

# Decision of the Accreditation Commission of AQAS

## Experts' Report

On the Bachelor and Master programme:

**“Business and Management”** (Bachelor of Science)

**“Business and Management”** (Master of Science)

offered by the **Global Humanistic University**, Curaçao

### I. Bachelor programme **“Business and Management” (B.Sc.):**

1. The study programme **“Business and Management” (B.Sc.)** offered by the **Global Humanistic University** in Curaçao is accredited according to the AQAS criteria for Programme Accreditation.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of nine months.

2. The accreditation is **conditional**.
3. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 March 2020**.
4. The accreditation is given for the period of **four years** and is valid until **30 September 2023**.

### Conditions:

1. The strategy and overall aims of the study programmes must be clarified and the specific needs of the target groups must be addressed.
2. A concept to foster the exchange between the university and the regional labour market has to be developed in order to strengthen the relationship between both parties and to follow-up on the progression of graduates.
3. Closer guidance on academic writing and scientific methods has to be provided to the students.
4. The assessment methods must correspond with the intended learning outcomes on the course level. The use of an appropriate spectrum of examination types has to be ensured so that the acquisition of different competences can be demonstrated by the students.
5. The entry requirements for both programmes must be defined more precisely. A special focus should be put on how the competencies of students without a Bachelor degree are assessed to study on the Master level, and who is in charge of the procedure.

The logo for AQAS, featuring the letters 'AQAS' in a bold, sans-serif font.

Agentur für Qualitätssicherung durch  
Akkreditierung von  
Studiengängen

6. The criteria and information on the recognition of competences gained at other universities or outside universities have to be made available for students.
7. To allow a final judgement on the personal resources, a complete list of teaching staff (including all CVs) and their teaching hours (including hours of involvement in the programmes) must be handed in.
8. It has to be made clear who is responsible for the academic content of the programmes.
9. Both course handbooks have to be updated. A special focus needs to be put on examination modes and academic literature.
10. GHU must hand in a timeline for the introduction of online platforms for both programmes which address the needs of the students in Latin America.

The conditions were fulfilled on time.  
The Standing Commission confirms this with its decision of 11.05.2020.

The following **recommendations** are given for further improvement of the programme:

1. In addition to the quantitative evaluation scheme, a more qualitative approach should be included in the QA mechanisms in order to get relevant feedback from different groups of stakeholders.
2. Both curricula should integrate more offers to strengthen communication skills (presentations, group work, “live sessions”, etc.) as well as offers for self-management.
3. To react to the needs of the labour market in Latin America, the Bachelor programme should focus on practical competences which should be reflected in the intended learning outcomes.
4. A typical study plan for part-time students should be laid down.
5. The responsibilities for and the different steps of the examination process should be documented transparently to provide clear information for students.
6. GHU should monitor the self-learning process of the students and the workload calculation, collect data on it and adjust it, if needed.
7. The Diploma Supplement should include more information on the national educational system and the university itself.
8. The screening process for new teaching staff should additionally focus on teaching experience.
9. A concept of continuous enhancement of didactic skills of the teaching staff should be developed.

## II. Master programme “Business and Management” (M.Sc.):

1. The accreditation decision for the study programme “**Business and Management**” (M.Sc.) offered by Global Humanistic University in Curaçao is postponed.

The study programme does not yet fulfil all Standards for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. However, it is likely that the shortcomings can be remedied within 18 months.

2. The postponement period lasts for a maximum of 18 months and ends on **31 December 2020**. The university has the opportunity to revise the study programme during this period.
3. The revised documentation will be reviewed by the expert panel. If considered necessary by the expert panel, a second site visit has to be organised. The accreditation commission then

takes a final decision based on the expert panel's updated report.

