



Doc. 300.2.2

Date: 18/09/2025

Institution Response (Institutional Evaluation)

- **Higher Education Institution:**
Global College
- **Town:** Nicosia
- **Institution Status:** Currently Operating

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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.2.1) must justify whether actions have been taken in improving the quality of the Institution in each assessment area.*
- *In particular, in the section building facilities, student welfare services, infrastructure, the HEI must respond on the comments and scoring of the EEC.*
- *Under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.2.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

BUILDING FACILITIES - STUDENT WELFARE SERVICES - INFRASTRUCTURE

1. Building facilities

1.1 Plans and licenses

Building plans and licenses: All required documents exist and have been provided, including:

- Topographical plan (with official stamps)
- General site plan showing buildings, parking, sports premises
- Operating license issued by local authority
- Visual Inspection Forms (E.O.E. 102 and E.O.E.S.E.K. 103)
- Inspection Certificate Form 104
- Fire Safety Certificate
- Certificate for Adequate Electrical and Mechanical Installations

Steps taken:

- Annual building inspections by civil engineers
- Premises maintained to meet educational building regulations
- Annual servicing of fire safety equipment and visible evacuation plans
- Accessibility measures implemented, e.g., ramps, disabled toilets, designated parking spaces
- Premises used by Cyprus Fire Service for lectures, ensuring fire safety compliance
- Zebra crossing maintenance requested from local authority, though it is not the college's direct responsibility

1.2 Other facilities

Compliant

All other facilities (teaching rooms, offices, labs, parking) rated satisfactory by the EEC.

Steps taken:

- Adequate teaching rooms documented, with high occupancy efficiency
- Sufficient offices for academic and administrative staff
- Parking spaces available for students, staff, and persons with disabilities
- Facilities regularly maintained and inspected

2. Student welfare services

Student Welfare Services

Compliant (except noted areas of improvement)

- Special access for students with disabilities
- Academic support policies in place
- Financial support systems established
- Counselling services operating
- Career office established
- Business links maintained
- Mobility office active
- Other student services functioning well

Steps taken:

- Dedicated staff for student welfare and support
- Published policies for academic and financial support
- Counselling services available and accessible
- Career office services offered, including job placements and advice
- Mobility office facilitates exchanges and collaborations
- Student support is publicly documented on the website

Improved Mental Health Referral Mechanisms: Although no serious incidents have been reported, the College recognizes the critical importance of having robust systems in place to identify and support students who may require psychological assistance. In response to the EEC's observations regarding the current low number of referrals and the potential risk of undetected issues, the College has strengthened its mental health support infrastructure.

Specifically, the College has established collaborations with qualified clinical psychologists who are also part of the academic staff. These dual-role professionals contribute not only their clinical expertise but also their understanding of the academic environment and student pressures, enabling them to provide tailored support that aligns with students' educational and personal contexts.

These clinical psychologists are available for confidential consultations and are integrated into the College's broader welfare and support services. They also participate in training sessions for academic and administrative staff, helping to raise awareness of mental health indicators and equipping staff to identify students who may benefit from early intervention or referral.

Furthermore, the College has instituted procedures for systematic monitoring and proactive outreach, ensuring that students are informed about available mental health resources and encouraged to seek support when needed. These measures collectively enhance the College's capacity to safeguard student well-being and address potential mental health concerns promptly and effectively, reflecting the Institution's commitment to continuous improvement and comprehensive student care.

Creation of a Student Life Micro-Fund: In line with the EEC's recommendation to enhance student life and promote greater student engagement, the College has established a dedicated Student Life Micro-Fund. An initial annual budget of €5,000 has been allocated for this purpose. This fund is utilized to remunerate students on an hourly basis for their

involvement in planning, organizing, and delivering a diverse range of events and activities within the College community.

The initiative serves a dual purpose: it enriches student life by enabling the development of cultural, social, and wellness events, and it offers modest financial support to students in recognition of their active contributions. Supported activities include cultural excursions, wellness programs, student clubs, and community-building initiatives, all designed to enhance the overall student experience, particularly for international students who may be far from their home environments. This budget enhancement will enable the College to broaden the scope and frequency of excursions, cultural events, and wellness initiatives, thereby offering a more diverse and vibrant calendar of activities tailored to the interests and needs of the student body.

The College has also instituted clear guidelines to ensure the transparent and equitable administration of the fund. Importantly, the College has committed to reviewing and adjusting the allocated amount annually, with the intention of increasing the budget based on the range of activities implemented, levels of student participation, and the quality and impact of the results achieved. This flexible approach ensures that resources are responsive to student interests and evolving needs, further demonstrating the College's commitment to fostering an inclusive, engaging, and supportive campus environment.

