required is particularly important considering that the cohort is made up of mature students, many of whom would probably be in employment. Managing a full-time job whilst following a programme of studies at Master level on a full-time basis can be a very tricky balancing act.

Staff explained that they do not observe the usual distribution of hours to ECTS since the direct contact with students is offered on very specific days, namely weekends and official vacation days. It was also reported that adherence to the typical distribution of hours for each ECTS/study unit, is not possible because of the practical nature of the course which expects students to plan and implement activities and follow this with a critical reflection thus forging better links between theory, pedagogy and practice. Whilst this is a laudable methodology, the implication is that students have a lot of independent study and work to do if the formula of 1 ECTS being equivalent to 25 - 30 hours of student time is to be respected. According to the programme of studies, there are 306 hours of direct contact/teaching time spread over the three terms. Just for comparison's sake, even if the minimum 5 teaching hours per ECTS were adhered to, this would amount to 450 teaching hours/contact time. Considering that this is a fee-paying course, some students might expect to have some more hours of direct teaching time to benefit from the expertise of staff.

The Directorship of the Global College is confident that the new iteration of the programme will continue to be a success. This conclusion was drawn on the basis of its experience as the first registered College in Cyprus; the eight years experience in running this programme of studies; the high employment of graduates from the College's programmes and the high quality of teaching offered by the academic staff (info shared with EEC through a powerpoint presentation). During the meeting, staff at the College reiterated the highly positive feedback and rating received from the internal quality assurance review committee.

From a quality assurance perspective, it would have been helpful for members of the EEC to be presented with data about the student intake, the number of applications, the number of students actually accepted on this programme; the first degree background of the students who are accepted for the programme and their career trajectory upon completion of the programme. More information is also required about the purpose of the interview at recruitment stage. There is a short-listing of applicants on the basis of their first degree qualification (EEC was informed that some applicants do not have a relevant first degree) but no information was forthcoming re the subsequent interview and whether this is resorted to in order to select or rank students from among those who have the appropriate first degree. It is not clear whether there are a minimum and maximum number of students who can be enrolled for the programme of studies and what criteria are used to establish these parameters.   On p. 10 of the documentation submitted for validation, parg. 11 states that the "*Estimated number of students: We expect to start with 20 students in the 1st year and then gradually increase the numbers*." How are these numbers calculated? What implication does this have on current staff resources, capacity building and physical resources of the College, in light of the specific programme requirements as well as physical resources which may be shared by student cohorts from other programmes?

Such is the level of confidence re the success rate of the students, that there have not been, neither is there any plan to have an exit route and corresponding qualification should a student be unable to pursue or complete the full programme of studies. Whilst there has never been a need to resort to this (quoting the Director), and students who have been accepted and followed the programme were all deemed to have been highly motivated, those who faced challenges were supported and could pursue their studies at a later date. Still it is highly recommended to have an exit route. There may be instances of students who successfully complete 60 of the 90ECTS – would this mean they leave empty-handed, with nothing to show for their participation, effort and achievements?

The EEC was informed that students do not receive a handbook about this specific programme of studies but a general handbook about the College and its programmes is available. (A document entitled *College Handbook Faculty Handbook* was shared with EEC after the online meeting - 14th July 2020). However, it is not clear whether the Faculty Handbook shared with EEC is, can or should be shared with students since there is a very clear disclaimer on p. 8 - *This handbook is property of Global College and is intended to be used by the academic staff of the College only* - which seems to bar students from having access to the College and Faculty Handbook. The contents of the handbook are

clearly addressed towards staff as it includes information about staff appointments, promotions, duties, ethics, employment conditions etc.

The College also submitted a document entitled *Institution's Internal Regulations.* The contents of this document are very pertinent and relevant to students and should be made available to students enrolled on the programme.

The EEC believes that a handbook explicitly about this programme of studies should be compiled and made available for current and prospective students. It would include regulations governing the programme; assistance available for students; the learning outcomes and expectations regarding student achievements; the study unit course descriptions; information about settling of disputes if students challenge or contest a grade; opportunities for resits or resubmissions, etc. The need for a student handbook was particularly obvious when, in response to a clarification re the presentation of the study unit descriptions, the EEC was informed that there were some differences between the way some items had been presented on the validation application as opposed to what students are provided. (These differences were mentioned when discussing the presentation of reading lists/bibliography for each study unit).