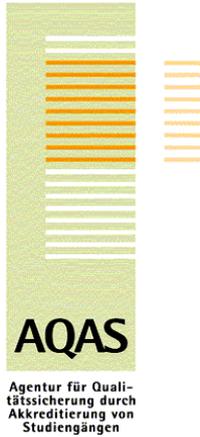
4. The Standing Commission points out that the university must request to continue the accreditation procedure in written form within the given period. The revised documentation must be submitted in writing no later than the 31 December 2020. If the university does not request the continuation of the accreditation procedure or does not hand in the revised documentation within the given period, AQAS will automatically reopen the procedure and deny the accreditation.

**Findings:**

The above-named conditions and recommendations which refer to both programmes offered by the university also include areas of improvement of the Master programme “Business and Management” (M.Sc.). The following aspects additionally have to be considered when revising the programme:

1. The description of the intended learning outcomes of the Master programme must be redefined and needs to be adjusted to level 7 of the European Qualifications Framework (EQF).
2. Depending on the revised strategy of GHU, the profile of the Master programme must be sharpened.

With regard to the reasons for this decision the Standing Commission refers to the attached assessment report.



## Experts' Report

on the degree programmes:

**“Business and Management”** (Bachelor of Science)

**“Business and Management”** (Master of Science)

offered by the **Global Humanistic University**, Curaçao

Visit to the University: 14 – 18 January 2019

### Panel of Experts:

<b>Prof. Dr. Ellen Roemer</b>	University of Applied Sciences Ruhr West (Germany), Faculty of Business Administration
<b>Prof. Dr. Juan Felipe Reyes Rodriguez</b>	Universidad Pontificia Bolivariana (Colombia), School of Business Administration
<b>Mónica Botero Lozano</b>	Student of Business Administration and Management at the Inter-Continental University of the Caribbean (ICUC) (student expert)

### Coordinators:

Doris Herrmann, Patrick Heinzer                      AQAS, Cologne, Germany

## **I. Preamble**

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AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation, supported by more than 90 member institutions, both higher education institutions (HEIs) and academic associations. Since 2002, the agency has been accredited by the German Accreditation Council (GAC).

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of both academic studies and teaching in Higher Education Institutions. The activities of AQAS in accreditation are neither restrained to specific academic disciplines or degrees nor to a certain type of Higher Education Institution

## **II. Accreditation procedure**

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This report results from the external review of the Bachelor of Science and Master of Science programmes in “Business and Management” offered by the Global Humanistic University (GHU) in Curaçao, Dutch Antilles.

The procedure is a “concept accreditation”, which means that the respective programme in most cases had not started yet and there are no students enrolled at the time of the site visit.

### **1. Criteria**

The programme is assessed against a set of criteria for programme accreditation developed by AQAS. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of the programme since not all indicators necessarily can be applied to a programme.

The difference between a concept accreditation and a regular accreditation procedure is that it is not expected that every element of teaching and learning is already settled but that the concepts developed by the University show that the chances to offer the programme on a high qualitative level are good. In a perspective view the University should prove its ability to fulfil all criteria of the ESG in the future and to get a regular accreditation within some years.

### **2. Approach and methodology**

Like in a regular accreditation procedure AQAS invites a panel of experts to assess the programme which includes the major stakeholders in the process, i.e. universities, students and the labor market. The panel members from the universities which offer comparable programmes and at least one expert will be based in the country or region of the university.

Major differences between a regular accreditation and a concept accreditation are the following:

- the report written by the panel of experts at the end of the procedure will include recommendations and advice how the programmes offered by the University can be improved, so that the element of enhancement is stronger in this kind of procedure.

- The final certificate of accreditation will transparently describe that the programme was assessed in a concept accreditation.
- The duration of accreditation will be 4 years and not 6 years as in a regular procedure.

#### *The initialisation*

The University mandated AQAS to perform the accreditation procedure in April 2018.

The Global Humanistic University produced a Self Evaluation Report (SER). In July 2018, the institution handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included e.g.:

- Course descriptions
- CVs of the teaching staff
- Undergraduate/graduate academic regulations

AQAS checked the SER regarding completeness, comprehensibility and transparency. The final version of the SER was submitted in November 2018.

The accreditation procedure was officially initialised by a decision of the AQAS Accreditation Commission on 20/21 August 2018.

