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# External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**  
Global College
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Business and Administration Studies
- **Department/ Sector:** Department/Sector
- **Programme of study- Name** Master in Business Administration (1,5 years, 1.5 academic years Duration, 90 ECTS)
- **In Greek:**  
Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων  
**In English:**  
Master in Business Administration (MBA)
- **Language(s) of instruction:** Greek / English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**  
In Greek: Μαρκετινγκ, Διοίκηση Ανθρώπινου Δυναμικού, Δημοσία Διοίκηση, Επιχειρηματικότητα  
In English: Public Administration, Marketing, HR, Entrepreneurship



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

## A. Introduction

The site visit of the EEC panel, meticulously organized by Global College, took place on the 28<sup>th</sup> of March 2025. Throughout the visit, the panel met with the institution's head, the director of academic affairs, faculty members, administrative staff, students, and external stakeholders. The information and clarifications received during these discussions helped the EEC panel better understand the critical issues identified in pre-visit deliberations. Additionally, supplementary documents and materials were provided, further elucidating the program's operation. The panel was composed of three academics from European universities: Uppsala University (Sweden), Birmingham University (United Kingdom), and KU Leuven (Belgium).

The visit began with an introductory session, during which the EEC panel members were introduced, followed by an initial briefing. Representatives from the institution and the Director of Academic Affairs outlined the college's strategic goals and provided insight into the decision to establish the MBA program. This session enabled the panel to situate the program within the institution's broader mission and quality assurance framework while clarifying procedural matters and confirming the visit's agenda.

Throughout the day, the panel met with faculty members responsible for different courses across all study years, administrative staff, and external stakeholders affiliated with the college. In addition, the panel toured the college's facilities, including the library, computer labs, teaching spaces, and research centers. The IT manager, course leaders, and the director of academic quality and compliance discussed key operational aspects.

A thorough assessment of learning resources, including library collections, digital learning platforms, and specialized facilities, was conducted to determine their adequacy in supporting MBA students' educational needs. Special consideration was given to the availability of research resources, student support services, and the level of technological integration in the learning environment.

To conclude the visit, the EEC panel met with students from various courses who shared valuable feedback regarding their academic experience at Global College.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Name	Position	University
Ernst Verwaal (Chair)	Professor	KU Leuven
Christine Holmström Lind	Associate Professor	Uppsala University
Achilleas Boukis	Associate Professor	University of Birmingham
Elina Mavrikiou	Student Member	University of Cyprus

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) *sub-areas*
  - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### Findings

*A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit. The content of the report was good and it covered most of the necessary information needed for*

### 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:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all 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*
  - *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
  - *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*
  - *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
  - *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
  - *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
  - *is reviewed and revised regularly involving students and other stakeholders*
    - *collaborates with industry experts for curriculum development.*
    - *conducts joint reviews with external academic specialists to maintain academic rigor.*
    - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
    - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
    - *conducts regular feedback sessions with local community leaders for societal relevance.*

## 1.5 Public information

### Standards

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

*In addition, the program has established mechanisms of transparency & communication to ensure that*

- *Professional bodies validate program descriptions and outcomes.*
- *Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.*
- *External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.*
- *Industry-specific & societal information is regularly updated with expert inputs.*
- *Alumni testimonials are included for a realistic portrayal of program outcomes.*

## 1.6 Information management

### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*



*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*
- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?*

### Findings

The application, in combination with the site visit and discussions with stakeholders, provided good insight into the programme Master of Business Administration (MBA). The programme contains four concentrations in: 1) Marketing 2) Human Resource Management, 3) Public Administration, 4) Entrepreneurship, and is given in both English and Greek language. The topic of sustainability and business ethics is well-integrated in the programme, and two of the core courses have this focus.

The programme is designed to focus on industry and integrates theory and practice in each course. It aligns well with college MBA education and defines the expected student workload in ECTS. In the application, as well as through the discussions with the participants at the site visit, there is a clear understanding of the market situation, the needs of the industry, and employment opportunities for MBA graduates. The program's development and design are conducted with input from various sources, including faculty, students, and stakeholders, as well as in collaboration with international academic institutions.

