

Doc. 300.1.2

Date: 12.05.2024

Higher Education Institution's Response

- **Higher Education Institution:** Global College

- **Town:** Nicosia

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

In Greek:

Διαχείριση Ασφάλειας (2 Έτη/120 ECTS, Δίπλωμα)

In English:

Security Management (2 Years/120 ECTS, Diploma)

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

- **Programme's status:** Currently Operating

- **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. 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.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>In light of the ever-changing and growing relevance of digital forms of crime, the EEC recommends that the programme strive to further incorporate training in digital skills within the overall content of the diploma. We note the course offered on 'Introduction to Information Security', but regard coverage of cyber and digital crimes as worthy of further integration within other courses.</p>	<p>To implement the EEC's recommendation, and incorporate cyber and digital crimes, we added a new elective course DSM 426 - Cyberspace and Crime [see Appendix 1].</p> <p>The course aims to present the forms in which crime appears in cyberspace, such as the analysis of the characteristics of (child) pornography as a form of cybercrime which is unfortunately an unpleasant form of crime. The course also covers other forms of cybercrime and anticrime policy development in cyberspace, such as cyber terrorism, financial crime, cyber offenses, etc.</p> <p>This course will be taught by Mr. Marios Papaevriviades [CV attached] [see Appendix 2]</p>	<p>Choose level of compliance:</p>
<p>The course descriptions not explicitly security-themed are written in a generic fashion, without a sense of how matters of security will be addressed (e.g., 'Management', 'Marketing', 'Occupational Psychology'). We recommend these be revised in order to enable (prospective) students to better gauge their content.</p>	<p>The theory and concepts of these, not explicitly security-themed, courses are the same as in any other industry. Students are guided through by their tutors and learn how to apply the theory within the security management context. However, to enable (prospective) students to better gauge their content we revised the course descriptions [Objective, Outcomes, and Content] of the following courses [see Appendix 3]:</p> <p>DSM 206 - Management DSM 209 - Introduction to Occupational Psychology DSM 421 - Human Resource Management DSM 422 - Introduction to Marketing DSM 423 - Public Relations</p>	<p>Choose level of compliance:</p>
<p>Participation in Erasmus+ is welcomed, but the EEC also recommends that visitations are undertaken with a wide range of participating countries to ensure students are able to experience as much as possible of the diversity in working conditions and cultures in Europe.</p>	<p>The recommendation is taken into consideration. Dr. Kapetanios, the Head of our Erasmus programs, is currently investigating this option, and he will be in a position to suggest a detailed plan shortly. The plan will apply to all the students at our College and will allow them to study abroad, experience a different culture, improve their language skills, and gain valuable international experience.</p>	<p>Choose level of compliance:</p>

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

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<p>Further on-going assessments throughout the semester to support continuous learning (e.g., mid-term exams or mini quizzes).</p>	<p>Implementing further ongoing assessments throughout the semester is an excellent strategy to support continuous learning. Although this is the current practice, we have informed our teaching staff to consider applying various forms of assessments such as mid-term exams, mini quizzes, assignments, projects, presentations, or discussions. Specifically, we guide them to have a variety of the following:</p> <p>Mid-term Exams: Schedule a mid-term exam covering the material learned up to that point in the semester. They need to ensure the exam assesses a broad understanding of the topics covered, including both conceptual understanding and problem-solving skills. They should also provide students with study guides or review sessions to help them prepare.</p> <p>Mini Quizzes: Administer short quizzes regularly, such as weekly or bi-weekly. These quizzes can focus on specific security topics or concepts recently covered in class. They should use them as formative assessments to gauge student understanding and identify areas that may need additional reinforcement.</p> <p>Assignments: Assign regular problem sets to reinforce security concepts learned in class. They could provide timely feedback on assignments to help students understand their strengths and areas for improvement.</p> <p>Projects: Assign projects that require students to apply their knowledge to real-world security scenarios or solve complex problems. Break down larger projects into smaller milestones with checkpoints throughout the semester. They should provide opportunities for students to present their projects to the class, fostering communication and presentation skills.</p> <p>Presentations and Discussions: Incorporate presentations or group discussions into their classes to encourage active participation and critical thinking. They should assign topics related to the course material and have students present their findings or lead discussions. Also, they should encourage peer feedback and constructive criticism to promote collaboration and learning from each other.</p> <p>Online Tools and Platforms: Utilize Moodle for administering quizzes, assignments, or discussions. The LMS can provide instant feedback to students and streamline the grading process for instructors.</p> <p>By incorporating a variety of ongoing assessments throughout the semester, they create a more dynamic learning environment that supports continuous engagement and growth for their students.</p>	<p>Choose level of compliance:</p>

