Doc. 300.1.2

Date: 02.07.2025

Higher Education Institution's Response

- **Higher Education Institution:
  Global College**

- **Town: Nicosia**

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

  In Greek:

  Δημιουργικές Τέχνες και Εμψύχωση (1,5 Ακαδημαϊκά Έτη, 90 ECTS, Μάστερ (MA))

  In English:

  Creative Arts and Animation (1,5 Years, 90 ECTS, Magister)

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

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

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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
There is evidence that conceptually and practically this pioneering programme has taken into consideration planning for attracting a wide range of specialists. However, we recommend that the Global College consider developing some public outreach policies and practices (e.g. ANIMATION of creative arts 'practice' in hospitals, community centres, public festivals and holiday celebrations). This might enhance the program's public profile, competitiveness, adding to the reputational capital of the Global College. This initiative may foster the development of communities of practice that strengthen bonds between academic staff, staff and students, and student-centered leadership that strengthens professional networks, visibility and employability of its graduates.	Global College acknowledges and fully agrees with the Committee's insightful recommendation regarding the development of public outreach policies and practices to enhance the visibility and impact of the pioneering programme.

In this context, we are pleased to inform you that our Marketing Department has already prepared a comprehensive strategy to launch a targeted promotion campaign. This campaign aims not only to attract a diverse pool of specialists but also to raise public awareness and engagement through creative and meaningful initiatives.

In alignment with your suggestions, we are actively exploring opportunities for outreach activities such as the integration of creative arts practices into hospitals, community centres, public festivals, and cultural events. These actions are expected to foster vibrant communities of practice, promote student-centered leadership, and strengthen the professional networks and employability prospects of our graduates.

We are committed to continuously enriching the programme's profile and its contribution to society, in line with the strategic goals of Global College. | Choose level of compliance: |
| There is evidence that the strategic planning technique (i.e., the SWOT ANALYSIS, p. 19) used by the Global College to identify strengths, weaknesses, opportunities and threats related to this programme of study, is effective. However, we recommend 'the institution's inability to compete with state institutions' (p. 20) is now not the case. The main competitor to this programme of study is a recently accredited E-Learning, Arts and | Global College appreciates the Committee's positive acknowledgment of our strategic planning approach, particularly the effective use of SWOT analysis to assess the internal and external environment of the programme.

We fully agree with your observation that the competitive landscape has evolved. In this context, we would like to respectfully clarify that the | Choose level of compliance: |

Childhood Play Masters at the University of Cyprus. And 'e-learning' vs. 'in person' programmes will serve different stakeholders.	statement regarding the institution's "inability to compete with state institutions" (p. 20) no longer reflects the current reality. The recently accredited E-Learning Master's programme in Arts and Childhood Play at the University of Cyprus targets a different stakeholder group and operates under a different pedagogical model. In contrast, Global College's programme is delivered **in person**, with a strong emphasis on **practical application**, hands-on learning, and close interaction between students and faculty. This format ensures a more immersive, experience-based educational process, which is particularly suited for the subject matter and professional orientation of the programme. As further evidence of our programme's relevance and appeal, we note that our student **intake** in this specific field has been consistently **higher** than that of the University of Cyprus, indicating that our in-person approach meets the expectations and learning preferences of a significant portion of the target audience.	
For improving the uniqueness and quality of the programme, in the Course Distribution (per Semester Table), the use of the term 'Animation' is varied (See Table p. 26 of the Programme of Study). This is featured in: o In 1st Semester, where there is 'Dramatic ANIMATION procedures', 'ANIMATING interventions of positive psychology', and 'Music as a pedagogical tool for learning and animation' module. o In 2nd Semester, there is 'Visual arts – creations of improvised ANIMATED supervisory means' and 'Combination of arts – ways of organizing and conducting ANIMATION events'. We recommend that each art form/domain make very clear how 'animation' is applied and that 'Creative movement and dance' also reference the concept (e.g. Animating creative movement and dance'). We would also like more specific detailed information on how	We thank the Committee for its valuable observations regarding the use of the term *'Animation'* within the programme structure of the *MA in Creative Arts and Animation*. We acknowledge that the term appears in different contexts across various modules in the first and second semesters (e.g., *Dramatic Arts and Animation Procedures*, *Animating Interventions of Positive Psychology*, *Music as a Pedagogical Tool for Learning and Animation*, *Visual Arts – Creations of Improvised Animated Supervisory Means*, and *Combination of Arts – Ways of Organizing and Conducting Animation Events*). In response to the recommendation for greater clarity and integration, we have **already taken the following steps**:	Choose level of compliance:

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assessment and assignments articulate and implement the required feature of 'animation' by students. This is because conceptually 'animation' is part of the uniqueness of this programme of study which is called 'Creative Arts and Animation'.	1. **Terminological Consistency and Alignment** We have reviewed all course titles and descriptors to ensure that the use of *'Animation'* is consistent and directly aligned with the conceptual framework of the programme. For instance, the module *'Creative Movement and Dance'* will explicitly reference animation to highlight the expressive and participatory aspects of movement-based learning. 2. **Staff Coordination and Implementation** All teaching staff have been informed of this recommendation, and each instructor has been tasked with clearly defining how *'animation'* is applied within their respective art form/domain. Moreover, they are in the process of revising assessment rubrics and assignment briefs to ensure that the concept of animation is explicitly articulated and integrated into the learning process and evaluation criteria. 3. **Course Descriptions and Learning Outcomes** Each course now makes clearer reference to how animation is operationalized. For example: o In *CAA 001 – Dramatic Arts and Animation Procedures*, students prepare and present dramatized storytelling performances. o In *CAA 004 – Animating Interventions of Positive Psychology*, learners develop techniques grounded in positive psychology and implement them through animation-	

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based classroom activities.

- o In *CAA 007 – Visual Arts – Improvised Animated Supervisory Means*, learners design visual tools that serve an animated, supervisory, and pedagogical function.

4. **Assessment and Assignments Incorporating Animation**
   Across all modules, the application of animation is now explicitly assessed. Examples include:

- **Micro-teaching sessions** where students animate content using music, movement, or drama in classroom-like settings.
- **Portfolio work and reflection journals** to evaluate the conceptual grounding and practical implementation of animation principles.
- **Project-based assessments** such as designing and executing a multi-art animation event (*CAA 008*).

- **Practical Training Integration**
  The third-semester *Practical Training (CAA 009)* remains a cornerstone for the application of knowledge. Students are required to design and deliver an *animation-based intervention* in real-world educational or community settings, with supervision and guided reflection.

In conclusion, Global College remains committed to reinforcing *'Animation'* as a defining feature of this postgraduate programme. Through course adjustments, staff coordination, and enhanced assessment design, we aim to preserve the academic integrity and

	distinctive profile of the programme. See the **(Appendix 1)** for all the above.	
It is an imperative that the required and recommended course literature is updated to include some of the most recent editions (we are recommending the 8th) and relevant research publications. Such as: o 'Dramatic Arts and Animation Procedures' should include relevant literature to drama, especially diverse methods such as process drama and applied drama. 11 o 'Research Methods Cohen, L., Manion, L. & Morrison, K. (2018) Research Methods in Education (8th Edn.) Routledge. This edition holds a completely re-written section for instance about Mixed Methods Research.	We are pleased to confirm that Global College has already procured the recommended 8th edition of *Research Methods in Education* by Cohen, Manion, and Morrison (2018, Routledge)**.** This edition, which includes a fully revised section on *Mixed Methods Research*, has been incorporated into the required reading list for the *Quantitative and Qualitative Research Methods* module (CAA 006). In addition, we have taken steps to enrich the literature for the module *Dramatic Arts and Animation Procedures* (CAA 001) by integrating academic sources that reflect current practices in drama education, including process drama**,** applied drama**,** and drama as pedagogy**.** These updates are reflected in both the reading lists and in-class teaching materials. We remain committed to ensuring that all course modules are informed by contemporary scholarship and pedagogical best practices and will continue reviewing and updating bibliographies in alignment with international academic standards.	Choose level of compliance:
We are aware that the students may prefer reading course literature in Greek. However, it is an imperative, given this is the Global College, also to include examples of the most recent and relevant international references, that students are expected to both read and engage with.	While we acknowledge that students may prefer engaging with academic material in Greek, Global College is firmly committed to maintaining high academic standards through the integration of internationally recognized and current English-language literature. This ensures that our students are exposed to both local pedagogical contexts and global academic developments, preparing them for further study, research, and professional practice in international settings. To support this approach, the programme includes a carefully curated selection of foundational texts and recent academic publications. In response to the Committee's	Choose level of compliance:

recommendation, the following key reference books will be formally introduced as recommended supplementary readings within the course outlines, starting from the new academic year. These texts will be made available to all students through the College Library and relevant course platforms.

Examples of Key Supplementary Literature to be Integrated:

- CAA 001 – Dramatic Arts and Animation Procedures
    - Neelands, J. & Goode, T. (2015). *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama*. Cambridge University Press.
    - O'Toole, J., & Dunn, J. (2015). *Pretending to Learn: Helping Children Learn through Drama*. Pearson Education.
    - Nicholson, H. (2005). *Applied Drama: The Gift of Theatre*. Palgrave Macmillan.
- CAA 002 – Creative Movement and Dance
    - Gilbert, A. G. (2015). *Creative Dance for All Ages*. Human Kinetics.
    - Cone, T. P., & Cone, S. L. (2012) *Interdisciplinary Teaching Through Physical Education*. Human Kinetics.
- CAA 003 – Visual Arts
    - Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press.
    - Edwards, B. (2012). *The New Drawing on the Right Side of the Brain*. Tarcher Perigee.
- CAA 004 – Animating Interventions of Positive Psychology
    - Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of*

