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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
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Doc. 300.1.1

Date: 4.4.2025

External Evaluation Report
(Conventional-face-to-face programme of study)

- **Higher Education Institution: Global College**

- **Town: Nicosia**

- **School/Faculty (if applicable): N/A**

- **Department/ Sector: Education**

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

  In Greek:

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

  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

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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].

In English: Concentrations

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC made an onsite visit on 3rd April 2025, following the schedule specified in the External Evaluation Schedule (see the separate schedule for closer details).

During the day, the EEC enjoyed presentations from the Leadership, the Staff, interviewed the representatives of all stakeholder groups (Leadership, External Stakeholders, Academic and teaching staff, Administrative and Student support staff, Students and Graduates).

The EEC had extended and fruitful discussions with all Stakeholder groups.

Also, the EEC enjoyed an informative tour of the premises, visiting the computer labs, seminar and group teaching rooms, the two hall spaces for drama / creative work, the library, the cafeteria, and the administrative desk.

B. External Evaluation Committee (EEC)

Name	Position	University
Professor Pamela Burnard	Chair of EEC	University of Cambridge
Professor Arniika Kuusisto	Member of EEC	University of Helsinki
Associate Professor Konstantinos Amoiropoulos	Member of EEC	Oslo Metropolitan University
Graduate Student Andreas Sofroniou	Student Member of EEC	University of Cyprus

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*

- *At the beginning of each assessment area there is a box presenting:*
    (a) *sub-areas*
    (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
    (c) *some questions that EEC may find useful.*

- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*

- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

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

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*

- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*

- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
    - *is a part of the strategic management of the program.*
    - *focuses on the achievement of special goals related to the quality assurance of the study program.*
    - *has a formal status and is publicly available*
    - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
    - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
    - *ensures academic integrity and freedom and is vigilant against academic fraud*
    - *guards against intolerance of any kind or discrimination against the students or staff*
    - *supports the involvement of external stakeholders*
        - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
        - *integrates employer surveys to adapt to evolving workplace demands.*
        - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
        - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
    - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- o *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- o *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- o *is designed by involving students and other stakeholders*
- o *benefits from external expertise*
- o *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- o *is designed so that it enables smooth student progression*
- o *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- o *defines the expected student workload in ECTS*
- o *includes well-structured placement opportunities where appropriate*
- o *is subject to a formal institutional approval process*
- o *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- o *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- o *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- o *is reviewed and revised regularly involving students and other stakeholders*
  - ▪ collaborates with industry experts for curriculum development.
  - ▪ conducts joint reviews with external academic specialists to maintain academic rigor.
  - ▪ performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
  - ▪ establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
  - ▪ conducts regular feedback sessions with local community leaders for societal relevance.

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - o *selection criteria*
  - o *intended learning outcomes*

- o *qualification awarded*
- o *teaching, learning and assessment procedures*
- o *pass rates*
- o *learning opportunities available to the students*
- o *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that
- o Professional bodies validate program descriptions and outcomes.
- o Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- o External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- o Industry-specific & societal information is regularly updated with expert inputs.
- o Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - o *key performance indicators*
  - o *profile of the student population*
  - o *student progression, success and drop-out rates*
  - o *students' satisfaction with their programmes*
  - o *learning resources and student support available*
  - o *career paths of graduates*
  - o *industry trend analysis.*
  - o *feedback mechanisms from external partners/stakeholders*
  - o *data exchanges with professional networks*
  - o *employer insights concerning career readiness*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

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

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

From the onsite visit as well as the documentation which the EEC was given by the Global College (Nicosia) has a clear quality assurance policy which takes into consideration regular and ongoing monitoring of programmes of study with clear channels of feedback. Since this is an existing programme of study (Creative Arts and Animation 1,5 years, 90 ECTS, Magister Artium), all aspects of the programme, running for more than ten years, were reported about.

The conceptual principles underlying the programme, namely 'Creative arts' and 'Animation' are clearly focused on addressing the needs of mature students with diverse backgrounds and specialisms who are combining studies with other commitments (ie. work and family) but who are keen to advance themselves personally and professionally in order to be more prepared as active citizens and responsive to the changing needs of society. To this end, the Global College is focused on students' well-being and progression, and the academic members, teaching staff and administration, who are all committed to ensuring that students' learning experiences are engaging and relevant.

