

Doc. 300.1.1

Date: Date.

External Evaluation Report

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

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

In Greek:

Διεύθυνση Γραφείου (2 Χρόνια / 120 ECTS, Δίπλωμα)

In English:

Office Management (2 Years / 120 ECTS, Diploma)

- **Language(s) of instruction:** Language(s)
- **Programme's status:** Choose status
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations



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

A. Introduction

This part includes basic information regarding the onsite visit.

The online visit (via ZOOM) took place on Monday 11 April 2022.

The visit started at 10am with introductions and a meeting with the Rector- Director of the College and the Vice Rector of Academic affairs, who gave a short presentation of the Institution. A meeting with the members of the Internal Evaluation committee followed.

The External Evaluation Committee (EEC) then met with Dr Louca and Dr Petasis who gave a short presentation of the college and the Department's structure and a 20-minute presentation of the program. The presentations covered in sufficient detail the following areas: program structure, admissions criteria, learning outcomes and ECTS, content and faculty involved in the program design and development. At 12:00, the EEC met with members of the teaching team. The discussion focused on the content of each course, assessment, student feedback and college support for staff development.

In the afternoon, the EEC met with two students to discuss their experiences with the college and program of study. A meeting with members of the administrative team followed to discuss facilities, student support, and admissions. A virtual tour and live streaming of courses were also made available.

The visit concluded with a general discussion with Dr Louca, Dr Petasis, Mr Papalexioiu and Dr Americanos. The discussion helped to clarify issues on curriculum design and the content of individual courses (e.g., English language).

Overall, the EEC felt that the online visit went well. All college staff were very collaborative and helpful in answering all questions. Additional resources that the EEC requested during the visit were made available online without delay. The representative of the CY.Q.A.A, Mr Lefkios Neophytou was also very helpful in facilitating the online visit, ensuring that all sessions ran smoothly.



B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Yannis Georgellis (Chair)	Professor of Management	University of Kent
Judit Kormos	Professor of Second Language Acquisition	Lancaster University
Alexandros Sachinidis	Professor of Management	University of West Attica
Charalambos Glymakopoulos	Student	University of Cyprus

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

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

1.2 Design, approval, on-going monitoring and review

Standards

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

- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

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

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

Findings

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

The Office Management (2 years, Diploma) program aims at equipping students with the skills, competencies and knowledge required for pursuing successfully careers in office administration. The program is well designed, with well-defined learning outcomes. Dedicated teaching and administrative staff support the program delivery, ensuring high standards and an excellent student experience.

The study program includes compulsory courses in the areas of Word Processing, Computing, English, and Office Administration. Electives are also available in the areas of Internet and Electronic Communication, Spreadsheets, Company and labor Law, and Greek Text Production. Students have also the option to select free electives from other programs offered by the college, including Accounting and Financial Mathematics.

The College is committed to implementing quality assurance policies in order to realize the program's objectives and learning outcomes. Periodic reviews ensure that the skills acquired by graduates match satisfy the current business requirements. Particular emphasis is placed in maintaining high levels of student satisfaction, retention rates, and the continuous curriculum improvement.

Strengths

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

The Office Management program offered by the American College is well designed and supported by expert faculty and an effective administration team. The college is committed to quality assurance procedures to preserve the long-term competitiveness and attractiveness of its programs. The Office Management Diploma program was developed following a well-defined procedure with wide support and contributions from all faculty members. The objectives and structure of the program are consistent with the National Qualifications Framework for Higher Education. The program of study is well-communicated to the students and it is available online.

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.

Individual courses in the program need to strike a balance between the development of technical skills and softer managerial competencies as required by modern businesses and organizations. The College can offer additional support for teaching staff to continuously upgrading their courses. The support can be in the form of seminar/conference attendance and time allowances to prepare new course materials.



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

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

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

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

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

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

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

You may also consider the following questions:

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

Findings

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

The course supports students' individual professional development in office management. The key skills needed for an effective fulfilment of the job of office management are covered in the course. The course is highly practical and focusses on skills required in the workplace. Some of the instructors have first-hand experience in the professional field and this allows connecting theoretical knowledge with praxis. The course supports the development of students' digital skills with an explicit focus on digital technology in several courses. There is good progression from basic level skills to expertise. A variety of pedagogical tools and teaching methods are used ranging from lectures to projects and case studies.

The course is flexible in delivery and more theoretical courses can be taken in online format if required. The teaching team uses a variety of range of technologies in the classroom. The college has detailed and supportive special needs guidelines and policies.

Assessment is fair and consistent and combines continuous and formative assessment with exams. Assessment procedures and criteria are clearly outlined and explained in the Student Handbook and are provided to students for each course at the beginning of the semester. Appropriate appeal mechanisms are put in place. Mitigating circumstances policies allow resit of exams. Students with special needs are given relevant accommodations for sitting exams and completing assessment. A set of assignments is second marked.

Strengths

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

One of the strengths of the programme is the careful implementation of internal quality control mechanisms. All course outlines need to be produced in accordance with the college guidelines and are approved and discussed with the programme director. Another strength is the continuous monitoring of teaching quality and effectiveness by means of teacher observations and follow-up discussions as well as by means of the faculty portfolio. Teachers are supported in participating in conferences and reading research papers and methodological papers on teaching to adapt their teaching methods to latest trends and development. Student feedback on teaching is sought, is taken seriously and acted upon. Students highlight that instructors are approachable and supportive. The college has detailed support mechanisms for students with special educational needs in place at the academic and administrative level. The formative feedback offered to students on a regular basis is another excellent feature of the program. Detailed guidelines are available on project work and referencing.