A document regarding the quality assurance measures undertaken and promoted by the College was made available after the online meeting (Appendix 10 - *Quality Assurance and Sufficiency of Learning Resources* - submitted July 14th 2020). Reference is also noted to the existence of an Internal Quality Committee (p. 10 *Institution's Internal Regulations*). However, neither one of these references provide details about the frequency of meetings or procedures adopted for internal quality assurance.

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

1. The programme of studies has a healthy mix of theory, practice and reflection.
2. The acceptance of students with a different academic background; it must be particularly challenging to address gaps in knowledge to offer students a meaningful programme and simultaneously draw on their different strengths and invite them to collaborate.
3. Despite the pandemic, the delivery of the former programme continued and thus the staff is confident that should it be necessary to suspend face-to-face meetings, the delivery of the programme will not be disrupted.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. On the introductory/front page of the application, reference is made to 1.5 years (P/T attendance) whereas on p. 5 of the document, reference is made to 2 years p/t attendance. So which will it be?
2. On p. 9 parg. No. 7 of the application submitted to the EEC, reference is made to 10 compulsory courses and 2 electives. In the ppt presentation at the start of the online meeting 8 compulsory courses are referred to. Check that all documentation has identical details.
3. A student handbook specifically for the programme of studies should be compiled and made available for students who are accepted on the programme. This will strengthen the visibility and the transparency in the modus operandi of the College. It will also be a useful reference for the students to support them throughout their studies.

4. Students should be informed explicitly that although their ATTENDANCE is on a part-time basis, the commitment expected for the successful completion of the programme is identical to that of a full-time student.

5. A Board of Studies governing the specific programme should be set up. Academic members of staff and student representatives from this programme, can offer focused feedback about the course and this is crucial for the monitoring and evaluation process especially when the programme is reviewed.

6. An exit route for students who do not complete the course is required.

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

Sub-area 1		Non-compliant/ Partially Compliant/Compliant
1.1	Policy for quality assurance	partially compliant
1.2	Design, approval, on-going monitoring and review	partially compliant
1.3	Public information	Partially complaint
1.4	Information management	partially compliant

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

You may also consider the following questions:

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

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- *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.

The programme under review offers a well-balanced set of study units which introduce students to the application of creative arts to educational contexts, with a view to encouraging students to apply creative activities within a theoretically sound pedagogical context.

The philosophical, theoretical and conceptual framework of the programme seems to lean quite strongly on the theory of positive psychology. While this framework is well grounded, the title of the programme "Creative Arts and Animation" raises expectations of stronger adherence to the field of arts education and especially, socio-cultural animation (*animation socioculturelle)*. The latter was orally referred to during the online visit. However, the EEC did not find evidence (for example, the core concepts and literature on socio-cultural animation) of these frameworks in the descriptions of the study units. The emphasis seems to be on traditional psychological theories on learning and child development, with significant gaps in current and contemporary views on learning, pedagogy, and the role of the arts in holistic development and well-being.

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

1. Opportunities for student engagement and self-study. Considering the amount of face-to-face opportunities for direct teaching, the balance is clearly towards independent student learning.
2. The learning outcomes of study unit CAA015 are a very good example which should be emulated for some of the other study units.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. As stated earlier, the programme is a collection of study units. There needs to be a clear rationale so that strands, principles, or the underlying philosophy of the programme are woven throughout the compulsory and elective courses thus reinforcing the vision and philosophy which drives the programme.
2. Plagiarism is referred to in the document detailing the format of the dissertation. A recommendation here is for the College to invest in *turn-it-in* -which is a software package which enables students to submit their work through the software ahead of the final submission of their work. This is easily supported via MOODLE which was identified as the VLE platform used by the College. The detection of plagiarism software can and should also be used for all student assignments.
3. The documentation about the dissertation does not have any information about ethics, the importance of ethical research or adherence to ethical conduct when conducting research. There is no mention of any

procedures that students need to follow to seek and gain ethical clearance for their work. This is extremely important especially if students propose to do research with children and/or with vulnerable members of the community. Students need to have clear and explicit guidelines about documentation which may need to be submitted and receive the approval of a Research Ethics Committee. Students also need to be informed about which external agencies they might need to contact in order to gain approval which would allow them to conduct research (for example, education authorities if doing research with children during school hours).