Global College has well-developed mechanisms for quality assurance, student support, welfare, and various administrative and IT support. From the dialogue with the faculty members, we received information about replacing the core course “Financial Performance Management” with “Corporate Social Responsibility and Business Ethics”. This change is justified according to the opinion of the EEC panel members.

All participants at the site visit demonstrated enthusiasm for the programme show and a proactive attitude, and the faculty and administrative staff were exceptionally open and transparent in answering questions.

There are established policies for quality assurance and a committee for monitoring and implementing these policies. Clear answers were provided regarding dealing with student complaints and the minimum of people needed for a concentration to run. Moreover, the same applies to the process of student appeals. Several of the changes in the courses are driven by student feedback (e.g., removal of finance courses). The quality assurance framework includes appropriate structures, regulations, and processes for student and delivery issues. There are processes in place for ensuring academic integrity. There is also an active participation of a variety of external stakeholders, such as industry representatives and governmental agencies, to mention a few.

### Strengths

The structure of the programme has a logical sequence. The programme design allows for three foundation courses for students without a business degree or who completed their business degree over seven years ago, which enhances diversity.

The programme is designed within the formal requirements to give each course lecturer academic freedom in designing assigned courses, enabling student progression to a high extent. The core module contains two core courses related to CRS and sustainability, which adheres to the increased need for knowledge about the role of business in society and external pressures to integrate sustainability in business strategies.

The core courses include a research method course that gives a good foundation to conduct research and provides the students with the necessary knowledge, understanding and skills to conduct the final dissertation project.

The programme goes through regular reviews and revisions based on student evaluations and stakeholder feedback and input. The collaboration with the University of Roehampton provides opportunities for innovation and development of the programme.

The MBA programme is connected to market needs and is in line with the latest international and societal trends as well as national industry demands. The SWOT analysis provided shows that Global College has a good understanding of market needs and challenges. The programme's emphasis on sustainability is in line with industry trends and the increased demand for knowledge and competencies on sustainability issues.

The programme builds on the strong involvement of both students and external stakeholders. The interactions and engagement of public organizations add value to the practical orientation of the MBA programme and support the public administration concentration.

The assignments and examinations align well with the stated learning outcomes and correspond to a master-level business administration and ECTS.

All core courses and electives are well-structured, the content is very well-explained and has a logical rationale, and the assignments' content corresponds well to the level of the programme and the number of ECTS.

There are various assessment methods and a policy for double-marking.

### Areas of improvement and recommendations

We recommend that the content of the programme could be slightly more condensed so that it is more explicit what the main aim and intent of the programme is. In its current statement it is somewhat difficult for the students to get a quick overview of the overall objectives of the programme.

In addition to the above, we recommend dividing the learning outcomes in the sections: 'knowledge and understanding' and 'skills and competencies' (or similar) so that it can be clearly understood what knowledge and skills, the students are provided with in terms of theoretical insights, practice and research and inquiry skills.

There was no written explanation in the application regarding the removal of the first course in the first semester: "Financial Performance Management". However, in the dialogue with faculty and teachers we were informed that this change was made based on several rounds of course evaluations and inputs from both students and faculty teachers.

There is a strong stakeholder orientation, and there seems to be an interest in giving input about practical knowledge and insights of importance for students' practical studies. We strongly recommend a proactive effort to investigate the possibility of a more formalized engagement with local external stakeholders, such as regular meetings, seminars, or co-creation sessions to increase the active engagement of local stakeholders in programme (development).

To ensure that the students receive state-of-the-art knowledge, we recommend that all programme courses include a requirement for using scientific journal articles, in addition, to textbooks. We also recommend the lectures to increase the accessibility of the material available to all students. The committee also suggests revising the attendance standards compliance and the level of minimum participation standards should be increased.