<p>Encouraging diversity in the overall programme description to make the programme more appealing to female students (currently around 10% of student population).</p>	<p>This is a goal we have set, and we are constantly trying to attract more female students. Over the past years, we have employed the following:</p> <ul style="list-style-type: none"> ▪ Our marketing department is using female students [from the specific program] for the Security Management program promotional campaigns and ads. Advertisement Link ▪ We have female faculty representation who can serve as mentors and advisors to female students. We hope that their presence can help create a more supportive and inclusive learning environment. ▪ We offer flexible learning options, such as online courses or part-time study, to accommodate the needs of female students who may have additional responsibilities outside of their studies. <p>Although we appreciate the fact that the program's culture is male-oriented, still we constantly enhance our efforts to attract more female students. This is an ongoing process as we know that entering new markets is an advantage.</p>	<p>Choose level of compliance:</p>
<p>Further, ongoing improvement of the digitalisation of course activities (e.g., online quizzes on Moodle for the conventional programme).</p>	<p>This is resolved with the actions taken above [in the 1st recommendation].</p>	<p>Choose level of compliance:</p>
<p>Bibliographic references are sometimes outdated and/or in need of supplementation through more recent material.</p>	<p>We reviewed the bibliography and replaced several outdated readings. All courses have supplementary material according to the readings provided by the lecturers. The course description only provides the required textbooks and readings. Students, at the beginning of each semester, are provided with the Course Brief, in which several supplementary (further) readings are recommended by their tutors. These are constantly updated based on the topics.</p>	<p>Choose level of compliance:</p>

3. Teaching staff (ESG 1.5)

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<p>It will be beneficial for the programme to encourage research and staff mobility (e.g., visitations, research collaborations, conference attendance) following some academic standards.</p> <p>Moreover, since there is a process of digitalisation in almost all sectors of society and the economy it will be beneficial for the programme to invest:</p> <ul style="list-style-type: none"> (i) in digital skills as part of continuing professional development, (ii) international relations (not only with Greece) and (iii) further familiarisation with the English language for both staff and students. These measures for staff should improve students' learning. On (iii), the EEC has noted difficulties in English communication among some staff members, which corresponds with the fact that only some students are able to communicate effectively in English, despite their aspirations to improve their technical English skills for industry relevance. The EEC recommends that the College offer training programs aimed at enhancing the English proficiency of its staff. This would enable them to better impart these improved language skills to students. 	<p>We are constantly working on strengthening our research status in many ways. The Department of Research and Development, which was established by Global College in August 2018, has education, research, and social promotion, as its main goals. The mission of this department is to support the academic staff in terms of their development and production of research work. This department helps our academic staff to improve their research work, publish articles, and participate in international conferences. The objectives of the Department are:</p> <ul style="list-style-type: none"> ▪ Promoting a plan for the development of academic staff ▪ Encourage the academic staff to develop research towards their teaching subject ▪ Presentation of research proposals at local and/or international conferences ▪ Support the involvement of the academic staff in national and/or international professional organizations active in their field of expertise <p>The department operates in an autonomous environment, with the financial and technical support of our Institution. For this purpose, the amount of €25000 has been approved for the period September 2023 - August 2024. To date, the department has organized a significant number of seminars and conferences [both face-to-face and online] with the participation of our academic staff and students, while several conferences were held in the form of an open discussion, with the participation of the public. The four (4) more recent conferences /workshops organised by the department, in the field of Security, are:</p> <ul style="list-style-type: none"> ▪ May and June 2023: A number of trainings were organized under the auspices of the National Stewarding Committee [as provided by the current Legislation] under the guidance of trainers and staff of the Security Management programme. The training involved about 200 stewards and security officers of sports venues from all over Cyprus. ▪ January 2023: Conference: Sports grounds safety management - Protocols and procedures ▪ February 2022: A conference was organised on Anti-terrorism and Security: The contribution of Cyprus Police through the years. ▪ January 2022: A conference was organized in collaboration with the GSP Stadium on "The organization of sports events based on the new security protocols" with the participation of more than 120 people and with key speakers, the academic staff of the Security Management program. 	<p>Choose level of compliance:</p>