3. Infrastructure

Compliant

- Library: fully operational and accessible
- Computers for student use: available
- Technological support and technical support: functioning

Steps taken:

- Library resources updated regularly
- Adequate IT labs and support for student use
- Technological infrastructure maintained and upgraded as budget allows

1. Institution's Academic Profile and Orientation

Sub-Areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

The College established a Stakeholder Advisory Committee composed of internal staff members who are tasked with coordinating and convening meetings with external stakeholders relevant to the diverse departments and academic programs offered by the Institution. This Committee engages with representatives from various sectors, including industry leaders, professional associations, governmental bodies, alumni, and community organizations. For example, stakeholders from the security industry collaborate with the College's Security Management programs to provide insights into emerging trends and required competencies, while professionals from the hospitality sector actively contribute feedback and expertise to the College's Hospitality and Tourism Management programs. This collaboration helps ensure that the curricula remain aligned with current industry practices, market trends, and evolving employer expectations.

The partnership with the hospitality sector has also led to joint initiatives such as guest lectures from hotel executives, partnerships for student internships in leading hotels and tourism businesses, and co-development of specialized workshops addressing topics like sustainable tourism, digital transformation in hospitality, and service excellence. These connections directly enhance students' practical knowledge, employability, and exposure to real-world industry practices.

Additionally, input from cosmetology experts has been integrated into the development of innovative courses within the College's Creative Arts programs, reflecting the dynamic nature of the beauty and aesthetics industry. These collaborations across sectors have not only enriched the content and practical relevance of academic offerings but have also facilitated internship opportunities, industry projects, and professional networking events that directly benefit students.

This proactive engagement has significantly strengthened the College's connections with industry, professional bodies, and the broader community, ensuring that its academic programs remain responsive to current and future market needs.

Furthermore, the College remains firmly committed to diversifying its student intake. Building on its strong presence of international students from regions such as South Asia and the Middle East, the College continues to expand its outreach efforts into new geographic markets, including targeted recruitment initiatives in Europe and Africa. In support of this objective, the College has also embarked on the development of distance learning programs, which will enable it to reach a wider audience of prospective students who may not be able to relocate to Cyprus for on-campus study. These distance learning offerings will include programs in areas such as Business Management, Security Management, and Hospitality and Tourism Management, maintaining the same rigorous academic standards as the College's face-to-face programs while offering greater flexibility and accessibility for learners worldwide.

Other efforts to diversify student intake include the development of specialized programs tailored to diverse student interests, active participation in international education fairs, and collaborations with overseas educational consultants and partner institutions. Collectively, these initiatives aim to foster a vibrant, multicultural learning environment that enriches both the academic and social experiences of all students and ensures the College remains responsive and relevant in an evolving global educational landscape.

Quality Assurance

Sub-Areas

2.1 System and quality assurance strategy

2.2 Ensuring quality for the programmes of study

Clarification Regarding the Internal Quality Assurance Committee Composition: The College wishes to clarify that, as stipulated in its internal regulations, the Internal Quality Assurance Committee is composed of eight members, including two representatives from the student body. This composition reflects the College's commitment to ensuring broad representation and diverse perspectives within its quality assurance processes.

The reference to seven members with only one student representative in certain documents was the result of an earlier drafting inconsistency. The College has reviewed its documentation to ensure consistency across all official records and confirms that the structure of the Committee will continue to comprise eight members with two student representatives.

Additionally, we note that the webpage referencing the Internal Quality Assurance Committee is currently under development. Once finalized, it will accurately reflect the committee's correct composition and roles, ensuring full transparency and alignment with the College's internal regulations and quality assurance practices.

2. Administration

Adaptation of Assessment Mechanisms in Response to AI Developments: The College acknowledges the EEC's observations regarding the evolving landscape of artificial intelligence (AI) and its potential impact on assessment practices and broader academic integrity. The College is fully aware of these challenges and has already initiated measures to review and strengthen its assessment mechanisms to ensure they remain robust, fair, and relevant in the context of increasingly sophisticated AI tools and applications.

Specifically, the College has established an internal working group composed of academic and administrative staff to examine the implications of AI on teaching, learning, and assessment. This group is tasked with developing updated guidelines and strategies to address issues such as the detection of AI-generated content, safeguarding academic integrity, and integrating AI as an educational tool where appropriate.

Additionally, training sessions and workshops have been conducted to raise awareness among faculty about AI's capabilities, risks, and ethical considerations. The College is also evaluating the adoption of advanced plagiarism detection and content analysis tools that are better equipped to identify AI-assisted work, ensuring that assessment outcomes continue to reflect genuine student performance and learning.