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

- The structures, regulations and processes required at a Master's level are in place.
- There is a clear structure for collection of student feedback with a policy for mid- and end-of-course evaluations that are in place. Student perspectives and feedback are effectively and responsively acted on (e.g. issues concerning cafeteria opening hours).
- Academic standards are in place (e.g. Turnitin, use of AI and ChatGPT) with the organisation of the quality assurance system through appropriate structures, regulations and processes (ensuring quality assurance for sustainability and 'quality not quantity' as stated by the General Director, George Kriticos). There are appropriate inputs on the development of the institution's quality assurance policies.
- The programme of study is effectively coordinated and developed by a Coordinator.
- There is involvement of external stakeholders (e.g. Human Resource Development Authority of Cyprus and Cyprus Employer and Industrialist Federation) to ensure continuous alignment with market needs, with inputs to provide industry trend analysis, data exchanges via professional networks, and employer insights concerning career readiness of graduates.
- The programme and course design are in line with institutional strategies and explicit learning outcomes.
- **The strength of the qualification is the innovative intersection of arts disciplines and animation (human flourishing, happiness, revitalisation, liveliness, vividness, vibrancy).**

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

- There 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.

- 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 Childhood Play* Masters at the University of Cyprus. And 'e-learning' vs. 'in person' programmes will serve different stakeholders.

- 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:
  - 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.
  - 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 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'.

- 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:
  - 'Dramatic Arts and Animation Procedures' should include relevant literature to drama, especially diverse methods such as process drama and applied drama.

- 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 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.

- 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, PalgraveMacMillan 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.

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

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

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology
2.2 Practical training
2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

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

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

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

The programme under review is a well-balanced combination of theory and practice. It is a well-balanced set of study units for applying the arts in educational contexts. Yet, although there is a grounded pedagogical context, we recommend that the programme lecturers take into consideration that both the diverse student backgrounds and the students' future prospects are more diverse than merely the traditional school context (e.g. adult learners, studio settings, community practices, such as community music, yoga studio). Thereby, there is a need for widening the idea of the targeted future contexts for using/applying the arts. Although the aims of the programme, as they are described in the application for accreditation and the description of the units, include formal and informal settings of education and activities, the practical direction of the programme should not only develop towards the direction of teaching the school curriculum (e.g. formal education systems) but also include informal settings and adult education.

The theoretical and philosophical grounds of the programme are based on positive psychology as a theoretical approach. Although it is an established theory, it is recommended that this theory should not be the sole basis for the programme's development. Arts, in general, can be a way to support animation, e.g., happiness and wellbeing. Still, they also offer the possibility of change and transformation, which may entail challenges, crises, critical thinking, feeling thinkingly and thinking feelingly. The "fun" for the participants that arts also include may relate to fun produced by exploring and reconsidering, through the artistic experience, who they are in relation to their worlds. In that sense, a broader spectrum of theories of pedagogies and psychology should be included.

The EEC couldn't attend and observe teaching sessions since no scheduled lessons occurred during the day of the visit. The lessons take place mainly on the weekends. So, it was not possible for the EEC to have a full view of the teaching methods in practice and how they may relate to the students' needs. However, the EEC had a thorough discussion with the staff and a group of students. There were five students, of which two were recent graduates from 2024 and 2025.

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Students and staff members seem to agree that the learning processes are sound and support students' individual and social development.