	Happiness and Well-being. Atria Books.
	   o Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. Harper & Row.
	• CAA 005 – Music as a Pedagogical Tool for Learning and Animation
	   o Campbell, P. S., & Scott-Kassner, C. (2013). *Music in Childhood: From Preschool through the Elementary Grades*. Schirmer.
	   o Hallam, S. (2010). *The Power of Music: Its Impact on the Intellectual, Social and Personal Development of Children and Young People*. International Journal of Music Education.
	• CAA 006 – Quantitative and Qualitative Research Methods
	   o Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge.
	   o Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE.
	• CAA 007 & 008 – Visual & Interdisciplinary Animation Projects
	   o Wright, S. (2010). *Understanding Creativity in Early Childhood*. SAGE Publications.
	   o Eisner, E. W. (2004). *The Arts and the Creation of Mind*. Yale University Press.
	
	All instructors have been informed and are revising their course outlines to include these supplementary references. Students will be encouraged to consult these texts in the preparation of their assignments,	

	projects, and practical applications throughout the programme. We remain committed to aligning our literature resources with international academic standards while ensuring accessibility and engagement for our diverse student body.	
We recommend that the core compulsory course 'Quantitative and Qualitative Research Methods' is updated to include more diverse and current methods, techniques and research tools (e.g. Artography, Ethnography, Action Research, Arts-based research, Participatory Research, Children as co-researchers). This is a central module whose title and focus could be more aligned with the programme of study e.g. be more about 'Animating Arts-based Research Methods'. A compiled list of recent references will feature at the end of the report to include: o Smith, B. (2024). A/r/tography: On rendering a selected lexicon. In R. L. Irwin, A. Lasczik, A. Sinner, & V. Triggs (Eds.), A/r/tography: Essential readings and conversations (pp.111-122) Intellect. o Vakeva, L. (2025). Voicing Responsible AI Pedagogy for Music and Visual Arts Education, Palgrave MacMillan Education. o Harvath, S., Payerhofer, U., Wals, A., and Gratzer, G. (2024). The art of arts-based interventions in transdisciplinary sustainability research. Sustainability Science, https://doi.org/10.1007/s11625-024-01614-2.	We fully agree that this is a central module within the programme, and we have already taken steps to revise its content, structure, and bibliography to better reflect diverse and current research methodologies, particularly those aligned with arts-based and participatory educational frameworks. **Actions Already Taken:** 1. **Expanded Methodological Scope** The revised syllabus will now explicitly include: o Arts-based Research o A/r/tography o Ethnography o Action Research o Participatory Research o Research with Children as Co-researchers 2. **Title and Learning Outcomes Update** The module title will be updated to: **"Animating Arts-Based and Mixed Research Methods"** **(Appendix 2)** This better reflects the programme's creative focus and aligns with its transdisciplinary nature. Learning outcomes will emphasize students' ability to design and conduct ethically grounded, participatory, and artistically informed research projects. 3. **Integration of Recent Key Literature** The updated reading list will include, among others: o Smith, B. (2024). *A/r/tography: On rendering a selected lexicon*. In R. L. Irwin et al. (Eds.),	

	A/r/tography: Essential readings and conversations, Intellect.	
	○ Vakeva, L. (2025). *Voicing Responsible AI Pedagogy for Music and Visual Arts Education*. Palgrave MacMillan Education.	
	○ Harvath, S., Payerhofer, U., Wals, A., & Gratzer, G. (2024). *The art of arts-based interventions in transdisciplinary sustainability research*. *Sustainability Science*. These resources, alongside existing foundational texts (e.g., Cohen, Manion & Morrison, 2018; Creswell, 2014), will be incorporated into the course outlines for the **new academic year** and made available to students.	
	4. **Pedagogical Strategy** Course delivery will incorporate **case studies**, **student-led arts-based research projects**, and **collaborative inquiry practices**. Emphasis will be placed on practical application and critical reflection.	
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2. Student – centred learning, teaching and assessment
(ESG 1.3)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
During the discussions, the teaching staff emphasized that learning and teaching methods are flexible and varied. However, teachers do need to keep up-to-date on current pedagogic innovations, and then to model these pedagogies for student learning. This necessitates continuing professional development for the teaching staff.	At **Global College**, we place high priority on continuing professional development (CPD) as a key pillar in maintaining and enhancing academic quality. In this context, our faculty have recently participated in a series of structured CPD seminars and workshops, including: • **Rubric-Based Assessment for Learning and Feedback** • **Integrating Artificial Intelligence (AI) in Teaching and Assessment** • **Student-Centred Learning and Inclusive Education** • **Energetic Teaching and Learning** • **Student Evaluation: From Feedback to Improvement** • **Innovative Approaches in Teaching, Learning and Assessment** • **Pedagogical Training Workshops** organized and accredited by the **Ministry of Education, Sport and Youth** These seminars have helped faculty deepen their understanding of modern educational strategies and have directly influenced teaching practices across the curriculum. The emphasis on **flexibility, interactivity, and inclusivity** in instructional design ensures alignment with international standards and responsiveness to diverse student needs. We will continue to encourage and support our academic staff in engaging with high-quality pedagogical development opportunities to ensure the delivery of dynamic, student-centred, and evidence-based teaching and learning.	Choose level of compliance:

The students expressed the need to enhance and widen the programme by directing the focus also to include working with adults and communities (that is, beyond schools).	We appreciate the students' valuable input regarding the desire to broaden the focus of the programme to include working with adults and community settings**,** in addition to its current emphasis on school-based applications. We fully recognize the importance of equipping graduates with the skills and knowledge to apply creative arts and animation techniques in **diverse social contexts**, including community centres, adult education environments, health and wellness settings, and cultural institutions. In response to this feedback, Global College has initiated a review of selected modules and practical training activities to: • Introduce examples and case studies from community-based and adult learning contexts • Encourage project work and practicum placements in non-school environments (e.g. community arts programmes, intergenerational workshops, hospitals, NGOs) • Explore themes such as lifelong learning, social inclusion, and community engagement through the lens of creative arts and animation These enhancements will begin to be integrated into the **programme delivery and assessment strategy from the upcoming academic year**, ensuring that students gain a broader perspective and practical competence in applying their skills across age groups and settings. Global College remains committed to ensuring that the programme remains relevant, inclusive, and responsive to the evolving needs of its students and society.	Choose level of compliance:
Detailed ethical considerations when referring to research, data collection and thesis writing could not be found	While we currently have ethical procedures in place for the practicum and a functioning Ethics Committee	Choose level of compliance:

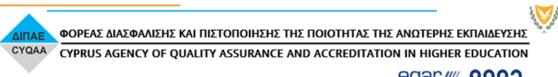|		
by the EEC in the guide for thesis or studies guide. There is some description of ethical procedures for the practicum, and there is an ethics committee that approves thesis proposals. It is an imperative, and we strongly recommend, that there is a clear and accessible guide on research ethics.	that evaluates and approves all thesis proposals, we fully agree with the Committee's recommendation and have already initiated the development of a dedicated Code of Research Ethics. This code will be formally integrated into the updated Thesis Guide and Programme Studies Guide and will be made available to all students and supervisors starting from the upcoming academic year. The Code of Research Ethics, outlined below, aims to ensure that all research conducted under the programme adheres to the highest standards of academic integrity, participant protection, and ethical accountability. **(Appendix 3)**	
The use of digital technologies within arts practices are not featured. The program should include, for example, music apps (Bjork's 'Biophilia'; Brian Eno's 'Bloom'), online programs for digital making (Sonic Pi), etc.	In response, the syllabus for the module **"CAA 016 – Design of Technologically Innovative Animating Programs"** has been fully updated to reflect this essential dimension of the programme. The revised syllabus now explicitly incorporates: • The use of music applications such as **Bjork's "Biophilia"** and **Brian Eno's "Bloom"** to support creative, multisensory learning environments. • Digital coding and sound synthesis tools like **Sonic Pi** to introduce students to programmable music and participatory digital expression. • Interactive platforms and digital storytelling tools such as **ToonDoo**, **Canva Animator**, and **Audacity** for the development of innovative animation-based educational projects. In addition, learning outcomes have been revised to reflect students' ability to apply these tools within animation practices and action-oriented teaching methods. A selection of recent international and Greek-language academic resources related to digital	Choose level of compliance:

	creative practice has also been added to the course bibliography. These changes ensure that digital innovation is embedded across the curriculum, promoting both artistic exploration and pedagogical depth in line with the programme's objectives. See **(Appendix 4)**	
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3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study like this. In order to commit the professionals and to maintain their research and teaching skills and outputs, it would be advisable to either increase the ratio of full-time teachers and/or to provide also the part-time staff with at least a "floating office" desk space/ a shared office with hot-spots where they can gather together, to discuss mutual teaching and research activities, to share experiences and exchange ideas. The space could then be used for other purposes during the weeks, when this programme is not running, if the staff members teaching in this programme would have their own locked cupboards for their books and equipment that they could easily lift into their dedicated desk space whenever present at the college. This would be likely to tie them more closely into the working community, too, besides signaling the leadership's support to their continuous professional and research-activity development.	We fully agree with the importance of creating a collegial academic environment that promotes collaboration, research engagement, and a sense of community among both full-time and part-time instructors. In response to your recommendation: • We are pleased to inform you that the Programme Coordinator is now a full-time member of the academic staff, ensuring consistent leadership, curriculum continuity, and enhanced involvement in research and student support. • In recognition of the need for improved infrastructure and shared academic space, dedicated office space (Office Room 4) has been allocated for staff teaching on the programme. This space allows for flexible use, including a "floating desk" arrangement that accommodates part-time staff, providing a shared area for meetings, academic discussions, and research collaboration. • Additionally, the room includes lockable storage units for instructors' personal teaching materials and equipment, allowing them to use the space effectively during their teaching periods and feel more closely tied to the institutional community. These measures reflect our ongoing commitment to fostering a supportive and stimulating academic environment that values both teaching excellence and research development for all staff members involved in the delivery of this programme.	Choose level of compliance:

		Choose level of compliance:
The teaching staff in this programme is, somewhat due to the hours of teaching taking place during weekends and holiday times, chiefly working with part-time contracts. This partly causes the issue of insufficient support to staff research activities, which is already showing in the quality and datedness of course materials and literature. More research activities are needed by the staff in order for the teaching to be properly research-based. Publication also in Greek is recommended so that the output can be directly used in the programme as course material, and also the most recent (2020s) international research outputs ought to be added to every course in order for the teaching quality and contents to be up-to-date.	We fully acknowledge that the weekend and holiday teaching schedule of the programme has contributed to the predominance of part-time staff contracts. However, in response to the identified need for enhanced research engagement and output, we are pleased to inform the Committee that Global College has now formally introduced a Research Funding Policy. **Key Provisions of the Research Funding Policy:** - **Internal Research Grants**: Available to both full-time and part-time academic staff for conducting applied or theoretical research relevant to their teaching fields. - **Support for Conference Participation**: Funding and leave allowances to encourage the presentation of research at national and international academic forums. - **Incentives for Publication**: Including in **Greek-language academic journals**, in order to enhance the availability of locally relevant course material and promote greater impact within the programme. - **Collaborative Research Opportunities**: Support for interdepartmental and inter-institutional research projects that reflect the interdisciplinary nature of the *Creative Arts and Animation* programme. In parallel, we have also initiated a systematic review of all course outlines and reading lists to ensure they incorporate recent (2020s) international academic publication**s** across all relevant disciplines. Course materials are being updated to reflect both current theoretical frameworks and practice-based research, in line with the programme's focus on innovation and relevance.	

	These measures are intended to ensure that all teaching is research-informed, pedagogically current, and locally meaningful, thereby enhancing the academic experience of our students and the professional development of our faculty. **(Appendix 5)**	
Teaching staff qualifications are adequate. However, there is a clear need for supporting the staff in both research activities and updating teaching methods input in order to ensure the quality and sustainability of the teaching and learning in the programme.	Kindly refer to the response provided above	Choose level of compliance:
The bibliography of the courses needs to be updated along with university teaching methods skills.	We thank the Committee for its observation regarding the need to update course bibliographies and teaching methodologies. We are pleased to confirm that all syllabi have been reviewed and updated accordingly, as documented in **(Appendix 1)**.	Choose level of compliance:
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): The close relationship with Roehampton University in London is a clear benefit to those staff members who also teach in programmes that are run in collaboration with Roehampton. Perhaps their know-how could be more systematically shared also with the other teaching and research staff who do not work in other than this programme, for example in a monthly (or every semester/ every second month) "Pedagogical Café" for staff. In addition, these networks could be utilized for research collaboration and projects such as Erasmus+.	We are pleased to confirm that the teaching staff of Global College already engage in **collaborative activities**, including joint curriculum planning, cross-module integration, and supervision of student research projects. In addition, academic staff collaborate with **external practitioners, cultural organizations, and community-based initiatives**, especially within the context of the *Creative Arts and Animation* programme. In response to your suggestions, we are taking further steps to **strengthen participatory and research-based teaching approaches**, including: • **Introducing participatory and action research methods** more explicitly within the revised syllabus of the "Animating Arts-Based and Mixed Research Methods" module. • **Encouraging the use of praxeological approaches**, reflexivity, and critical pedagogy in assignments and class-based inquiry.	Choose level of compliance:

	• **Incorporating student co-creation in the learning process**, especially in creative workshops, practicum projects, and thesis research. • **Enhancing engagement with external partners**, such as community organizations, schools, and arts practitioners, to ensure real-world relevance and promote interdisciplinary exchange. Furthermore, we are in the process of finalizing our application for the **Erasmus+ ECHE (Erasmus Charter for Higher Education)**, which we expect to receive in the near future. This certification will further **enhance international collaboration opportunities**, academic mobility, and participation in research-based partnerships across Europe, aligning with our strategic goal of strengthening the institution's European and global engagement.	
Teaching staff studies and publications are closely related to the programme's courses. However, again, more up-to-date, Greek language academic publications are needed to support the connection to the teaching quality and research-practice connection also as regards the course materials.	In response, Global College has recently established a formal Research Funding Policy designed to actively support academic staff in their research and publication efforts. This policy includes: Funding incentives for academic publications, **particularly those aligned with programme content and published in either** international or Greek academic Journals**.** Support for practice-based and pedagogical research, **which can directly inform course design and classroom innovation.** Resources for translation or bilingual publication **where appropriate, to ensure accessibility and cultural relevance for the student body.** This initiative aims to encourage faculty members to produce updated and contextually grounded publications that can be incorporated into course materials, thereby enhancing the	