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

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

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

### Sub-areas

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

**2.2 Practical training**

**2.3 Student assessment**

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

### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

## 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.*
- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

## 2.3 Student assessment

### Standards

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

*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?***

**2** *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*



- *Do students' assessments correspond to the European Qualifications Framework (EQF)?*

3 *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*

- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

The programme offers a developed pedagogical foundation with comprehensive and flexible teaching methodologies and means and learning tools. From the interactions with faculty members, it is evident that the Global College gives considerable attention and consideration to the design and content of teaching and learning activities.

The programme also offers an integration of theoretical- and practical studies in line with the objectives of an MBA. The Global College has appropriate educational technologies and teaching facilities. The students are offered various tools for statistical analysis- as well as qualitative inquiry and analysis, which are provided free of charge. The students are perceived as active learners and there is evidence of a student-centred approach, given the use of methods that encourage active involvement, critical thinking, and a sense of control over the learning process. The assessments are aligned with the required quality standards, and they are monitored by the academic board

### Strengths

The college's teaching- and assessment approach fosters deep learning, critical thinking, and meaningful engagement. All assignments are submitted to a digital platform system and checked for plagiarism with Turnitin.

The students at the site visit emphasized a very open communication and supportive atmosphere with faculty members. The administrative team operates flexibly and is student-oriented, and there is strong evidence that there are systems for feedback and student complaints. The teaching methods and content are well aligned with trends and important issues relating to the industry and society.

The committee commends the attempts made to integrate sustainability throughout the programme through dedicated coursework that emphasize sustainability issues across the various disciplines and concentrations.

### Areas of improvement and recommendations

To date, the college is aware of and actively preparing for the issue of generative AI. However, there are no explicit guidelines yet for the faculty members nor the students regarding ethical and responsible use of generative AI when conducting, submitting, and assessing assignments, in particular written assignments. Therefore, we recommend the development of some formal policies for the use of AI in teaching and assessments. If the use of generative AI is restricted during teaching and/or examination, this should be clearly stated in written information.

Although the Global College has a student-centred teaching and learning approach, we recommend the use of an increased variation of activities such as flipped classroom or peer-teaching where the students 'teach each other', to mention a few.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

### 3. Teaching staff (ESG 1.5)

#### Sub-areas

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

#### 3.1 Teaching staff recruitment and development

##### Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*



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

### **3.2 staff number and status**

#### Standards

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

### **3.3 Synergies of teaching and research**

#### Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

*You may also consider the following questions:*

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*

- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

### Findings

At the Global College MBA, there are four concentrations offered (HR, marketing, entrepreneurship and public administration) and a mix of faculty with both industry experience and PHD holders support the delivery of the MBA. There is an adequate number of staff to support the delivery of the MBA programme.

The course leaders' background is relevant to the modules they deliver, and the EEC members and formal student surveys are utilized to gather student feedback. There is a formalized process for handling students' feedback and complaints. The quality assurance team differentiates between different levels of student misconduct and recommends different actions for each of them. There are mechanisms in place for assessing teaching performance and for acting on it. Visiting staff from other institutions visit Global College as part of the Erasmus+ programme.

Global College offers some support and research allowance to faculty members to engage in research activities and industry projects. The faculty members are encouraged to engage in collaborations with industry partners and further engage students in these activities. The institution offers some incentives and resources to enhance the competence of its staff.

In terms of qualifications, 50% percent of the staff have a PhD, while two faculty are PhD candidates. The staff sometimes engages in professional development and new skill development. A process for staff recruitment seems to be place.

### Strengths

The majority of the faculty has strong industry experience, and some of them have taught at the MBA level for several years. The industry experience is reflected in the market qualifications that some of the faculty have. The industry expertise of several of the faculty (e.g., in accounting) along with their industry qualifications (e.g., chartered accountants) add value in the delivery of the MBA modules.

Based on the information provided, the process for recruitment and development of the teaching staff is well monitored.

An advantage of Global College is the collaboration with public administration executives with strong industry experience and external stakeholders from the public domain. This is a strong aspect of the MBA, which can be further integrated into the programme's communications.

The existing teaching staff qualifications meet the required standards to provide the intended learning outcomes of the MBA program and to ensure a good quality of teaching and learning. Still, the number of lecturers holding PhDs is relatively low.