#### *The nomination of the panel of experts*

AQAS follows principles for the selection of experts of the European Consortium for Accreditation (ECA).

The Accreditation Commission nominated in August 2018 the before mentioned expert panel. AQAS informed the University about the members of the expert panel and the Global Humanistic University did not raise any concerns against the composition of the panel.

Mr. Franklin Soares, Curaçao Investment and Export Promotion Agency (CINEX), who was nominated as the representative from the labour market cancelled his participation at short notice so that the site visit was carried out without him. Due to the fact that Ms. Mónica Botero Lozano has some working experiences in Curaçao before and beside her studies, she was able to include this perspective in the discussion rounds with GHU.

#### *The preparation of the site visit*

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the University and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

#### *The site visit*

After a review of the Self Evaluation Report, a site visit to the University took place from 14 to 19 January 2019. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the programme management, teaching and other staff in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the Global Humanistic University's representatives.

### *The report writing*

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS criteria for the programme accreditation. The report included a recommendation to the Accreditation Commission. The report was sent to the Global Humanistic University for comments.

### *The decision*

The report, together with the comments of the University, forms the basis for the AQAS Accreditation Commission to take a decision regarding the accreditation of the programme. Based on these two documents, on 27/28 May 2019 the Accreditation Commission took its decision on the accreditation. AQAS forwarded the decision to the Global Humanistic University. The GHU had the right to appeal against the decision or any of the imposed conditions within four weeks.

In June 2019, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

## **III. General Information on the University**

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The Global Humanistic University (GHU) is a state recognized university focussing on long distance learning study programmes and was founded in 2018. The University will offer both Bachelor and Master programmes as distance learning study programmes. The study programmes under review are integrated into the Business School of GHU.

The education system in Curaçao has undergone profound changes recently due to the decision of being integrated into the Kingdom of the Netherlands in 2010. Public education is therefore based on the Dutch educational system. By charter from the Minister of Education, Science, Culture and Sports of Curaçao, the GHU is granted to establish the university, which urges them to comply with the national rules and regulations.

The Global Humanistic University is headed by a Rector, who is supported by an Academic Board and an Assessment Board. The Education Management Department, headed by two Vice-Rectors, is mainly responsible for quality assurance mechanisms and the design and implementation of study programmes. Additionally, an Ethic Committee and an Admission Commission have been implemented.

## **IV. Assessment of the study programme(s)**

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### **1. Policy and Procedures for Quality Assurance**

*The programme is subject to the Higher Education Institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.*

*A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.*

*The strategy, policies, and procedures have a formal status and are made available in published form to all these concerned. They also include roles for students and other stakeholders. [ESG 1.1]*

### **Description**

According to the information provided in the Self-Evaluation Report GHU's quality assurance mechanism is headed by the Rector and in addition to this a quality management will be implemented. The

University aims to establish according to the Strategic Planning 2018-2023 a multilevel quality assurance framework based on both internal and external quality assurance aspects. Internal QA will hereby comprise evaluations such as course evaluations, student surveys for the Board of Study, lecturer evaluations or grade statistics. External Quality Assurance shall be done by third parties such as DIN ISO 9001, ISO 29990, accreditation procedures and the application of EFQM model.

As a first step of quality assurance, GHU has decided to require that every study programme at the University should be pre-audited prior to launch through a concept accreditation procedure by an European Accreditation Agency. Due to the fact that there is no Higher Education Law in Curaçao at the moment, all initiatives of GHU in the area of internal and external QA take place on a voluntary basis. The University states that it developed an internal policy document for its own quality assurance. By applying the policy, the University intends to focus on academic, personal and career outcomes through quality management and to develop clearly defined goals. The interrelation on teaching, research and quality shall be assured as well by the implementation of these internal QA aspects. Considering that the University is a new university, it is aimed by GHU that university will develop continuously. The "Strategic Plan and Basic Regulations" describe goals of staffing, students, research and quality assurance and is connected to the initial strategic phase of the university (2018-2023).