	<p>The personal development of our academic staff is also something that we invest in. Considering the recommendation of the EEC, the Department of Research and Development is planning to organise and provide a series of training courses to all the academic staff, to further enhance the English language and their digital skills. We agree that this will ultimately have a positive impact on our staff, the students, and the programme as well.</p> <p>Expanding international relations in the security industry involves building partnerships, fostering collaboration, and establishing trust with other countries and organisations. Again, this needs good planning. We are considering various ways to achieve this, and we have reached a three-pillar plan to develop our strategy.</p> <ul style="list-style-type: none"> ▪ Collaborate on Research and Development: Partner with international organizations, research institutions, and industry leaders to collaborate on research and development projects in the security sector. This can lead to the development of innovative solutions and technologies to address common security challenges. ▪ Participate in International Forums: Attend and actively engage in international security forums, conferences, and summits. These platforms provide opportunities to network with stakeholders from different countries and exchange ideas on security challenges and solutions. ▪ Joint Training and Exercises: Collaborate with international partners on joint training exercises and simulations to enhance interoperability and readiness. This not only strengthens relationships but also improves coordination during security operations. <p>By implementing these strategies, we believe we could expand our international relations in the security industry and work collaboratively to address common security challenges on a global scale.</p>	
<p>For transparency, it will be beneficial for the College to develop a formal policy for the recruitment and development of its teaching staff.</p>	<p>The College maintains a formal policy for the recruitment and development of its teaching staff, and this is part of the Faculty Handbook [see Appendix 4]</p> <ul style="list-style-type: none"> p. 16 Duties and responsibilities pp.17-19 Faculty workload p.20 Faculty time schedules p.21 Faculty ranking pp.22-23 Faculty procedures for promotion p.24 Faculty performance appraisal pp.26-28 Faculty development 	<p>Choose level of compliance:</p>

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

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<p>Students voiced a desire for more tailored English language lessons specific to the terminology used in their field.</p> <p>Furthermore, despite working full-time jobs and implementing programme insights in their workplaces, students expressed a willingness to incorporate further practical lessons into their curriculum.</p> <p>Lastly, there was a shared sentiment among students for an increased emphasis on digital skills lessons and applications, aligning with the evolving demands of their professional landscape.</p>	<p>All three requests voiced by our students and recommended by the EEC are valid and can be implemented and adopted without changing the programme's structure.</p> <p>Further from the compulsory course DSM 105 English Language in the first Semester, we added the elective course DSM 427 - English Language II [<i>see Appendix 5</i>], to allow students to enhance their English. Additionally, the academic staff is instructed to apply and promote English terminology in their lectures and notes.</p> <p>The programme offers DSM 416 - Internship as a compulsory course during the last semester. This has proven to be adequate, considering that most students work full-time in the industry. However, to satisfy their recommendation, we can enrich the general curriculum and incorporate practical lessons in various weekly sessions. This does not affect the programme's structure, but only the teaching methodology in several security-themed courses.</p> <p>This recommendation is satisfied with the addition of the elective course DSM 426 - Cyberspace and Crime [<i>see Appendix 1</i>]. Overall, the programme provides an adequate number of courses that emphasise digital skills:</p> <ul style="list-style-type: none"> ▪ DSM 104 - Computers ▪ DSM 208 - Introduction to Information Security ▪ DSM 426 - Cyberspace and Crime 	<p>Choose level of compliance:</p>
<p>A VPN infrastructure should be installed in order to facilitate student access to online library services remotely</p>	<p>According to the information received from our IT Department, we currently use Cisco IPsec VPN for Admin teams and faculty members. Students use this only after a request.</p> <p>We haven't seen a lot of demand for accessing the library yet, however, we will adopt the EEC's suggestion, and offer [and inform] this option to the students.</p> <p>Students will need to download our VPN client software which allows access to a shared NAS [just for students using our plex media server and TrueNAS with additional FTP access and SMB].</p>	<p>Choose level of compliance:</p>