#### Areas of improvement and recommendations

We recommend that Global College aims for an increase in the percentage of PhD holders among the teaching staff in the MBA programme. Additionally, Global College could dedicate more resources for research support and faculty engagement in research projects.

More effort could be put into developing and implementing a research strategy and vision for the business administration faculty. This will help the Global College enhance its positioning in the market for MBA education by capitalising on the existing research competencies available. This strategy would provide a stronger connection between faculty teaching and research, which could be externally communicated.

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

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

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

##### Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

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

##### 4.2 Student progression

###### Standards

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

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*

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

#### **4.4 Student certification**

##### Standards

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

*You may also consider the following questions:*

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

##### Findings

The EEC panel extensively discussed the students' learning experience at Global College with students and alumni from other programs. The students expressed high satisfaction with their learning experience at Global College, particularly the strong support in the learning process and practice-orientated teaching approach. This creates a learning experience that is well-tailored to the students' needs.

Global College has a strong and well-secured digital educational platform. It offers the students extensive access to course materials, software, communication, and online access to library resources including the library of the University of Cyprus.

The MBA admission requirements are transparent and explicitly stated in terms of required documents (CV, reference letter, etc.). The committee commends the level of the entry standards. For example, the language requirements of Global College for the English MBA programme are set at B2, while surprisingly, the legal minimum set by the ministry is below that level. In addition, the college considered maintaining this standard of English language level also for the Greek programme. The Greek programme also uses complex English texts, and external stakeholders require a higher level of English for managers in responsible positions as they need access to global knowledge resources. Global College could have to adopt more appropriate language entry levels.

### Strengths

Global College has pre-defined regulations and processes regarding student progression. Appropriate procedures are in place to ensure coherent recognition in line with European and international standards.

### Areas of improvement and recommendations

Global College offers the programme both in English and Greek. In both programmes, English texts and literature are used. The committee commends the level of the entry standards set by Global College. Global College also considered using this English language level for the Greek programme. The Greek program uses complex English texts, and external stakeholders require a higher level of English for managers in responsible positions as they need access to global knowledge resources that are often only available in English. However, as colleges in Cyprus are allowed to offer MBA programmes with entry levels below the B2 level of the Common European Framework of Reference for Languages, this creates an unlevelled playing field for Global College. We therefore strongly recommend the Ministry of Education to upgrade the minimum language level requirements to professional standards for both English and Greek MBA programmes.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
<b>4.1</b>	Student admission, processes and criteria	Compliant
<b>4.2</b>	Student progression	Compliant
<b>4.3</b>	Student recognition	Compliant
<b>4.4</b>	Student certification	Compliant

## 5 Learning resources and student support (ESG 1.6)

### **Sub-areas**

**5.2 Teaching and Learning resources**

**5.3 Physical resources**

**5.4 Human support resources**

**5.5 Student support**

### **5.1 Teaching and Learning resources**

#### **Standards**

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

### **5.2 Physical resources**

#### **Standards**

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

### **5.3 Human support resources**

#### **Standards**

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*



- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

*You may also consider the following questions:*

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*



### Findings

Global College has good accessibility, and a broad range of learning aids and tools are used. The students are well-informed about the variety of services available to them. The programme application does not state if there are clear policies on students with learning disabilities such as dyslexia or the accessibility of facilities for students with physical disabilities. On the website of the College there is a webpage on broad policies around learning disabilities. However, that is far from complete.

The classrooms are in good condition, and computers are available to students, but the committee did not observe the presence of smart whiteboards in the classrooms.

### Strengths

Administrative staff are qualified and motivated and work closely together to support the students. Teachers and students emphasized the practical application of knowledge.

The strong interaction between the theoretical and practical levels is an essential strength of the program. This observation is confirmed by the external stakeholders of Global College.

### Areas of improvement and recommendations

There is a broad policy on disabilities on the school website, but a complete policy would specify the definition of disability, how reasonable accommodations to the disability are accommodated, and in which cases the college does not accommodate the disability. When students can appeal regarding compliance with these policies, confidentiality, applicability, and application of the services process. We therefore advise the school to develop a more comprehensive policy on student disabilities.