It is stated by the University that the following quality assurance mechanisms will be in place at GHU. From students' side study programme evaluations (twice a year), graduate surveys via online questionnaires (annually) and lecturer evaluations (annually) will be carried out. Student surveys aim to be carried out in advance of the Board of Study. Additionally, students shall be involved in the Board of Study in order to get the possibility to defend students' interests. From University's side internal evaluations will be carried out through analysis of grade statistics (half-yearly), determination of workload (twice a year), quality reports (annually), the annual report and, if needed, the implementation of external quality assurance.

GHU states in the Self-Evaluation Report that the self-developed Customer Relationship Management System (CRM) is an additional tool to evaluate data. Through this GHU will be able to analyse the profiles, study progress and study success of its students.

### **Experts' Evaluation**

As outlined by the university, the overall strategy is to become a research-oriented learning university in the future which operates worldwide. Nonetheless, the university primarily focuses at the moment on Latin America. Although it has been stated that the typical target group of students are professionals, the specific needs of the Latin American professionals and the Latin American labour market have to be considered. Therefore, the strategy and overall aim of the Global Humanistic University (GHU) should describe in greater transparency if the university intends to focus more on Latin America and offer distance learning programmes for the needs of this regional target group. The strategy should also explain how this target fits into the overall goal to become a Higher Education Institution which operates worldwide. The revised strategy has to distinguish between the targets GHU strives to reach at short notice and which targets are intended to be reached in the middle run (**Finding 1**). Moreover, there is a gap between the plans of GHU to become a research university in the middle run and the needs of the students for a more practice-oriented education (see below).

Responsibilities and expectations within the GHU as well as in the programmes are clearly defined and available to students. GHU has established regulations and overall responsibilities of the Academic Board and students which are clearly defined. There are clear regulations on the structure and procedures of the student advisory groups so that there is no doubt that they will work properly and provide feedback on teaching and learning. The Vice-Rector for quality assurance is also in charge for the up-to-dateness of the curricula in general and the quality procedures. The curriculum documentation for both programmes is up-to-date and there are processes foreseen to update it regularly.

Quality assurance mechanisms which include students are in place and significant so that the core stakeholders are involved. It has been stated during the site visit that at the end of each module students have the chance to evaluate it. The results will go directly to the administration of GHU to analyse the results. The evaluations will be carried out by a third-party supplier (Polldaddy). Negative evaluation results are discussed with the lecturers. The results will also be shared with the student board so that there is transparency regarding the outcomes of the QA procedures. The minutes of the meeting with the student board will be uploaded on the GHU homepage. However, it should be pointed out that the feedback mechanisms rely mainly on quantitative approaches which might miss insightful input from stakeholders. The panel of experts suggests to use qualitative approaches in addition to the quantitative method (**Finding 2**).

As a result of the discussions during the site visit, it became obvious that GHU merely uses secondary data to gather information on the labour market situation or the career progression of graduates and alumni. From the experts' point of view this way to collect information is not adequate because the needs of the regional labour market may differ from the official data. The method of using secondary data should not be the only approach to include the perspective of the labour market. Therefore, the University has to develop a concept to foster the exchange between the University and the regional labour market (e.g. companies, ministries and chambers of commerce) in order to include this group of stakeholders and to strengthen the relationship between both parties. A closer interlinkage with the labour market could also support GHU in following up the career progression of its graduates in the future (**Finding 3**). Depending on the concept of GHU how to intensify the relation to the employers this follow-up or exchange could also be done via video conferences.

## Conclusion

The Global Humanistic University has planned a profound level of quality assurance such as student evaluation and course evaluation and in the opinion of the panel of experts these are fit for purpose. Nonetheless, there are certain aspects which should be strengthened and which could support GHU to tackle the specific needs of the students and the labour market which will be beneficial for the acceptance of both programmes in the middle run. Therefore, not only the QA mechanisms but also the overall strategy and goals of the University have to be adapted.

In consequence, the criterion is partly fulfilled.