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 English language teaching component of the program needs to be revised so that learning outcomes are linked to the Common European Framework of Reference for Language Teaching 2020 (<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>). The outcomes should cover the major skill and knowledge areas relevant for the vocational field (e.g. reading, writing, speaking, listening comprehension, vocabulary etc). Unrealistic expectations such as “Using English grammar perfectly” and “communicating excellently” at English 101 (at IELTS level 5) should not be set. There should be a clear progression from different levels of proficiency in accordance with CEFR across the English language modules. The English Writing course (ENG 102) should be revised so that it focusses on the development of writing skills (topics such as writing an article for a school magazine should not be included as they are not relevant for the professional field and age group). ENG201 (Advanced English) should not set ‘demonstrate the ability to analyze a reader’ as a learning outcome because this is not relevant.

English language teaching methods should be explained more specifically (e.g. groupwork, presentations, discussions etc) and more learner autonomy should be offered in terms of topic choice.

The coursebooks for the English language and communication modules should be updated and it should be ensured that the topics and themes covered are relevant for the age group and the vocational field. If possible, more room should be given to English for Specific Purposes in the modules or a dedicated module that teaches students English in the workplace should be designed.

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	Partially 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 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*

- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

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

Findings

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

The institution employs qualified teaching staff, all of whom have the experience and skills needed for the accomplishment of the program goals. There is an emphasis by the administration in continuous staff development encouraging teachers to participate in conferences and seminars and to keep up with the developments in their respective fields. There is continuous assessment of the teachers, related to their performance and linked to promotion and remuneration policies.

Currently, the student teacher ratio is relatively low, as the program is new. However, it is expected to rise given that a large pool of potential recruits exists among the students of a similar one-year program in the college. There is also an unmet need in the market for office administration diploma holders, according to the college administration. The faculty involved in the program currently are 10 according to the application and the expected number of students are 15. Notably, some of the teachers carry a 25 hour per week load while others teach much less hours (3 or 6).

Synergies of teaching and research barely exist due to the nature of the program which is purely vocational. Some faculty members nevertheless engage in research on their field.

There is a mechanism set for the assessment of teachers, including student evaluations and academic administration performance appraisals. Teachers are informed about their performance and actions are taken for their further development and improvement.

Strengths

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

A policy of faculty development the college is adhering to is important for the continuous improvement of the employee performance, the acquisition of new teaching skills and familiarizing with new teaching methodologies.

The drawing of new students from its own students enhances the viability of the new program. The currently offered one-year program in office administration could keep its students feeding the 2-year program. This potentially can lead to a 3-year program if the administration chooses to do so.

There is a significant amount of human capital in the program, teachers with years of experience in their field, capable of carrying out their tasks effectively.

The administration also is very experienced, working for many years in the college and their posts, increasing the chances of a smooth running of the new program.

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 distribution of the teaching load is somewhat unequal, with some teachers having many hours per week and others much fewer. Also, although in most cases the teachers have at least a Degree above the level of the program there is one case of a Diploma holder teaching Diploma students, according to the documents presented.



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	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Not applicable

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

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 student admission regulation and policies are well-defined and published. Students admitted to the program must be high-school degree holders. The college has set mechanisms to monitor student progression and all other relevant information.

Student recognition is dealt with in a fair manner, consistent with that of other institutions. The program recognizes student work in other institutions and allows up to 50% of the total ECTS required for graduation, to have been taken at another institution. Also, informal education and training is recognized and given credit for.

The Diploma offered by the program makes explicit in all documents reviewed the achieved learning outcomes and the content of the studies completed.

Strengths

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

The recognition of informal training and experience makes the job of teachers easier while at the same time fosters learning of students from the experience of their fellow students.



The recognition of student work at other accredited institutions and the transfer of credits is a fair policy.

The public information about the learning outcomes of the program, provides the potential employers with extra information in their recruitment processes and decisions.

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.

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

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

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

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

Findings

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

Learnings resources are very satisfactory.

The students are satisfied with the learning outcomes of the program and they feel that their skills and knowledge they acquired is mostly consistent with what they expected when they started their studies at the College. The assessment methodologies are appropriate and consistent with the nature and learning objectives of the program. Based on the students' input, this program will help develop their CVs to be able to obtain good jobs in the future.

Students are satisfied with the program in general. The teaching materials and teaching methodologies meet their expectations while the academics' support is very good. As we have been informed, when students need additional explanations or clarifications about any course' material, teachers always show the desired professionalism and respond to the students' requests in time and with clarity.

Regarding the administrative support, students' feedback is that their requests are being dealt with promptly. The College has all the facilities needed for improving the students' experience. The teaching classrooms, the computer laboratories (for the practical courses), the library, the cafeteria are modern and suitable.

Strengths

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

- Teachers' support is more than adequate and make students feel that they have all the help they need in any matter.
- Courses are recorded and uploaded on Moodle for students that may not be able to attend a class or for students who wish to review lecture material again.
- The learning outcomes meet students' expectations.

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.

There are no major issues of concern based on the students' feedback



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

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

6. Additional for doctoral programmes (ALL ESG)

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?
- Can you please provide us with some dissertation samples?

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
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

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 program is well-designed to cover all the main areas in Office Management. Besides the core courses, students are able to select a good range of electives. The teaching team are experts in their respective areas. Dedicated administrative staff offer a high-level of support for students and the teaching team.

The EEC recommends that the College provides additional support for teaching staff to help them upgrade their courses and to adopt innovation in their teaching methods. For example, the English language teaching component of the program needs to be revised so that learning outcomes are linked to the Common European Framework of Reference for Language Teaching 2020.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Yannis Georgellis (Chair)	
Judit Kormos	
Alexandros Sachinidis	
Charalambos Glymakopoulos	

Date: 14/04/2022