Regarding organizational modernization, the College has established ongoing processes for monitoring, evaluating, and refining its policies and procedures to ensure they remain aligned with technological advancements and educational best practices. This proactive approach reflects the College's commitment to maintaining high standards of quality and integrity in all aspects of its operations.

The College appreciates the EEC's guidance on this matter and remains dedicated to continuous improvement and innovation in response to emerging challenges in the higher education sector.

3. Learning and Teaching

Sub-Areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Integration of AI into Programmes and Expansion of CPD Offerings:

The College appreciates the EEC's insightful recommendations regarding the integration of artificial intelligence (AI) into both its academic programmes and professional development activities. The College fully recognizes the transformative impact of AI across various industries and is committed to ensuring that its graduates are well-prepared to engage critically and effectively with AI tools and technologies in both their academic pursuits and professional careers.

To this end, the College has initiated steps to embed AI-related content into relevant programmes of study. This includes incorporating modules on the ethical use of AI, practical applications within specific industries such as security management, business analytics, and hospitality, and fostering critical thinking skills related to evaluating and leveraging AI technologies. Faculty development has also been prioritized, with training workshops and professional development sessions focused on building staff expertise in AI tools, pedagogical strategies, and emerging trends. Furthermore, future recruitment plans explicitly include consideration of AI-related competencies as desirable qualifications for new academic staff.

Additionally, the College has embarked on a strategic initiative to develop and incorporate distance learning programmes across multiple disciplines. These programmes are designed to maintain the same high academic standards as the College's face-to-face offerings while providing increased flexibility and accessibility for learners who may not be able to attend in person. Areas under development for distance learning include Business Management, Security Management, Hospitality and Tourism Management, and specialized modules related to AI and digital transformation. This initiative is intended not only to broaden the College's reach to new student populations both locally and internationally but also to support lifelong learning for professionals seeking to enhance their skills in a rapidly evolving technological landscape.

In parallel, the College has reviewed its portfolio of Continuing Professional Development (CPD) courses in light of the EEC's suggestions. Building on the success of its existing short, professionally focused courses, the College has developed plans to expand its CPD offerings to better serve working professionals seeking to upskill or reskill in response to industry changes, including AI-driven transformation. Areas under development for future CPD courses include digital transformation in hospitality, cybersecurity applications, AI in business decision-making, and sustainable tourism management.

Recognizing the importance of flexibility for adult learners and working professionals, the College is committed to integrating distance learning formats into its CPD portfolio as well. The development of online and blended CPD courses will enable the College to extend its reach to learners both in Cyprus and internationally, thereby supporting knowledge transfer while creating new income streams to further strengthen the College's financial sustainability and institutional growth.

The College is grateful for the EEC's constructive feedback and remains committed to innovation and continuous improvement in its academic and professional development offerings, ensuring that graduates and professionals alike are equipped with the knowledge and skills required to thrive in a rapidly evolving technological landscape.

4. Teaching Staff

Commitment to Staff Development: The College wishes to extend its sincere gratitude to the External Evaluation Committee for their encouragement and recognition of the importance of maintaining the Institution's strong staff profile and commitment to professional development. The College places high value on continuous staff development as a critical component of sustaining academic excellence and delivering high-quality education.

We are committed to providing ongoing opportunities for professional growth through training programmes, workshops, research engagement, and participation in conferences, both locally and internationally. The College will continue to invest in initiatives that enhance staff expertise, foster innovation in teaching and learning, and ensure that academic and administrative personnel remain well-equipped to meet the evolving demands of higher education.

We thank the Committee for their positive feedback and encouragement, which serve as further motivation for the College to sustain and advance its efforts in staff development and institutional excellence.

5. Research

Enhancement of Research Activities and Institutional Procedures:

The College wishes to express its sincere appreciation to the External Evaluation Committee for their thoughtful and constructive recommendations regarding the development of a research strategy tailored to the unique character and strengths of the Institution. We fully recognize the highly competitive nature of pure academic research and the significant challenges faced by newer institutions in this domain. In response, the College has established clear procedures for the new academic year aimed at refining its research focus and expanding its activities in areas that align closely with its vocational orientation and professional expertise.