4. With the introduction of a dissertation component in the programme of studies, the College should look towards setting up two Boards: (a) a Board to review the dissertation proposals - ensuring that the student proposal is sound; do-able within the time-frame available; identifies appropriate methodological designs etc. (b) there should be an Ethics Research Committee to vet the student documentation which would need to be drawn up and communicated to potential participants, especially where permission, consent and assent are required. The Ethics Research Committee would be responsible to ensure that the students are not only aware of the procedures but know how to draw up letters of information, consent forms appropriately, providing the necessary information truthfully. Where permission might be necessary from educational institutions or authorities, the research tools, questions, schedules would also need to be submitted and reviewed.

5. Assessment procedures for the dissertation are not included anywhere. These should appear clearly in a student handbook with the study unit description and/or the dissertations guidebook. Will each dissertation submitted be seen by a board of examiners? What is the composition of the Board of Examiners? Will examiners be internal or external members of the College? Will students have a viva? Will the supervisor be a member of the examination board or only an observer? Will the students have access to the reports which the examiners draw up?

6. The LEVEL of all the study units is listed as 'basic'. The justification given during the online meeting referred to students not needing any requisite courses or knowledge. But (a) the study unit descriptions already have a sub-section for "pre-requisites" and (b) the fact that ALL study units are offered at a basic level suggests that the prior knowledge and experiences which students come with are not utilised. (c) Having an entire programme of studies made up of "basic" level courses raises issues about the depth and level of challenge, especially since this is a Master programme of studies. Whilst some courses could be 'basic' or 'introductory', there needs to be evidence of 'advanced' engagement. For example, the study unit focusing on research methodology should not be 'basic' especially because a clear statement is made on pg. 7 of the validation document that, "*It is important for prospective students to have prior knowledge in conducting research (Research Methods, Experimental Methods, Statistics, SPSS, writing a Dissertation using Quantitative or Qualitative Research)*". So how can CAA006 - Quantitative and Qualitative Research Methods - have rudimentary concepts and course content which includes "introduction to research" and "basic research approaches"? What will be new for the students who have been admitted with identical or superior prior knowledge?

7. The learning outcomes of some study units need to be revisited and rewritten. In particular, CAA003, CAA004, CAA007, CAA012 and CAA013 should be checked. Learning outcomes are not meant to be a description of the content of the study unit. Learning outcomes need to be written very clearly with carefully chosen words to illustrate the skills, knowledge, competences students are expected to obtain. The outcomes need to be 'measurable' and should be measured and assessed via the assessment procedures. Words & phrases such as "*develop enthusiasm*", "*establish concepts*", "*know the visual arts*" or "*go more in depth*" do not illustrate students' expected achievements. Learning outcomes can be articulated depending on whether students are being assessed on their understanding, abilities, competencies and skills related to **knowledge** (list, record, define, name, identify….); **ability to analyse** (critique, debate, quantify, diagnose); **ability to synthesise** (design, compose, collect, organise, manage, construct …); **comprehend** (explain, discuss, summarise,

illustrate ….); **apply knowledge/skills** (construct, practice, demonstrate, dramatize, perform….); **evaluate** (review; compare; justify; choose …).

8. References for all the study units: would be helpful for the students if these are organised in a way where they know what is CORE or COMPULSORY reading and other references which may be SUGGESTED or RECOMMENDED reading.

9. For validation purposes, it would have been helpful to have a full list of references in English. This would have helped the EEC to check for seminal and recent research in the area.

10. The references for CAA015 need to be corrected - the texts which are listed (in English) are clearly related to assessment and this is not the focus of the study unit description.

11. CAA009: Correct the statement about the documentation which each student is expected to submit upon completion of the practical work. The current statement suggests that some, but not all students will have an additional report by the supervisory staff.

12. Having a handbook detailing matters about the practicum placements would also be an indicator of good practice. Although brief notes are available in an appendix to the documentation submitted for review, the documentation does not provide details about the code of ethics to be observed by the student during the practicum; the code of ethics to be observed by the examiners; a copy of the assessment sheets which are completed by the examiners on every visit; a copy of the assessment sheet or the nature of the feedback which is sought from the supervisors/managers/practitioners who work at the setting where the practicum is being conducted. There is only a note which states that this feedback needs to be submitted in a sealed envelope.