## 2. Quality of the Curriculum

*The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.*

*The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.*

*The curriculum's design is readily available and transparently formulated. [ESG1.2]*

### 2.1 Bachelor Business and Management

#### Description

The Bachelor study programme comprises 180 credit points and is aimed to be completed within three years (30 CP each semester). As stated in the Self-Evaluation Report, the B.Sc. Business and Management programme structure consists of 18 modules which are divided into three modules each

semester. All modules are compulsory and each module has a validity of 10 CP. It is indicated that the B.Sc. study programme fulfils level 6 of the European Qualifications Framework (EQF).

As stated in the programme handbook the B.Sc. Business and Management tends to give a general overview of the main aspects of organizational missions, structures and processes. It is aimed to impart core knowledge topics such as operation management, logistics and distribution, and sales and marketing. Additionally, business functions such as organization, human resource management, finance and accounting and general management are also covered. Thus, the B.Sc. Business and Management study programme aims to impart a wide knowledge and deep understanding of the functional aspects of a business organization and their interconnection. Students shall develop practical, managerial and communication skills as well as a business decision-making capacity. From the theoretical aspect, it is stated that the study programme targets the understanding of essential theories and principles and concepts of the subject. Furthermore, the B.Sc. Business and Management is designed to provide students with the opportunity to gain familiarity with and competence in the use of subject-specific routine materials and practices, and to develop their command of subject-specific skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources including the use of Information Communications Technology as appropriate to the content of the individual modules.

The overall learning outcomes on the programme level can be seen as four-parted and includes the pillars “Knowledge and Understanding”, “Cognitive skills”, “Practical skills” and “Graduate skills”. The first pillars shall focus on fundamental company structures regarding leadership, human resources and marketing with an emphasis on small and medium sized enterprises (SME). Types of business organisations shall be imparted as well as techniques of business problem solution. Additionally, distributional and financing aspects aims to round out the knowledge gained in this pillar. The Cognitive skills pillar focusses on critical analysis skills of business data and the development of evidence-based decision-making techniques in SME contexts. Furthermore, it is aimed to facilitate the development of creating skills for solutions that take into account the effects of business management measures in the national economy and vice versa. The third pillar deals with more practical aspects of managerial organization. The focus shall be on the interpretation of business reports, the evaluation of business monitoring and controlling techniques and an effectively used communication towards good leadership in a team. Within the fourth pillar it is aimed to impart also technological skills of which students will benefit when it comes to creative, “thinking out the box” solution skills. Hereby students shall learn how the usage of diverse technological applications can improve personal productivity and how it can contribute positively to the team performance.

In particular, the programme aims to address the needs of leaders and employees with executive functions in small and medium enterprises, as its final phase focuses on issues of strategic analysis and business decisions, providing students with the opportunity to develop and apply their own perspectives to their studies. The distance education concept fosters students’ ability to use modern methods of communication and offers them the opportunity of highly flexible, proactive and independent learning and workload spreading to accommodate their professional commitments.

The B.Sc. study programme structure can be depicted as follows:

1. Semester: Business Economics, Microeconomics and Macroeconomics, Information and Communication Systems,
2. Semester: Project Management, Accounting, Marketing Basics,
3. Semester: Human Resource Management, Business Law, Management Reporting,
4. Semester: Case Studies Marketing, Process Management, Entrepreneurship,
5. Semester: Financial Management, Public Relations, Innovation Management,

6. Semester: Strategic Management, Modelling for Business Decisions, Leadership and Management.

### Experts' Evaluation

GHU is offering an innovative teaching format for the programme, which will become more and more relevant in the future. The Bachelor programme draws on an already validated one in Europe, which is a strength because online education is an adequate way of teaching and because there are already experiences with the provision of this programme. The specific profile of the programme (distance education) is reflected in the design of the curriculum and documented in the SER.

The academic degree for the Bachelor programme meets the requirements of level 6 of the European Qualifications Framework. The intended learning outcomes are available and can be seen as appropriate for a certain market. They are both subject-specific and interdisciplinary in nature. However, when it comes to the interactions with the specific target group there are gaps regarding the adaptation to them.