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

- The programme manages to attract students from diverse backgrounds. This brings together various specialities that may integrate creatively in the group and help students grasp the variety of possible animations and interventions and learn from each other.
- Self-study and independent engagement are strong elements in the programme. Students take an active role in their learning, as explicitly stated in the practicum (CAA 009) and other units.
- The students and the staff make it clear that although there is a strong element of autonomy for the learners, the guidance and mentoring from the staff are excellent. The Global College, and especially this specific programme, is relatively small (approximately 1100 students per year for the college and 33 students at the moment in this particular programme). It seems encounters between the staff and the students are frequent and fruitful.
- There is a clear and appropriate procedure for dealing with complaints regarding teaching and learning. The Handbook for Compliance Procedures is adequate. Although the EEC could not find the specific handbook online, students were very clear that they were familiar with the handbook and the policy and procedure.
- The description of the course materials is detailed and precise.
- Practical and theoretical studies are well connected. Students value the staff competences, skills and diverse expertise (e.g. as a dancer, or a schoolteacher), they can offer practical examples and advice that connect theory, research and practice.
- CAA 009 Practical Training, which accounts for 20 ECTS, strongly incorporates praxis, combining theory and practice. The procedure and guide for this unit are sufficiently detailed and thorough. The unit offers a good opportunity for students to develop or reorient their practice within their current or future professional careers.
- Assessment and feedback for the students are adequate. We stress that inclusion of 2 hours of tutorials, compared to other institutions, is very limited when supporting thesis writing. Students and staff confirmed that feedback is given whenever needed beyond the formal description of tutorials.

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

- 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.

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- 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).
- Detailed ethical considerations when referring to research, data collection and thesis writing could not be found 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.
- 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.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
2.1	Process of teaching and learning and student-centred teaching methodology	Partially compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

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3. Teaching staff *(ESG 1.5)*

> **Sub-areas**
> **3.1 Teaching staff recruitment and development**
> **3.2 Teaching staff number and status**
> **3.3 Synergies of teaching and research**

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

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

3.3 Synergies of teaching and research

Standards

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

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

You may also consider the following questions:

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

A short description

The Global College staff working in this programme consists of 8 academic and teaching staff members, all of whom are qualified, however, most (6) of whom only work part-time in the programme. All presently employed staff members at the programme hold a PhD degree. They have international academic and research experience as well as university level teaching experience. The academic and teaching positions are announced openly when in need for new staff members: research competences, teaching experience and other skills, are evaluated.

Findings

- Many of the staff members work with part-time contracts, which is understandable, as the program runs a lot during weekend and holiday times. However, in order to safeguard the quality and the competitiveness of the programme, the high academic standards and up-to-date teaching methods need to be continuously developed, maintained and supported.
- The number of the teaching staff is adequate to support the programme of study: There are eight (8) staff members teaching in this programme: two full-time and six part-time. The number of the staff is adequate. However, it is clearly also somewhat problematic that the ratio of part-timers is so high. This influences, for instance, the level of support they are getting from the college for maintaining their research activity, updating of their university teaching methods, and gaining desk spaces at the college – all of which also influence their access to membership of the staff research community and research culture at the college.

- The staff is highly qualified (everyone holds a PhD), motivated, and clearly very committed to the programme, the college, and the students. The students are very happy with their teachers to be available, knowledgeable, and the administration supports both the academic and teaching staff and the programme practicalities and students.

Strengths
A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.
- Student feedback is gathered continuously, and this feedback is given to teachers.
- Teaching experience (years) adds up into the staff promotion system – the more experience, the higher academic position.
- The HEI collaborates with Roehampton University in London. Also, other international institutions are featured formed mainly by personal connections.
- Continuous student feedback is gathered and delivered to staff and acted upon.
- The IT support is very competent, active, and strengthens also the teaching side with facilitation of the most recent IT solutions. IT and the use of new technologies is very well supported at the college, both regarding students and staff support.

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

- The 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.
- 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.

- 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.
- The bibliography of the courses needs to be updated along with university teaching methods skills.
- 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+.
- 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.
- 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.
- 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.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	Partially compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Partially compliant

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

> **Sub-areas**
> **4.1 Student admission, processes and criteria**
> **4.2 Student progression**
> **4.3 Student recognition**
> **4.4 Student certification**

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*

- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*

- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*

- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*

- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*

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o *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

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

The intake is inclusive. All applicable BA degrees from recognized HEIs qualify the students to be accepted. There is also readiness to accept students with Special Needs (incl. wheelchairs). Programme flow is good. Practically everyone completes the programme in the given schedule, with very few exceptions of students who have had family reasons for having a break and joining the next group for completion.

- The regulations are predefined and published appropriately. Access policies are in place. After the initial application process, the applicants that fulfil the criteria are interviewed. Approximately 80% are accepted into the programme.
- Pre-defined and published regulations regarding student progression are in place. Each course description includes the goals for student learning. So far, all students have completed the programme. Some with delays of personal nature (family situations) have been admitted to the following course for completion. Hence, the progression has been

guaranteed also in situations where the students' personal life has required added flexibility.