As part of these new measures, the College has initiated the development of a structured Research Plan for the 2025-2026 academic year. This plan is designed to emphasize innovation, knowledge exchange, practical impact, and effective dissemination of research outcomes. For example, we have scheduled thematic workshops and practice-focused seminars in areas such as Sustainable Tourism Management, Cybersecurity Applications, and Advanced Cosmetology Techniques. Building on the College's existing successful workshops, these events are being planned with the intention of evolving into practice-focused conferences. The aim is to produce tangible outputs such as published proceedings, case studies, and professional guidelines, which will not only enhance the College's academic profile but also contribute valuable knowledge to the respective industries. Furthermore, these activities are being structured to explore their potential as revenue-generating initiatives, supporting the College's financial sustainability and further diversifying its income streams.

In addition, the College has implemented procedures to encourage both full-time and part-time staff to bring consultancy activities under the institutional framework. A formal system is being established for staff to propose consultancy projects related to their fields of expertise, which will be coordinated through the College's Research and Development Office. This initiative aims to create synergies between academic expertise and industry needs, promote professional engagement, and generate additional institutional revenue while enhancing the College's visibility and reputation in key professional sectors.

Regarding research ethics oversight, we clarify that the College already has an Ethics Committee formally included in its internal regulations. However, to further strengthen this framework, the College has appointed both the Administration Manager and the Academic Director to serve as designated Ethics Officers. Their dual role ensures balanced oversight combining administrative rigor and academic insight. The roles and responsibilities of these Ethics Officers are being fully documented and will be incorporated into the updated internal regulations for the new academic year. This will provide clear, transparent procedures for ensuring that all research activities undertaken under the College's auspices adhere to the highest ethical standards.

The College is grateful for the EEC's valuable guidance and remains committed to fostering a research culture that is practical, impactful, and closely linked to the College's areas of expertise. Through these new initiatives, the College seeks to contribute meaningfully to both academic knowledge and industry practice, while supporting its mission of delivering high-quality, career-focused education.

6. Resources

Response to Recommendations on Digital Infrastructure and Funding Diversification:

The College expresses its gratitude to the External Evaluation Committee (EEC) for their insightful feedback and constructive recommendations aimed at strengthening institutional capacity and sustainability. The College has carefully considered the areas highlighted and has already initiated steps to address them.

Digital Infrastructure Enhancement:

The College acknowledges the EEC's recommendation regarding further development of its digital infrastructure, particularly to support hybrid and distance learning models. In response, the College has commenced an extensive review and upgrade of its e-learning platforms and IT systems in preparation for the 2025–2026 academic year.

Actions undertaken include:

- The selection and customization of a more advanced Learning Management System (LMS) capable of supporting synchronous and asynchronous learning, interactive content delivery, and enhanced student engagement tools.
- Expansion of cloud-based services to improve access to digital resources and ensure data security and scalability.
- Investment in additional server capacity and high-speed internet connections to support simultaneous online users without compromising performance.
- Training programs for faculty and staff on the effective use of digital tools for online and blended teaching, assessment, and student support.

Furthermore, as part of its strategic plan, the College is actively integrating distance learning programs into its academic portfolio. These new offerings will leverage the upgraded digital infrastructure to deliver high-quality, flexible learning experiences accessible to both domestic and international students.

Diversification of Funding Sources:

The College also appreciates the EEC's valuable suggestions regarding opportunities to diversify funding sources. Recognizing the importance of financial sustainability and resilience, the College has developed a multi-faceted strategy that includes:

- Research Activities: Encouraging faculty to pursue externally funded research projects and collaborations, particularly in applied fields such as cybersecurity, sustainable tourism, and cosmetology innovation. Faculty are supported through internal workshops on grant writing and partnerships with industry.
- Private Sector Partnerships: Establishing relationships with businesses and professional organizations to sponsor specific programs, fund research initiatives, and support student scholarships. For example, the College's collaborations with hospitality industry partners include co-funded training programs and knowledge transfer projects.
- Foundations and Organizations: Exploring funding opportunities with foundations and organizations that support educational innovation, digital transformation, and community development. The College has begun identifying and engaging with such entities to seek project-specific grants and institutional development support.
- Rental and Service Provision: Assessing the potential for renting College facilities such as classrooms, conference halls, and specialized labs to external organizations during off-peak hours, thus generating additional income without disrupting academic activities.
- Provision of Educational Services to Businesses: Expanding the College's portfolio of tailored corporate training and professional development programs to meet industry-specific needs. Discussions are underway with

several companies to deliver short courses and customized workshops, both in-person and online, contributing to revenue diversification while enhancing the College's role as a provider of industry-relevant education.

The College is committed to pursuing these initiatives as part of its broader strategic vision to enhance financial sustainability and institutional growth, while continuously improving educational quality and service delivery for its diverse student body. We thank the EEC for their thoughtful recommendations, which have provided valuable direction for the College's ongoing development.