13. Receiving written documentation in a sealed envelope, that is, in confidence, about a student's progress is not acceptable. Students have a right to know what is being written about them. Secondly, if the document from the placement owner/manager is an assessment about the student's behaviour, attitude, skills in animating, performing, organising, managing, preparing and conducting tasks, why shouldn't a student know about this feedback and have the opportunity to read and discuss this?

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

Sub-area 2		Non-compliant/ Partially Compliant/Compliant
2.1	Process of teaching and learning and student-centred teaching methodology	partially compliant
2.2	Practical training	partially compliant
2.3	Student assessment	not possible to answer this

3. Teaching staff *(ESG 1.5)*

Sub-areas

> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

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- *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 teaching staff of this program seems to be highly experienced and qualified with doctoral degrees in the respective fields of instruction. Each faculty member is responsible for a study unit/course, and it seems that they have broad autonomy in designing the course. Consequently, the course descriptions vary in style, depending on the instructor's background. Several faculty members have completed their studies abroad and are fluent English speakers, which brings an international element to the program. Based on the faculty rules and regulations, sent to the committee after the online visit, they seem to have adequate opportunities for professional development. In these documents there is very little reference to faculty recruitment principles and processes, for example, transparency of these processes.

There seems to be no documentation on systematic use of student feedback in developing the pedagogical skills of the teachers. On the other hand, the students interviewed were highly satisfied with the pedagogical approach of the teachers. The graduate from this particular programme described that he had found the teachers encouraging, and that his self-confidence had improved greatly during the studies. However, this is a report by one student only.

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

1. Great autonomy in designing courses according to the field of study and level of expertise of each instructor. High level of academic education of the faculty, including active participation in research. The content of the courses seems to be connected theoretically, conceptually and practically with the research interests and expertise of each instructor.
2. Each member of the faculty present in the online meeting shared their views clearly and affirmatively. They seem committed to this programme and willing to develop it further. Based on the meeting and the CV's the teaching staff appears pedagogically and academically competent. Teachers responsible for the artistic content also have practical expertise in their field of instruction.

Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. Due to high level of autonomy in designing the courses, it seems that the teaching staff does not have a great deal of collaboration when designing the courses. Thus, there are gaps and inconsistencies (theoretical and conceptual) in the aims and contents of the programme that could be addressed with closer collaboration among teaching staff.
2. Systematic collection, documentation and presentation of student feedback in a reliable manner is strongly recommended.
3. Although teachers are very competent, all of them do not seem to be quite up to date with the current literature, e.g., arts education and dance education. Also, contemporary theories on learning are missing from the curriculum. These observations are based on the bibliographies of some courses. We thus recommend updating the bibliographies of some courses with most current literature in the field. Moreover, it remains unclear which faculty member/s is/are familiar with the philosophy regarding socio-cultural animation. This element is the theoretical backbone of the programme. Thus it is important to articulate the faculty members' expertise in this area.

4. The program operates with seven (7) full time academic members of staff. The number of visiting staff is greater than the number of part-timers. The ratio should be considered especially with the introduction of a dissertation where individual supervision of students will be required.

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

Sub-area 3		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	partially compliant
3.3	Synergies of teaching and research	partially compliant

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

Sub-areas

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

4.1 Student admission

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

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- o *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.

This was a rather weak area especially when considering that the programme which was submitted for review was not entirely new and therefore more information, documentation and testimonials from students could and should have been provided. The EEC were informed that students receive support if/as required - this was mentioned in the context of students who may require an extension or would not be able to meet established deadlines for particular study units; fees can be paid in instalments (as explained by the Director of Finance); accessibility to students with special needs is possible. The EEC was informed that students who enrol for the programme are highly motivated and they ALL complete the course successfully.

The application for the 90ECTS postgraduate programme includes admission criteria. In addition to the submission of relevant documentation supporting a first-degree qualification, students are also expected to sit for an interview. There are some other expectations about students' prior knowledge including experience and knowledge of basic research methods and its application; knowledge of foreign languages (not specified but clearly refers to English as this would be necessary to access literature). Enrolment procedures are also included in the application for validation of the programme. In addition, there is some information about students who apply with other forms of qualifications obtained from other higher education institutions.

The application document itself contained very little information about student progression. Some information is available in supporting documents which the College provided after the virtual meeting but as highlighted elsewhere in this report, a student handbook would be necessary to ensure that ALL the rules, regulations, procedures, codes of ethics, code of discipline, info about the curriculum, attendance, submission of work, assessment, contestations etc. ARE included in ONE place.