We were informed during the site visit that 50% absence in total is allowed. Given that the programme strongly depends on participation in class, this is below the level that ensures sufficient student participation. We therefore recommend that this attendance requirement is increased to 70% attendance in total. However, even when students attend class, they must still review the lectures. In the MBA teaching approach of Global College, the lectures play a critical role. The need to review them was confirmed by the students we spoke at the visit. Therefore, we recommend that lessons be recorded, and they can be made available to students to review them when preparing for exams or assignments. Recording lessons can also further enhance the programme's quality.

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

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

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

### Sub-areas

- 6.1 Selection criteria and requirements
- 6.2 Proposal and dissertation
- 6.3 Supervision and committees

### 6.1 Selection criteria and requirements

#### Standards

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

### 6.2 Proposal and dissertation

#### Standards

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

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

### **6.3 Supervision and committees**

#### Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
  - *regular meetings*
  - *reports per semester and feedback from supervisors*
  - *support for writing research papers*
  - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

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

#### Findings

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

Click or tap here to enter text.

#### Strengths

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

Click or tap here to enter text.

#### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
6.1	Selection criteria and requirements	Not applicable
6.2	Proposal and dissertation	Not applicable
6.3	Supervision and committees	Not applicable

#### D. Conclusions and final remarks

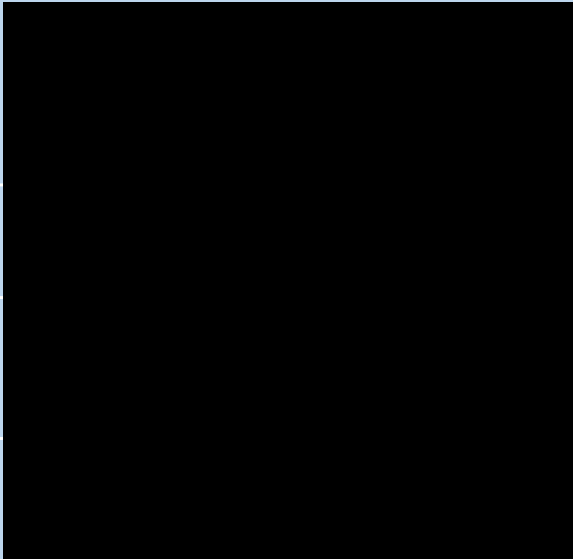
Global College is a small, quality, and student-centered institution that applies strong internal quality controls and monitoring procedures. Students and external stakeholders highly appreciate the learning experience at Global College. Global College offers small classes, strong student-lecturer interaction and coaching, and extensive support for students with modern infrastructure and IT systems. The lecturers have acceptable teaching loads, and their development and teaching performance are well monitored. However, the EEC panel observed several courses where the assigned lecturer had no relevant PhD and/or significant research output. Also, research collaboration with the industry and research funding are in the early phases of development. Global College does acknowledge the relevance of research but does not develop a systematic and substantial research programme with close connections with the industry that would allow them to effectively build synergies between research and teaching.

The main areas of improvement we summarize as follows:

- 1) Record the lessons so the students can make them accessible for all students so they can review them when preparing for exams.
- 2) We suggest that the use of AI by students is carefully considered and integrated into the program set-up, particularly the evaluation and final assessment.
- 3) Make the programme more inclusive with comprehensive policies for students with physical and learning disabilities.
- 4) Strengthen the requirements for lecturers and monitor if the majority has adequate PHDs and recent research output in the relevant domain of the course modules.
- 5) Increase the required attendance in total to 70%.
- 6) Global College could further enhance its impact by prioritizing the cultivation of strong connections with programme graduates through more prominent alumni initiatives. This approach may open up greater possibilities for attracting future students within relevant industries.

## E. Signatures of the EEC

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Name	Signature
Professor Ernst Verwaal (Chair)	
Associate Professor Christine Holmström Lind	
Associate Professor Achilleas Boukis	
Elina Mavrikiou	

Date: 29-03-2025