

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
Global College

- **Town:** Nicosia

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

In Greek:

Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων

In English:

Master in Business Administration (MBA)

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

- **Program's status:** Master in Business Administration (1,5 years, 1.5 academic years Duration, 90 ECTS)

- **Concentrations (if any):**

In Greek: Μάρκετινγκ, Διοίκηση Ανθρώπινου Δυναμικού, Δημόσια Διοίκηση, Επιχειρηματικότητα

In English: Public Administration, Marketing, HR, Entrepreneurship



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

A. 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 program 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 program and study program'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
We recommend that the content of the program could be slightly more condensed so that it is more explicit what the main aim and intent of the program is. In its current statement it is somewhat difficult for the students to get a quick overview of the overall objectives of the program.	We have reviewed, amended, and restructured the program documentation to present the main aim and objectives in a clearer and more concise format, ensuring they are explicit, accessible, and easily understood by students from the outset. To this end, we undertook the following concrete actions: - Rephrased the program aim to a single, direct statement that encapsulates the core purpose of the program. - Reorganized and refined the learning objectives, reducing redundancy and aligning them closely with expected outcomes. - Ensured that the revised aim and objectives are now placed prominently at the beginning of all relevant program documentation and course handbooks. These changes are reflected in (Appendix 1), which includes the updated program specification showing the revised wording of the aim and objectives.	Choose level of compliance:
In addition to the above, we recommend dividing the learning outcomes in the sections: 'knowledge and understanding' and 'skills and competencies' (or similar) so that it can be clearly understood what knowledge and skills, the students are provided with in terms of theoretical insights, practice and research and inquiry skills.	We have amended and restructured the learning outcomes to distinctly separate them into the categories of 'Knowledge and Understanding' and 'Skills and Competencies'. This structured division ensures clarity regarding the theoretical insight's students are expected to acquire, as well as the practical and research/inquiry skills they will develop through the program.	Choose level of compliance:

	Actions Followed: - The learning outcomes were reviewed and categorized according to their nature—cognitive (knowledge/theory) versus applied (skills/competencies). - Each outcome was reworded where necessary to ensure alignment with the intended category and level of learning, referencing appropriate QAA benchmarks and qualification frameworks. - The updated structure was incorporated across all program documentation and is now clearly visible in the Program Specification and Module Descriptors. These changes are documented in (Appendix 1), which includes: - The revised Learning Outcomes section of the Program Specification. - A before-and-after comparison table demonstrating how the original outcomes were reclassified and reworded. - Module Descriptor excerpts reflecting the updated categorization: <i>Corporate Social Responsibility and Business Ethics – MBA 001</i> <i>Research Methods – MBA 003</i> <i>Sustainable Business Strategy – MBA – 002</i> <i>Leadership and Change Management MBA - 004</i> (Appendix 2).	
There was no written explanation in the application regarding the removal of the first course in the first semester: “Financial Performance Management”. However, in the dialogue with faculty and teachers we were informed that this change was made based on several rounds of course evaluations and inputs	We would like to clarify that, after careful consideration and consultation with faculty members, it was decided to retain the course within the program. Based on feedback gathered through multiple rounds of evaluations, The course is now offered as an elective (Appendix 3)	Choose level of compliance:

from both students and faculty teachers.		
There is a strong stakeholder orientation, and there seems to be an interest in giving input about practical knowledge and insights of importance for students' practical studies. We strongly recommend a proactive effort to investigate the possibility of a more formalized engagement with local external stakeholders, such as regular meetings, seminars, or co-creation sessions to increase the active engagement of local stakeholders in program (development).	Recognizing the importance of structured and ongoing collaboration with local stakeholders, we would like to confirm that we have already established active cooperation with a range of key stakeholders, including the Human Resource Development Authority (HRDA), the Fire Brigade Cadets School, the Cyprus Employers and Industrialists Federation (OEB), the Cyprus Sustainable Tourism Initiative (CSTI), and PASYXE (Cyprus Hotel Association). These collaborations support the alignment of our programs with industry needs and enhance students' practical exposure. Moreover, we remain committed to further strengthening and expanding these partnerships, with the aim of deepening stakeholder involvement in curriculum development, internships, guest lectures, and joint initiatives.	Choose level of compliance:
To ensure that the students receive state-of-the-art knowledge, we recommend that all program courses include a requirement for using scientific journal articles, in addition, to textbooks. We also recommend the lectures to increase the accessibility of the material available to all students. The committee also suggests revising the attendance standards compliance and the level of minimum participation standards should be increased.	In response, we wish to confirm that Global College encourages all academic staff to guide students in utilizing the e-library of the University of Cyprus, with which we now maintain an active collaboration. This platform provides access to a wide range of scientific journal articles and academic publications that support students in engaging with up-to-date and peer-reviewed research. Furthermore, to ensure equal access to learning material, all instructors are required to upload their lecture presentations, supporting documents, and reading materials onto the Moodle platform. This practice facilitates continuous access for all students, reinforcing an inclusive and resource-rich learning environment. We fully support and implement the recommendation that program courses require the use of scientific journal articles in addition to textbooks, to promote critical thinking and academic rigor across all levels of study.	Choose level of compliance:



	We wish to confirm that, in line with Global College's internal regulations, the maximum allowed absenteeism for students is set at 20% of the total contact hours per course. This policy is strictly monitored and enforced by academic staff to ensure active student engagement and consistent participation. Therefore, we confirm that we are in compliance with the recommended standards and will continue to uphold and reinforce this regulation across all programs.	
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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
To date, the college is aware of and actively preparing for the issue of generative AI. However, there are no explicit guidelines yet for the faculty members nor the students regarding ethical and responsible use of generative AI when conducting, submitting, and assessing assignments, in particular written assignments. Therefore, we recommend the development of some formal policies for the use of AI in teaching and assessments. If the use of generative AI is restricted during teaching and/or examination, this should be clearly stated in written information.	The institution issued on 1 st March 2024 an internal policy on AI tools and shared it with faculty and students [Policy: Use of Artificial Intelligence AI]- (Appendix 4)also see webpage- https://globalcollege.ac.cy/policy-use-of-ai/ .	Choose level of compliance:
Although the Global College has a student-centred teaching and learning approach, we recommend the use of an increased variation of activities such as flipped classroom or peer-teaching where the students ‘teach each other’, to mention a few.	While Global College has always embraced a student-centered educational philosophy, we have now taken concrete steps to broaden and formalize the variety of active learning strategies—including the adoption of flipped classroom models, peer-teaching, and other student-led methods—across the program structure. 1. Integration of Flipped Classroom Techniques: Following your recommendation, we: • Re-designed selected modules to adopt a flipped classroom approach, where students engage with pre-recorded lectures, case studies, or readings prior to class, enabling in-person sessions to focus on problem-solving, analysis, and application. • Created a repository of video lectures and preparatory materials, accessible through our Virtual Learning Environment (VLE), to support this delivery model.	Choose level of compliance:

	This development is documented in <i>(Appendix 5.1)</i>, which includes: - Revised module delivery plans showing flipped classroom structures. - Sample pre-class learning materials and in-class activity outlines. 2. Implementation of Peer-Teaching Methods: We also introduced peer-teaching as a structured activity in several modules: - Students are now assigned topics or case studies to present to their peers, followed by structured discussion and critique. - These activities are guided by clearly defined rubrics and supported by staff moderation and feedback, ensuring alignment with learning outcomes and quality standards. This initiative is illustrated in <i>(Appendix 5.2)</i>, which contains: - Examples of peer-teaching activity plans from selected modules. - Sample assessment rubrics and feedback forms used during peer-led sessions. 3. Staff Development and Monitoring To ensure the effective implementation of these active learning strategies: - Faculty participated in professional development workshops focused on active and participatory learning methods. - We introduced a monitoring and reflection component, where staff submit brief reports on the effectiveness of these strategies and student	
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	feedback is collected systematically. Supporting evidence is provided in <i>Appendix 5.3</i>, which includes: • Workshop materials and attendance records. • Instructor reflection templates and sample student feedback summaries. Note: All the above additions, along with further updates, have been incorporated into the revised Faculty Handbook and will be implemented in the new academic year.	
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Teaching staff