5. Learning resources and student support (ESG 1.6)

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<p>The EEC notes that many required readings consist of entire volumes, which may not be practical for students needing to study efficiently. It is urged to provide clear and explicit guidance in the study guides on the relevant sections of these volumes, along with the recommended study time, to make the course readings more manageable while helping students plan their study effectively. The EEC believes there is room for improvement in this area.</p>	<p>By default, we need to identify and suggest some required textbooks for each course. These textbooks cover in great volume the various topics and weekly sessions.</p> <p>However, students do not rely on these textbooks, nor are forced to read the entire book or study only from that book. The lecturers provide for every weekly session course lecture notes, individual readings, articles, and other educational material related to the topic. Students use this material to study.</p> <p>However, there is always room for improvement, consequently, we have informed our teaching staff, to start adding to the Course Brief given to the students at the beginning of each semester, an outline of contents [in the form of a table], showing the recommended readings per week [with book pages, chapters, articles, etc.].</p>	<p>Choose level of compliance:</p>
<p>The EEC recommends the student handbook include the policies and practices associated with AI and Large Language Model-assisted writing.</p>	<p>The institution issued on 1st March 2024 an internal policy on AI tools and shared it with faculty and students [Policy: Use of Artificial Intelligence AI]. [see <i>Appendix 6</i>]</p>	<p>Choose level of compliance:</p>



6. Additional for doctoral programmes (ALL ESG)

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7. Eligibility (Joint programme)
 (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The teaching staff of the programme has the necessary expertise, skills, and capacity to achieve the learning goals.</p> <p>However, in the future, the College could invest more in its continued development and improvement, especially concerning its international relationships (e.g., conference participation, academic visits, and collaborations) and digital technology training.</p>	<p>We are constantly working on strengthening our research status in many ways. The Department of Research and Development, which was established by Global College in August 2018, has education, research, and social promotion, as its main goals. The mission of this department is to support the academic staff in terms of their development and production of research work. This department helps our academic staff to improve their research work, publish articles, and participate in international conferences. The objectives of the Department are:</p> <ul style="list-style-type: none"> ▪ Promoting a plan for the development of academic staff ▪ Encourage the academic staff to develop research towards their teaching subject ▪ Presentation of research proposals at local and/or international conferences ▪ Support the involvement of the academic staff in national and/or international professional organizations active in their field of expertise <p>The department operates in an autonomous environment, with the financial and technical support of our Institution. For this purpose, the amount of €25000 has been approved for the period September 2023 - August 2024. To date, the department has organized a significant number of seminars and conferences [both face-to-face and online] with the participation of our academic staff and students, while several conferences were held in the form of an open discussion, with the participation of the public. The four (4) more recent conferences /workshops organised by the department, in the field of Security, are:</p> <ul style="list-style-type: none"> ▪ May and June 2023: A number of trainings were organized under the auspices of the National Stewarding Committee [as provided by the current Legislation] under the guidance of trainers and staff of the Security Management programme. The training involved about 200 stewards and security officers of sports venues from all over Cyprus. ▪ January 2023: Conference: Sports grounds safety management - Protocols and procedures ▪ February 2022: A conference was organised on Anti-terrorism and Security: The contribution of Cyprus Police through the years. ▪ January 2022: A conference was organized in collaboration with the GSP Stadium on "<i>The organization of sports events based on the new security protocols</i>" with the participation of more than 120 people and with key speakers, the academic staff of the Security Management program. <p>The personal development of our academic staff is also something that we invest in. Considering the recommendation of the EEC, the Department of Research</p>	<p>Choose level of compliance:</p>