B. Conclusions and Final Remarks

The College's operations are underpinned by clear and comprehensive procedures, a well-structured organizational framework, and robust documentation practices that ensure transparency, consistency, and effective quality assurance across all functions. These mechanisms collectively support the institution's ability to deliver quality education and uphold its responsibilities to students, staff, and the wider community.

While the College is compliant in all areas deemed satisfactory by the EEC, it acknowledges the constructive recommendations provided for further enhancement. In particular, the College recognizes the value in:

- **Revising its Mission Statement:** The College undertook a comprehensive review of its mission statement to more fully capture its unique identity, aspirations, and future direction, ensuring it serves as a guiding and inspirational document for all stakeholders.
- **Establishing a Stakeholder Advisory Committee:** The College established a Stakeholder Advisory Committee composed of internal staff members responsible for coordinating and convening meetings with external stakeholders relevant to the various departments and academic programs offered by the College. This initiative has strengthened connections with industry, professional bodies, and the broader community, ensuring the continued relevance and responsiveness of the College's academic offerings.
- **Establishing a Research Ethics Committee:** The College already had an Ethics Committee established and referenced within its internal regulations, providing oversight for ethical standards across institutional activities. To further enhance the governance of research ethics, the College appointed both the Administration Manager and the Academic Director as designated Ethics Officers. This dual appointment was made to ensure that ethical reviews and decisions benefit from both administrative and academic perspectives, promoting clarity, objectivity, and balanced judgment in evaluating research proposals and activities. The roles and responsibilities of these Ethics Officers are being documented in detail and will be formally integrated into the College's internal regulations to reinforce transparency, accountability, and adherence to national and European ethical standards in research practices.
- **Enhancing Recreational and Sports Facilities:** The College has proactively enhanced recreational opportunities for its students. Notably, the College entered into a Memorandum of Understanding (MOU) (**Appendix 1**) with a gym facility located directly across the street from the main campus, through which students benefit from a 15% discount on membership fees. This partnership provides convenient access to high-quality fitness services at reduced cost. Additionally, the College has undertaken substantial improvements to the on-campus gym situated on the 3rd floor of the main building, refurbishing the space and installing new equipment to better support students' physical health and well-being. Through these initiatives, the College has ensured that students have both on-site and nearby options to maintain an active and healthy lifestyle, fully addressing the EEC's recommendations for enhanced recreational facilities.
- **Improving Support for International Student Housing:** Recognizing the significant proportion of international students within its community, the College has undertaken concrete measures to improve support in securing suitable and safe accommodation. Specifically, the College has proceeded with establishing contracts with reputable real estate agents who specialize in student

housing services. Through these formal agreements, the College ensures that international students have access to verified housing options that meet standards of safety, affordability, and appropriate living conditions, and that are situated in reasonable proximity to the College campus.

- In addition to facilitating access to suitable accommodation, the College, in collaboration with these real estate partners (**Appendix 2**), has implemented mechanisms to monitor and evaluate the living conditions of students on an ongoing basis. This includes periodic inspections, feedback collection from students regarding housing quality and landlord practices, and the maintenance of a database of approved accommodation options. These efforts aim to safeguard the well-being and comfort of international students and to provide them with reliable guidance and support in navigating the local housing market.
- Furthermore, dedicated staff within the College's administrative services are available to assist students throughout the process of securing accommodation, addressing any issues that may arise, and ensuring that students feel supported and informed. These comprehensive measures reflect the College's commitment to addressing the EEC's recommendations and to enhancing the overall experience and welfare of its international student body.

Global College is committed to addressing these areas for improvement with diligence and purpose. The Institution remains focused on continuous development, ensuring that it not only meets regulatory standards but also advances in alignment with best practices in higher education.

The College extends its gratitude to the EEC for their thorough evaluation and valuable insights, which serve as a constructive roadmap for the ongoing enhancement of the Institution's operations and the overall student experience.

D. Higher Education Institution Academic Representatives

ENQA **ΔΙΠΑΕ** **ΕΥΡΩΠΑΪΚΗ** **ΕΠΙΧΕΙΡΗΣΙΑ** **ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ** **THE CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION**

D. Higher Education Institution Academic Representatives

Name	Position	Signature
George Kriticos	General Director	
Andreas Kritikos	Director of Administration and Finance	
Stalo Michael	Student Affairs	
Evangelia Philippou	Business Development	
Dr George Markatos	Co-ordinator of MBA	
Leonidas Neokleous	Member of Internal Evaluation Committee	

Date: 18/09/2025