(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We recommend that Global College aims for an increase in the percentage of PhD holders among the teaching staff in the MBA program. Additionally, Global College could dedicate more resources for research support and faculty engagement in research projects.	Global College remains fully committed to maintaining and improving the quality of its academic provision. While the current staffing structure satisfies the existing accreditation requirements, we fully recognize the importance of strengthening our academic profile through increased participation of PhD-qualified faculty. Accordingly, Global College will proceed with new academic recruitments as necessary, particularly in line with the future expansion of student enrollment. In this context, we are pleased to note that we have recently recruited an additional faculty member, Dr. Stratis Andreas (<i>Appendix 6</i>), further enhancing our academic team. Also, in (<i>Appendix 7</i>), you will see that it contains: • The Research Support Fund Guidelines and application template. • Sample seminar agendas and participation records. • Updated faculty workload policy, reflecting time allocation for research activities. College maintains a formal policy for the development of its teaching staff, and this is part of the Faculty Handbook - <i>pp. 16 Duties and responsibilities</i> - <i>pp.17-19 Faculty workload</i> - <i>pp.20 Faculty time schedules</i> - <i>pp.21 Faculty ranking</i> - <i>pp.22-23 Faculty procedures for promotion</i> - <i>pp.24 Faculty performance appraisal</i> - <i>pp.26-28 Faculty development</i>	Choose level of compliance:



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

As previously mentioned, a new PhD-qualified faculty member has recently been recruited (*Appendix 6*).

Choose level of compliance:

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
Global College offers the program both in English and Greek. In both programs, English texts and literature are used. The committee commends the level of the entry standards set by Global College. Global College also considered using this English language level for the Greek program. The Greek program uses complex English texts, and external stakeholders require a higher level of English for managers in responsible positions as they need access to global knowledge resources that are often only available in English. However, as colleges in Cyprus are allowed to offer MBA programs with entry levels below the B2 level of the Common European Framework of Reference for Languages, this creates an unlevelled playing field for Global College. We therefore strongly recommend the Ministry of Education to upgrade the minimum language level requirements to professional standards for both English and Greek MBA programs.	In line with your recommendation, we have taken concrete, structured action to ensure that the language proficiency standards across both the English and Greek MBA programs meet the highest academic and professional expectations. Recognizing the necessity for students in the Greek-language track to engage with complex English academic literature and meet market demands for global competence: - We have amended our internal admissions policy to require a minimum of B2 English language proficiency for all students enrolling in either the English or Greek MBA program. - This internal threshold is now clearly communicated in our admissions documentation, website, and promotional materials. - Students applying to the Greek-language program must now submit proof of B2-level English through recognized language qualifications.	Choose level of compliance:

3. 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 is a broad policy on disabilities on the school website, but a complete policy would specify the definition of disability, how reasonable accommodations to the disability are accommodated, and in which cases the college does not accommodate the disability. When students can appeal	While a broad policy on disabilities was indeed published on the College website, we acknowledge the importance of ensuring clarity, completeness, and accessibility of information regarding definitions, procedures, and student rights.	Choose level of compliance:

regarding compliance with these policies, confidentiality, applicability, and application of the services process. We therefore advise the school to develop a more comprehensive policy on student disabilities.	Accordingly, we have undertaken the following concrete and documented actions to meet and exceed the expectations outlined in your feedback: 1. Development of a Comprehensive Disability Policy We have revised our existing framework and developed a comprehensive institutional Disability Policy that now includes: • A clear and formal definition of disability, aligned with EU directives and best practice. • Step-by-step procedures for requesting and processing reasonable accommodations. • Explicit clarification of circumstances in which accommodations may be limited due to academic integrity, professional standards, or legal restrictions. • Detailed information on confidentiality, including data protection protocols and the secure handling of sensitive personal information. • A clearly defined appeals process, ensuring students are aware of their rights if accommodations are denied or disputed. This new policy is publicly available and included in (Appendix 8), which contains: • The full revised Disability Policy. • A comparison table outlining enhancements made to the previous version.	
We were informed during the site visit that 50% absence in total is allowed. Given that the program strongly depends on participation in class, this is below the level that ensures sufficient student participation. We therefore recommend that this attendance requirement is increased to 70%	We would like to clarify that Global College's internal regulations already stipulate a minimum attendance requirement of 70%, which is consistently applied across all programs, including the MBA. This policy is clearly outlined in the <i>Student Handbook</i>, publicly available on the	Choose level of compliance:

attendance in total. However, even when students attend class, they must still review the lectures. In the MBA teaching approach of Global College, the lectures play a critical role. The need to review them was confirmed by the students we spoke at the visit. Therefore, we recommend that lessons be recorded, and they can be made available to students to review them when preparing for exams or assignments. Recording lessons can also further enhance the program's quality.