The study programme is a Bachelor of Science. However, the elements of science and a significant quantitative approach are weak. This especially concerns mathematics, statistics and software related content. GHU is allowed to choose the grade which seems suitable for them, but compared to other programmes in this discipline this might potentially mislead employers and the labour market in general as a more quantitative approach could be expected from graduates if they hold a Bachelor of Science.

The study programme targets mainly professionals who want to improve their career and want to become managers in their field. This means that the target group will most likely be part-time students. Notwithstanding, the specifics of the current course plan on offer are somewhat misleading as they are structured in such a way as if the programme targets full-time students. Thus, the specifics of this profile of students in a virtual setting are not fully reflected in the design of the curriculum (see below).

The University provides a student handbook including all module descriptions and the intended learning outcomes on the course level. In general, the modules support the learning outcomes of a Business and Management study programme. However, the appropriateness of some modules is questioned given the current developments in the labour market. They need to be adjusted towards the strategy of GHU to foster the Latin American market, where a more practical orientation becomes relevant. Especially the development of soft skills such as time management, communication skills or team work is a weak point in the current curriculum. These are some of the critical aspects that the labour market is demanding from professionals. Therefore, more offers to strengthen communication skills should be integrated into the curriculum (presentations, group work, etc.) as well as offers for self-management (**Finding 4**). Within the curriculum there are, at the moment, live sessions included, which seem to be more a question and answer session. GHU could use such modules to foster such skills.

Regarding the content of the curriculum there is clearly a lack of practical focus at some stages. Most of the course work and assessment methods are in written form, which loosely reflect a practical orientation of some modules. For instance, a module such as entrepreneurship intends to provide hands-on tools to make student able to start their own business. Appropriate course activities should be included to offer more practice-based activities (**Finding 5**). Similar disparities are found in other modules of the programme.

Crucial for the targeted student group, academic writing and research methods should be outlined more within the curriculum. Currently these fields appear to be embedded in module "Leadership and Management" and no specific assessment is carried out regarding academic writing or research methods. A closer guidance on both topics should be provided to students. The panel of experts re-

quests to emphasise these issues in the curriculum in order to foster students` knowledge (**Finding 6**). They recommend to offer the courses as independent modules with a specific assessment.

All elements of the curriculum of the Bachelor programme are assigned a certain number of credits directly related to the expected workload. The total programme workload is allocated to the different modules, particularly disaggregated into lectures, live sessions, self-learning and examination. Although the allocation of credits is done within the module handbook, the calculation of the workload for the Bachelor as well as for the Master programme should be described in a way which is appropriate for part-time students. A typical course plan would support them in better understanding what is requested from them and to plan their workload in advance (**Finding 7**).

The University has stated that currently there are no elective courses planned for the study programmes, but this can be adjusted; electives can be tailor-made based on the feedback of students and their needs.

## **2.2 Master Business and Management**

### **Description**

The Master study programme comprises 120 credit points and is aimed to be completed within two years (30 CP each semester). As stated in the Self-Evaluation Report, the M.Sc. Business and Management programme structure consists of 10 modules which are divided into three modules each semester (excepting the last semester where students have to complete one module and have to write their Master thesis). All modules are compulsory and each module has a validity of 10 CP (except the Thesis module with 30 CP). It is indicated that the M.Sc. study programme fulfils level 7 of the European Qualification Framework (EQF).

As stated in the module handbook, the Master programme aims to focus on knowledge-deepening courses, with the possible orientations either in a vertical direction where students go in-depth in a subject area from the first cycle, or horizontally/intra-disciplinary meaning that students add new subject areas of business. The aim of the Master programme Business and Management is to equip students with in-depth knowledge and understanding of their professional field, including a critical awareness of current issues and developments in their subject areas and their profession. The University states that students will be provided with the opportunity to develop their ability to apply research to professional situations, both practical and theoretical, and to cogently employ and critically evaluate a range of subject-specific techniques and research methods applicable to their professional activities as business leaders and senior managers.