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

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Areas of improvement and recommendations
A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. Where admissions criteria are concerned, it is important to include details about the weighting or distribution of marks to be assigned to the various components of the admissions process, namely % points to be given to the students' first degree qualification and % points to be assigned to the interview. There need to be clear criteria about the distribution of these % points: for example, will students gain points, depending on the degree itself if some disciplines or studies are considered more akin or relevant to the content in the Masters programme? Will obtaining a first-class degree at undergraduate studies earn an applicant more points than those who have a second class or lower? What % of the marks at admission are attributed to the interview - this cannot be more than 50%. What is the objective of the interview? Will it be used to establish a rank order? Is it used to shortlist candidates who will be admitted (although no details were given about any *numerus clausus*). Will the interview be used to determine students' aptitude and attitude towards the programme? What admissions criteria will be used if prospective students present certification and documentation obtained from institutions other than Universities within Cyprus? How are these dealt with? Who deals with foreign qualifications or even foreign students?

2. The framework of the Studies should be clear and should be described in detail in the Student Handbook. This should be user friendly but highly informative and should be sufficiently detailed to guide a student through the course of studies.

3. The layout and contents of the certification documentation including the transcript, the wording on the degree itself (scroll/parchment) and the accompanying Diploma Supplement should all be in accordance with European and International standards. Samples of what students should expect to receive can be included in the handbook.

4. Not much information was provided about monitoring and mentoring students throughout their programme. Depending on the number of students and the ratio of students to full-time staff, it would be beneficial for individual students to be assigned to a member of staff who could be their mentor and who can follow them and their progress. The mentor would also be a person who supports and inspires the students especially if they face challenges. The mentor could also be the go-between the student and the programme co-ordinator supporting students by conveying constructive feedback which students themselves might suggest.

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

Sub-area 4		Non-compliant/ Partially Compliant/Compliant
4.1	Student admission, processes and criteria	partially compliant
4.2	Student progression	partially compliant
4.3	Student recognition	partially compliant
4.4	Student certification	partially 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

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- *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?*

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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.

Unfortunately, the video of the premises did not quite capture the real-life activity which one would expect to be taking place in a fully functioning institution. Empty spaces were shown rather than spaces illustrating a hive of activity and engagement by students. Instead of seeing an empty cafeteria, library, classroom and space for drama, the functioning of the College would have been more convincing had the video illustrated recordings of real classes underway.   The conversation which the EEC had with staff from the programme made up for the video - staff were very enthusiastic and convincing about the available resources. For example, whilst the discussion regarding library resources (e.g., databases) was informative and extensive, this was in stark contrast to the visual images of the library, which did not seem to be very extensive, either in size or actual availability of resources.

Through the onsite visit and the study of the material given to the committee by the College, it seems that some resources are provided for the students needs, for the smooth running of the program. However it is difficult to judge on the availability and accessibility of resources for subjects such as visual arts, drama and music, when the video showed rather bare, empty studios. For example, is there a good and varied range of musical instruments (besides the piano)? Is there a large art room which is equipped with varied resources (papers; paints; kiln for ceramics; space for 'work-in-progress')? Are there props for drama or even space where students can build props, improvise with costumes, make/build scenery; experiment with lighting etc.)?

There are flexible ways of teaching and learning, using different types of methodology in the completion of each course. However, it was noted that in several study unit descriptions, a rather 'standard' response to 'teaching methodology' was inserted - namely, "Lecture, Class Discussion, Interactive Teaching, Presentations, Individual and Practical Exercises-Activities".

Reference was made to MOODLE as the VLE although the extent to which this is used by individual members of staff cannot be determined.

Human support resources, teachers, administrative staff were very forthcoming and enthusiastic when speaking about their respective duties in delivering or supporting the curriculum. There is also a Student Welfare Service that supports students in their academic and personal problems and difficulties.

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

1. The college has got the required student care structures, as well as the corresponding administrative mechanisms for student support.
2. A computer lab and a library are available, although difficult to judge re their suitability to meet demand or whether they have recent amenities.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

1. It is suggested that students be given access to the bibliography of each course, not only online but also with the opportunity to borrow books, through the college library. Therefore, it is necessary for the college to purchase the books for each course, which will help students to reach the most comprehensive picture and to receive additional information about the content of each course.