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

- Good practices in place for admissions and student support for completion of the programme studies.
- Processes and tools to collect, monitor and act on information on student progression, are in place.
- Pre-defined and published regulations regarding student recognition are in place. The programme intake has involved a broad range of student backgrounds and competences of for instance educational and other creative degrees (e.g. French language teacher, dance teacher, yoga teacher, drama teacher, professional studio practitioner).
- Student certification procedures, together with the accompanying supplement, are in place (for more detail, see Guide for Postgraduate Programmes (in Greek), p. 20, 2.9 about certificates).

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

- No particular recommendations needed.

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

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

5. Learning resources and student support *(ESG 1.6)*

Sub-areas

    5.1 Teaching and Learning resources
    5.2 Physical resources
    5.3 Human support resources
    5.4 Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

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

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

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

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

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

Short Description

The Global College is recognized for its strong commitment to academic development. Student-centred learning and flexible modes of learning and teaching are taken into account when allocating, planning and providing student support.

Findings

- Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.
- Physical resources (i.e. premises, libraries, study facilities, IT infrastructure) are adequate to support the study programme.
- Human support resources (i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff) are adequate to support the study programme.
- The institution is deeply committed to supporting its students by actively addressing their academic and professional challenges. It provides a range of services designed to provide for both the students' academic and professional needs, including personalized advising and mental health support.

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

- The staff support and encourage students to explore and experience diverse approaches in their academic and professional work. This emphasis on flexibility and creativeness not only enhances the students' learning experience but also develops their professional skills.
- The collaboration with the University of Cyprus represents a significant advancement for the institution, as it provides students with access to an extensive library and database of academic resources.
- The institution integrates technology into its processes and encourage students to do the same, which helps them acquire new skills or enhance existing ones.
- All resources are fit for purpose and students are informed about the services available to them.
- Student support is provided covering the needs of a diverse student population, and students with special needs.

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

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- 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.
- There should be a student committee or representative that students can elect to voice their concerns and represent their interests.
- 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.
- In addition to faculty members, students can also benefit from visiting the University of Cyprus library.

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

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

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6. Additional for doctoral programmes *(ALL ESG)*

> **Sub-areas**
>
> **6.1 Selection criteria and requirements**
> **6.2 Proposal and dissertation**
> **6.3 Supervision and committees**

6.1 Selection criteria and requirements

Standards
- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
    - *the stages of completion*
    - *the minimum and maximum time of completing the programme*
    - *the examinations*
    - *the procedures for supporting and accepting the student's proposal*
    - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards
- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
    - *the chapters that are contained*
    - *the system used for the presentation of each chapter, sub-chapters and bibliography*
    - *the minimum word limit*
    - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards
- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
    - *regular meetings*

- o *reports per semester and feedback from supervisors*
- o *support for writing research papers*
- o *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Are the criteria reflected in dissertation samples?*

Findings

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	N/A
6.2	Proposal and dissertation	N/A
6.3	Supervision and committees	N/A

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D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The strength of this programme of study is the innovative intersection of arts disciplines and animation (i.e. human flourishing, happiness, liveliness, vividness, vibrancy). We have 5 conclusions which link directly to the partially compliant sub-areas:

1.2 Design of approval, monitoring and review (Partially Compliant)

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.

2.1 Process of teaching and learning and student-centred teaching methodology (Partially compliant)

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.

3.1 Teaching staff recruitment and development (Partially compliant)

Teaching staff recruitment process is clear as with the criteria based on 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.

3.1 Synergies of teaching and research (Partially compliant)

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.

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.

The EEC would like to thank all Global College staff and students involved in the process of evaluation for their time and availability during the visit and also express gratitude to Cyprus

Agency of Quality Assurance and Accreditation in Higher Education, Lefkios Neophytou, for organizing and facilitating a smooth evaluation process.

E. Signatures of the EEC

Name	Signature
Professor Pamela Burnard	
Professor Arniika Kuusisto	
Associate Professor Konstantinos Amoiropoulos	
Graduate Student Andreas Sofroniou	

Date: 4.4.2025