The overall learning outcomes of the study programme is very similar to the B.Sc. programme as fourth-parted applying the same pillars as the Bachelor programme (“Knowledge and Understanding”, “Cognitive skills”, “Practical skills” and “Graduate skills”). Following the documentation in the module handbook for the Master programme, the intended learning outcomes should focus more on a leadership perspective. The first pillar covers therefore the role and scope of CEO and business leaders, legal issues for SMEs and covering theory and practice of business management, including economic and ecological aspects. The second pillar aims to cover aspects such as the application of methods and techniques of management control in the SME context, aspects of dealing with questions of legal relevance, anticipating all key juridical possibilities and the adoption of a senior management perspective to theoretical and practical business issues. Under the pillar “Practical skills” it is aimed to impart skills to implement modern methodology and tools relating to managerial assignments, the introduction of systems for financial and quantitative control and the initiation of business improvement innovations. The last pillar shall cover personal and professional development skills for business leaders,

an in-depth knowledge of quantitative and leadership skills as well as comprehensive and advanced IT, writing and presentation skills.

The M.Sc. study programme structure can be depicted as followed:

1. Semester: Business Economics, Business Law, Business Organization and Management,
2. Semester: Financial Management, Human Resource Management, Marketing,
3. Semester: Marketing, Entrepreneurship, Project Management,
4. Semester: Leadership and Team Management, Master Thesis.

### Experts' Evaluation

As already mentioned GHU uses an already existing programme in Europe as the basis of the Master programme "Business and Management". The desired qualifications to be achieved are presented as programme intended learning outcomes, which are, in a general way, well structured. The intended learning outcomes are subject-specific to business and management. However, while comparing the intended learning outcomes of both programmes, they do not differ substantially which leads to the conclusion that the University must redefine the intended learning outcomes of the Master programme and must transparently align it to level 7 of the European Qualifications Framework (EQF) (**Finding 8**). This interrelates as well with the fact that the strategy and aim of the University has to be adapted to the target group. The current curriculum lacks practical aspects which creates a misbalance between the content of the curriculum and the target group. Depending on the revised strategy of GHU the profile of the Master programme must be sharpened (**Finding 9**). The panel of experts suggest as one option to offer two different specialisations within the programme where students can select between a more practice-oriented and a more research-oriented path. By doing so, the requirements and needs of the targeted student group would be met in an adequate manner. As well as the Bachelor programme, the Master programme aims for professionals who want to study part-time. As stated by the GHU, the prospective students will mainly come from Latin America, which is the primary target market. Thus, it will be beneficial to adapt the profile to these students.

The Master programme offers a variety of different, mainly business-related topics. The curricular structure of the programme is documented and transparent. In general, the order of curricular elements supports the learner's progression. The programme starts with less business-related topics such as law or business economics as well as a general module on business organization and management. More challenging modules such as entrepreneurship or leadership are placed at the end of the curriculum. All curricular elements and their functions are documented in a handbook. The curriculum encompasses only compulsory elements. Although the course outcomes are described, the interlinkage between the intended learning outcomes and its form of assessment is not always convincing (see below).

The panel of experts has no concerns that a sufficient level of qualification is reached after completing the programme, however, it is unclear, how the intended learning outcomes of the thesis can be achieved without any explicit training on academic writing and research methods. Again, the specific needs of the target group in Latin America - practitioners, who have been trained years ago and who might have a lack of knowledge of current academic methods - has to be drawn into attention. Moreover, the challenge will be to provide this kind of support by teaching staff of GHU in a distance learning format.

The quantitative aspect of the training in "scholarly writing" and "research methods" remains unclear. Except for the thesis, all elements of the curriculum are assigned ten credits which are directly associated with the expected workload. According to the module handbook the credits for writing and re-

search methods are associated to the dissertation module, but it remains unclear how their workload is reflected in the total workload of the thesis.

## Conclusion

The University has attempted to translate two study programmes which run successfully in Europe into the Latin American context. In general, the panel of experts highly values this innovative approach towards the delivery of the programme, but an adaptation to the Latin American context has to take place for both programmes.