	<p>and Development is planning to organise and provide a series of training courses to all the academic staff, to further enhance the English language and their digital skills. We agree that this will ultimately have a positive impact on our staff, the students, and the programme as well.</p> <p>Expanding international relations in the security industry involves building partnerships, fostering collaboration, and establishing trust with other countries and organisations. Again, this needs good planning. We are considering various ways to achieve this, and we have reached a three-pillar plan to develop our strategy.</p> <ul style="list-style-type: none"> ▪ Collaborate on Research and Development: Partner with international organizations, research institutions, and industry leaders to collaborate on research and development projects in the security sector. This can lead to the development of innovative solutions and technologies to address common security challenges. ▪ Participate in International Forums: Attend and actively engage in international security forums, conferences, and summits. These platforms provide opportunities to network with stakeholders from different countries and exchange ideas on security challenges and solutions. ▪ Joint Training and Exercises: Collaborate with international partners on joint training exercises and simulations to enhance interoperability and readiness. This not only strengthens relationships but also improves coordination during security operations. <p>By implementing these strategies, we believe we could expand our international relations in the security industry and work collaboratively to address common security challenges on a global scale.</p>	
<p>The programme's strength lies in its thoughtful course material and teaching staff support, creating a welcoming learning environment.</p> <p>To further enhance the student experience, it is recommended to integrate more diverse reading materials and practical lessons, addressing specific language needs and emphasising digital skills relevant to the security industry.</p>	<p>All three requests voiced by our students and recommended by the EEC are valid and can be implemented and adopted without changing the programme's structure.</p> <p>Further from the compulsory course DSM 105 English Language in the first Semester, we added the elective course DSM 427 - English Language II [see Appendix 5], to allow students to enhance their English. Additionally, the academic staff is instructed to apply and promote English terminology in their lectures and notes.</p> <p>The programme offers DSM 416 - Internship as a compulsory course during the last semester. This has proven to be adequate, considering that most students work full-time in the industry. However, to satisfy their recommendation, we can enrich the general curriculum and incorporate practical lessons in various weekly sessions. This does not affect the programme's structure, but only the teaching methodology in several security-themed courses.</p> <p>This recommendation is satisfied with the addition of the elective course DSM 426 - Cyberspace and Crime [see</p>	<p>Choose level of compliance:</p>

	<p><i>Appendix 1</i>]. Overall, the programme provides an adequate number of courses that emphasise digital skills:</p> <ul style="list-style-type: none"> ▪ DSM 104 - Computers ▪ DSM 208 - Introduction to Information Security ▪ DSM 426 - Cyberspace and Crime 	
<p>A VPN infrastructure should be installed in order to facilitate student access to online library services remotely.</p>	<p>According to the information received from our IT Department, we currently use Cisco IPsec VPN for Admin teams and faculty members. Students use this only after a request.</p> <p>We haven't seen a lot of demand for accessing the library yet, however, we will adopt the EEC's suggestion, and offer [and inform] this option to the students.</p> <p>Students will need to download our VPN client software which allows access to a shared NAS [just for students using our plex media server and TrueNAS with additional FTP access and SMB].</p>	<p>Choose level of compliance:</p>



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Click to enter Name	Click to enter Position	
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Date: 12.05.2024