2. The EEC did not get a clear picture on what kind of resources the students are provided for developing their artistic practice. For example, do they have materials available for drawing, painting, sculpture, etc.? Do they have access to musical instruments, other than a piano? When practicing drama work, do they have access to, e.g. costumes? The online virtual presentation depicts spaces, but we have no other information on resources for artistic, creative practice.

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

Sub-area 5		*Non-compliant/ Partially Compliant/Compliant*
5.1	Teaching and learning resources	Partially compliant
5.2	Physical resources	partially compliant
5.3	Human support resources	partially Compliant
5.4	Student support	partially compliant

NOTE: Sections 6, 7 and 8 have been omitted as the three sections are not relevant to the programme being reviewed.

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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 programme under consideration offers a balanced set of courses that introduce students to the application of creative arts in educational settings, to encourage them to apply creative activities in a theoretically sound pedagogical context. The curriculum has a good combination of theory, practice and reflection. However, there should be a better connection between and across all the study units, namely the core/compulsory and the electives to strengthen the vision and philosophy of the curriculum. There need to be stronger links between the overall course objectives, the learning outcomes and the course content. An updated bibliography is also advised. In reviewing the programme, the proposers would do well to ensure that the corresponding workload and distribution between direct contact and independent study/learning respects the ECTS parameters.

It is necessary to compile and give students the following documentation:

1. A STUDENT Handbook to enhance transparency in the operation of the College in all matters that regard this specific programme of studies, its rationale and curriculum, the regulations which govern and bind students and staff. The Handbook should be constantly updated. In addition to components mentioned earlier in this report, the Handbook should show whether there are opportunities given to international students to follow this programme and the opportunities for mobility of students and academic staff within the ERASMUS+ agreements.

2. A document about the practicum with all details especially since the students are expected to focus on the theoretical and practical knowledge acquired towards the end of their studies. This document, which could be a stand-alone or also included in the Student Handbook, should provide an overview of the aims/objectives for the practicum; procedures students need to follow before, during and after the practicum; samples of documentation the students are expected to complete at the different stages; samples of the evaluation and assessment reports by all examiners; ethical procedures to be observed; etc. Since this is a study unit which will be assessed by many examiners and each student will have a different set of examiners, it is important that to the extent possible, clear criteria are established about and around the assessment of students AND all examiners, be they members of staff at the College or practitioner/managers or owners of the settings where students are accepted to do their practical work, are informed about the criteria for assessment. The praxis should always be that assessment of study units which are taught by many instructors, it is important to ensure that the examination and assessment of students' work is conducted by more than one examiner.

3. A Master Thesis Writing Guide (build on the existing document which was shared with the EEC) to include a list of potential supervisors and their areas of expertise and/or projects that they would be interested in supporting (this would help students develop ideas for potential research); a logbook which students and supervisors would sign at the end of meetings/feedback sessions, with brief notes which will indicate what was discussed and what the next steps are; information about applying to necessary entities and authorities depending on the nature of the research project; information about ethical clearance and documentation required by ethics committee/s; the procedures about submission of the dissertation; the assessment and examination process.

Another recommendation by the EEC is the setting up of a Board of Studies to govern **this** program. Academic staff and student representatives from this program can provide focused feedback on the courses, important for the program monitoring and evaluation process. A Board of Studies would also be responsible for recommending changes

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and upgrading the programme over time. Although this programme has been offered for about 8 years, the EEC was not given any background information about its beginnings and the rationale for the College to add it to its list of courses; how it has developed over time - what changes were made since the first students followed this course; and most importantly, what motivated the changes to the programme. Most notably, why was this a 120ECTS Master programme which is now proposed as a 90ECTS programme? What instigated this change? There was also little by way of information, from student feedback and evaluation about the entire course and about the individual study units.

There should also be provision for communication with graduate students. The College should consider tracer studies - to be informed about the job opportunities and openings which students secure after completion of the programme; they could also have a website dedicated to the alumni of Global College and encourage students to submit testimonials. Soon after completion of the programme, graduates should be encouraged and given the opportunity to provide detailed feedback about their studies and experiences.

E. Signatures of the EEC

Name	Signature	
Prof Valerie Sollars		
Prof Eeva Anttila		
Prof Maria Sakellariou		
Rafaela Ioannou		

Date: July 15th 2020