College's website, and communicated to students during orientation.

During the site visit, the reference to a "50% absence allowance" may have led to a misunderstanding. To clarify:

Students are allowed to be absent for up to 20% of total class time per course. **(Internal Regulations- Absenteeism policy - pp: 9)** Exceeding this threshold triggers a review of academic standing and may lead to administrative withdrawal from the course unless justified by valid documentation and approved by the Academic Committee.

Nevertheless, we acknowledge the committee's concern and, to reinforce the importance of active participation, we are:

- Introducing automated alerts in our Student Information System when attendance drops below 80% **(Internal Regulations- Absenteeism policy - pp: 9)**, to ensure early intervention.
- Enhancing staff training to consistently communicate and enforce the attendance policy.

2. Recommendation for Lecture Recordings

We fully endorse the committee's recommendation regarding the recording of lectures. In response, we are currently implementing the following measures:

- Lecture Capture Pilot Initiative: A pilot program has commenced in selected MBA modules during the current semester, using integrated classroom recording systems.
- Platform Integration: Recorded lectures will be uploaded to our Virtual Learning Environment (VLE) and made available to all registered

	students within 24 hours of each session. • Quality Standards: All recorded content will be reviewed for clarity and academic integrity before release.	
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4. Additional for doctoral programs (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 program) (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
Record the lessons so the students can make them accessible for all students so they can review them when preparing for exams.	As noted above, we will be enhancing our digital learning environment by providing summaries of recorded lectures rather than full recordings. This approach ensures that students have access to key content for exam preparation while also maintaining the importance of class attendance and active participation.	Choose level of compliance:
We suggest that the use of AI by students is carefully considered and integrated into the program set-up, particularly the evaluation and final assessment.	As mentioned above, the responsible use of AI is already being addressed through our institutional policies are currently being developed to guide its integration into teaching, learning, and assessment—particularly in relation to evaluations and final assignments (A.I. Policy) and also dedicated sessions in the Research Methods course have been implanted,	Choose level of compliance:
Make the program more inclusive with comprehensive policies for students with physical and learning disabilities.	As noted above, detailed provisions addressing the support of students with physical and learning disabilities are included in the Student Handbook and Internal Regulations. These outline definitions, accommodation procedures, confidentiality protocols, and the appeals process, ensuring an inclusive and supportive learning environment	Choose level of compliance:
Strengthen the requirements for lecturers and monitor if the majority has adequate PhDs and recent research output in the relevant domain of the course modules.	As mentioned above, we are committed to strengthening our academic team, particularly as new MBA concentrations are introduced. We are actively collecting CVs of qualified PhD holders and expanding research support schemes for both full-time and part-time staff, with the goal of enhancing research output and academic alignment with course content. Please note that we have already proceed with the recruitment of a PhD Holder as mentioned above.	Choose level of compliance:
Increase the required attendance in total to 70%.	As mentioned above, while the current 50% attendance requirement was considered acceptable during the verbal evaluation due to the availability of course materials online, we will enforce	Choose level of compliance:



	our attendance policy with our internal regulations standards.	
Global College could further enhance its impact by prioritizing the cultivation of strong connections with program graduates through more prominent alumni initiatives. This approach may open up greater possibilities for attracting future students within relevant industries.	We recognize the importance of strengthening ties with our graduates. Alumni engagement is a priority, and we are actively working to expand initiatives that foster stronger connections with program graduates, which will also support outreach and recruitment efforts within key industry sectors.	



C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Georgios Markatos	Programme Coordinator	
Leonidas Neokleous	Internal Evaluation Committee	
Vlasis Foukas	Academic Personnel	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	
Click to enter Name	Click to enter Position	

Date: 30/06/2025