	academic depth and teaching quality of the programme. We are confident that this structured support will help increase the volume and impact of faculty publications, particularly in areas directly connected to the *Creative Arts and Animation* programme.	
the part-time teaching staff need to be supported in research activities. Research time during work hours, opportunities for taking part in conferences, and a mutual research seminar for the staff members, which could also be opened to the second and third semester (Master's thesis students) students of this programme as an additional research support seminar, is recommended. Research community building at the college could also involve colleagues doing research in other disciplines at the college who would also benefit and support the staff across the college. For instance, a monthly "Higher Seminar" open to all academic and teaching staff at the college - and if you like, also the MA thesis students - where staff members present their on-going research to each other and get constructive feedback as well.	In response to this, and in alignment with our newly established Research Funding Policy, Global College is implementing the following measures: 1. **Research Time Allocation** Opportunities for **dedicated research time within working hours** will be made available to both full-time and part-time academic staff engaged in funded or approved research projects. 2. **Conference Participation** The College will provide **institutional support for participation in academic conferences**, including partial funding and administrative assistance, to enable staff to present and develop their research at national and international levels. 3. **Staff Research Seminar Series** Beginning next semester, we will launch a monthly **College-wide "Higher Research Seminar"**, open to: o All teaching and research staff across disciplines o **MA students in their second and third semesters**, particularly those preparing their thesis This seminar will function as a platform for presenting **ongoing research, exchanging feedback, and fostering interdisciplinary dialogue**. 4. **Cross-Disciplinary Collaboration** We strongly support the idea of building a **cross-**	

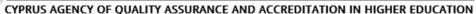|		
	departmental research community, and the new seminar initiative will serve as a foundation for encouraging collaboration across different fields represented within the College. These initiatives are intended not only to strengthen the **research-practice nexus in our teaching**, but also to promote **a culture of academic inquiry, collegial support, and innovation**, benefitting both staff and students. Kindly refer to the response provided above (**Appendix 4)**	
The connection of teaching to research could be improved. Activities connecting teaching and research during the courses and involving students in these processes could be strengthened. For instance, participatory and action research methods, praxeology, research-based teaching, reflexivity, and other critical thinking and research approaches to teaching could be employed.	Building on the actions outlined in our previous response—particularly the launch of the College-wide "Higher Research Seminar" and the expanded support for academic staff research under the new Research Funding Policy—we are also enhancing our pedagogical approach to ensure that teaching is increasingly informed by and connected to research. Specifically, we are implementing the following measures: Research-Based Teaching Across Courses Faculty will embed research-led case studies, project-based inquiry, and current academic debates directly into course content. This will allow students to engage with real-world questions and develop critical reflection skills grounded in academic research. Incorporation of Participatory and Action Research Methods Following your recommendation, modules such as **"Animating Arts-Based and Mixed Research Methods"** and **practicum-related courses** will now include: o Participatory research design o Praxeological and action-oriented methods o Reflexive journaling and peer feedback practices These approaches will encourage students to become	

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	active co-creators of knowledge rather than passive recipients. 2. **Involvement of Students in the College's Research Community** Students in their **second and third semesters** will be invited to attend and contribute to the newly established **"Higher Research Seminar"**, where they can present their thesis work-in-progress, receive peer and faculty feedback, and engage in academic dialogue alongside staff from across the College. 3. **Supervisor-Led Research Clusters** As part of thesis supervision, faculty are encouraged to form **informal research clusters** or mentoring groups that align student topics with the research interests of supervisors, further enriching the research–teaching connection.	

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

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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5. Learning resources and student support
(ESG 1.6)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
There could be a student body (i.e. committee) that allows students to organize bespoke events and have a platform to express their opinions and contribute uniquely to the college community.	We acknowledge the committee's valuable recommendation regarding the establishment of a student body that would facilitate student-led events and offer a structured platform for expression and engagement within the college community. We are pleased to inform you that **Global College has already implemented actions in this direction**, as documented in the attached institutional response. Specifically: • A **Student Activities Committee** has been formally established under the coordination of the **Student Affairs Office**. • This committee enables students to **propose, organize, and implement bespoke cultural, artistic, academic, and social events**, which reflect their interests and foster a sense of community. • In addition, students are encouraged to **voice their opinions** through participation in institutional bodies such as the **Internal Quality Assurance Committee**, ensuring their contribution to academic and operational development. • Regular **student feedback sessions and surveys** are also conducted, and the results are integrated into programme enhancement and service improvement. These structures not only empower students to take active roles in shaping their academic and extracurricular environment but also enhance democratic participation, inclusivity, and belonging across the institution.	Choose level of compliance:

There should be a student committee or representative that students can elect to voice their concerns and represent their interests.	We fully agree with the committee's observation on the importance of student representation within the institutional structure. In alignment with this recommendation, **Global College has already established a formal student representation system**, which includes: • An **elected Student Union**, whose members are chosen by the student body at the beginning of each academic year. This Union serves as the official channel through which students can voice their concerns, share proposals, and actively engage with college administration. • Student representatives participate in various **academic and administrative committees**, such as the **Internal Quality Assurance Committee**, ensuring their views are heard in decision-making processes affecting both academic and student life. • The College also facilitates **regular student-staff dialogue meetings**, where representatives can raise current issues, provide feedback, and contribute to continuous improvement efforts. These mechanisms ensure that students have a meaningful and structured platform for participation, advocacy, and partnership in shaping their educational experience.	Choose level of compliance:
The partnership with the University of Cyprus, granting students access to the library, is invaluable as it provides access to a huge range of resources and an inspiring space to network with other students beyond the college	We are grateful for the committee's recognition of our partnership with the **University of Cyprus**, which grants **Global College students access to its extensive library facilities**. This collaboration is indeed an invaluable component of our academic support infrastructure, as it:	Choose level of compliance:

	- Provides students with **access to a vast array of academic resources**, including international journals, e-books, databases, and specialized collections across disciplines. - Offers an **inspirational study environment** and promotes academic excellence by encouraging the use of high-quality research materials. - Enhances opportunities for **networking and academic exchange** with peers from different institutions, broadening students' perspectives and fostering a greater sense of scholarly community. This strategic partnership continues to strengthen the academic experience of our postgraduate students and supports the research-driven focus of the MA in Creative Arts and Animation.	
In addition to faculty members, students can also benefit from visiting the University of Cyprus library.	Indeed, Global College students have full access to the University of Cyprus Library, which serves as a key academic resource hub. This access enables students to: - Engage with **extensive up-to-date literature and** scholarly databases that support their coursework, research projects, and thesis development. - Participate in an inter-institutional academic environment, fostering broader intellectual engagement and academic networking. - Experience stimulating research setting that complements the resources provided on our own campus.	Choose level of compliance:

6. Additional for doctoral programmes
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations **by EEC**	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
For improving the uniqueness and quality of the programme, we conclude that the 'animation' aspect of this programme be amplified and elaborated in a dynamic and visible way, as described on page 9 of the report. Similarly, we would like to see the 'animation' feature more prominently in all (or most of) the titles of the modules, particularly in the Research Methods module, as explained in the report.	We fully acknowledge the committee's recommendation to further amplify and elaborate the concept of **'animation'** as a defining feature of the MA in Creative Arts and Animation. In response to the observations outlined on page 9 of the report, we have taken the following actions: • The **term 'animation'** has now been systematically integrated into the **titles and learning outcomes** of the majority of modules, including both compulsory and elective courses. This ensures that the programme's identity is consistently reflected across its curriculum structure. • In particular, the module **formerly titled "Quantitative and Qualitative Research Methods"** has been **renamed** and redesigned as **"Animating Arts-Based and Mixed Research Methods."** This revised module title and structure clearly reflects the creative, participatory, and reflective methodological focus aligned with the programme's ethos. • Course outlines have also been revised to incorporate **animation as both content and methodology**, ensuring students engage with it not only thematically but also through practical, artistic, and research-based activities. • Updated syllabi (see **Appendix 1**) reflect these enhancements and are ready for implementation in the new academic year. These steps are intended to reinforce the **unique identity and academic coherence** of the programme and to	Choose level of compliance:

29

	elevate its visibility, thematic clarity, and appeal to prospective students and stakeholders.	
The EEC could not find detailed ethical considerations regarding research, data collection, and thesis writing in the thesis or studies guide. Although there is some description of ethical procedures for the practicum and an ethics committee that approves thesis proposals, there is not a clear or easily accessible guide on ethics. Such a guide should be made clear and easily accessible to the students.	We fully accept the committee's recommendation regarding the need for a clear, detailed, and accessible guide on ethical considerations related to research, data collection, and thesis writing. To address this, **Global College has developed a dedicated "Code of Research Ethics"**, which outlines: • Ethical principles and protocols for **data collection**, **informed consent**, **confidentiality**, and **participant protection**. • Procedures for the **submission and ethical approval** of thesis and practicum proposals by the **Ethics Committee**, including timelines and required documentation. • Guidelines on **student responsibilities**, **plagiarism**, **research with vulnerable populations**, and adherence to **GDPR and data protection laws**. • Supportive tools such as **templates for consent forms**, a checklist for ethical compliance, and examples of good ethical practice. This guide will be included in the Thesis and Practicum Handbook, and will also be made publicly accessible through the College's online learning platform (Moodle) and the Academic Office**.** Our goal is to foster a culture of ethical awareness and responsibility among postgraduate students and ensure that their academic and research activities meet the highest standards of integrity and professionalism.	Choose level of compliance:
Teaching staff recruitment process is clear as with the criteria based on	We appreciate the committee's acknowledgement of the clarity and	Choose level of compliance:

academic and teaching experience. However, in order to maintain and increase the academic and research competences and the competences in up-to-date teaching methods among the staff, a systematic professional development arrangement is recommended.	transparency of the teaching staff recruitment process at Global College, including the criteria based on academic and teaching qualifications.
	
	To further strengthen our academic community, we have already taken **systematic steps to enhance continuous professional development**, aimed at maintaining and increasing both **research capacity** and **competence in contemporary teaching methodologies**:
	
	• Faculty members **regularly participate in structured training seminars and workshops** on topics such as:
	  o **Student-Centred Learning and Assessment**
	  o **Rubrics for Transparent Grading**
	  o **AI in Higher Education**
	  o **Energetic Teaching and Learning**
	  o **Digital Pedagogies and Learning Technologies**
	• A **Research Funding Policy** has been introduced to **support staff involvement in publications, conference participation, and collaborative research**, thereby reinforcing research-informed teaching.
	• The College is in the process of establishing an **internal "Higher Seminar Series"**, where academic staff present and peer-review ongoing research, fostering a collaborative and intellectually vibrant environment.
	• Opportunities for **external mobility and training** will also be enhanced following the anticipated **Erasmus+ ECHE certification**, enabling faculty exchange and exposure to best practices across European institutions.
	
	These initiatives form part of an ongoing strategy to ensure that the	

	teaching staff remain current, innovative, and actively engaged in scholarship and professional practice.	

In order for the teaching in the programme to be constantly updated, the academic and teaching staff need to be supported in their research activities. This will add the synergy between research and teaching, in terms of (a) the contents taught, (b) the methods of teaching, and (c) the course literature, thus maintaining and raising the academic level of the taught modules.	We fully agree with the committee's recommendation that sustained support for research activities among academic staff is essential to ensure that the content, teaching methods, and course literature of the programme remain current and of high academic standard.
	
	In response, Global College has taken several targeted actions to reinforce the synergy between research and teaching, including:
	
	• The implementation of a **Research Funding Policy**, which provides financial and institutional support for faculty research projects, academic publications, and participation in national and international conferences.
	• A structured framework for **linking research outputs to curriculum development**, ensuring that:
	  o **Module content** reflects current disciplinary developments and applied research findings.
	  o **Teaching methods** include research-based approaches such as participatory research, action learning, and reflective practice.
	  o **Course literature** is updated regularly to incorporate the latest Greek and international scholarly publications, as seen in the revised syllabi.
	• The introduction of **internal faculty research seminars** and interdisciplinary dialogue through the upcoming **Higher Seminar Series**, designed to facilitate peer feedback, critical inquiry, and the exchange of ideas across departments.
		Choose level of compliance:

	• Encouragement of **student involvement in staff-led research projects**, particularly in the Master's Thesis phase, as a strategy to foster a vibrant academic community and promote knowledge co-creation. These initiatives aim to create a **sustainable research culture** that directly enriches the quality of teaching and learning throughout the programme.	
Regarding section 5 on Learning resources and student support, we found the programme compliant. In conclusion, the institution's integration of technology helps students acquire new skills but also allows them to enhance their existing skills, preparing them for success in an increasingly digital world.	We sincerely thank the committee for its positive evaluation of Section 5: Learning Resources and Student Support and for acknowledging that the programme is fully compliant in this area. We are particularly pleased that the committee recognized our effective integration of technology, which supports both skill acquisition and skill enhancement. At Global College, we remain committed to: • Providing students with access to digital platforms and tools that facilitate interactive learning and creative expression, especially within the context of the Creative Arts and Animation programme. • Ensuring that all students are equipped with the digital competencies necessary for their professional development and employability in an increasingly technology-driven world. • Continuously upgrading our learning management systems, digital libraries, and creative software environments (including tools like Canva, Audacity, Sonic Pi, and more) to maintain a stimulating and modern academic experience. We view this as an ongoing priority and are grateful for the committee's	Choose level of compliance:

	endorsement of our efforts in this domain.	

C.

D. Higher Education Institution academic representatives

Name	Position	Signature
Dr Nandia Tomasidou	Programme Coordinator	
Dr Georgios Markatos	Academic Personnel	
Leonidas Neokleous	Internal Evaluation Committee	
Click to enter Name	Click to enter Position	
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Click to enter Name	Click to enter Position	

Date: 02.07.2025