Despite the fact that the Global Humanistic University uses the content of an already validated programme, the panel of experts sees clearly a need to redefine the intended learning outcomes of the Master programme, which needs to be adjusted to level 7 of the European Qualifications Framework. In general, the University outlines the intended learning outcomes of each module which is appreciated, but the panel of experts questions if the qualifications described in the handbook are really required by the students to operate successfully in the labour market. As outlined by the University the study programme aspires to be a research-oriented study programme. This contradicts with the target group of GHU in Latin America, where practical knowledge is in high demand. The expert panel points out that a differentiation into two paths (research-oriented and more practice-based path) should be considered by the University. For these reasons the criterion is only partly fulfilled.

## 3. Learning, Teaching and Assessment of Students

*The delivery of material encourages students to take an active role in the learning process.*

*Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.*

*Assessment procedures are designed to measure the achievement of the intended learning outcomes. [ESG 1.3]*

### Description

The Bachelor and the Master programme are offered as extra-occupational, part-time, e-learning degree programmes and the teaching and learning methods used are mainly lectures, textbooks, lecture materials and reflection exercises. All lectures are available as MP3 and/or MP4 files, which allow students complete flexibility in terms of time scheduling.

Following the documentation provided by GHU, the University organizes the examination process by applying a course regulations handbook which covers both B.Sc. and M.Sc. programmes under review. The Assessment Board of GHU (which comprises the Academic Board plus one student's advisor) is responsible for supervising the examination requirements and ensure that examinations are conducted in accordance to the stated regulations. As stated by the University, exams can be taken by students in different forms such as written work (homework, examinations), presentations or the Master thesis (with an oral presentation which has to be recorded and submitted). Assignments and thesis can be accessed individually from the examination portal. Within the courses, student performances can be either evaluated with or without the inclusion of a 10% course work. These cases are indicated in the module handbooks. The final exams have to be uploaded within 21 days together with a so called "turnitin report". As explained in the study and examination regulations, GHU offers three assessment dates (January, June and September) to guarantee an expedient study.

The University takes into account that plagiarism can be an issue and states that both students and the Student Office uses plagiarism software to counteract possible cases of plagiarism. The University states that the study and examination regulations cover also a compensation for disadvantages.

The SER describes that there are grading standards for all written work, which can be examined on the online platform “GHU-Campus”. The responsibility for the assessment of the examinations lies with the lecturers and the University provides standard forms in order to keep all examination processes uniform.

Within both study programme handbooks, it is showed how different courses contribute to the achievement of each intended learning outcome pillar. Course descriptions comprise for each module possible course restrictions and include a course specific learning outcome. Additionally, the course descriptions include learning and teaching strategies, a syllabus and additional learning materials.

The workload of 1 CP equals 25 working hours (lectures or live lecturers, examination and self-learning) is based on the assumptions made prior the design of the modules. The University has stated in the Self-Evaluation Report that the full-time workload of one academic year is 1,500 hours.

### **Experts' Evaluation**

The concept of a distance learning programme considers to a high extent the diversity of student bodies and the different needs of the students. Generally spoken, the teaching and learning methods are appropriate for most of the modules. The most common way of teaching is online lectures. These comprise both recorded and live lectures. Depending on the individual intended learning outcome of the course, it has to be stated that in some cases the way of delivering modules is not the most appropriate. For instance, and as indicated in the curricula, so-called “live sessions” could strengthen the communication skills of students, but are mainly used as Q&A sessions. From the expert’s point of view, these sessions should be used for a more content related exchange between staff and students or for training purposes (see **Finding 4**). An active interaction between students and teachers can only be beneficial for the students because they will better understand the course material. Moreover, the exchange between teaching staff and students could enable the latter to transfer their knowledge to situations outside the university context. Therefore, the methods of teaching and learning would support an interlacing of theoretical and practical aspects. By doing so, positive side effects such as a more personalized and tailor-made interaction and the enhancement of communication skills will be activated.

Students will be assessed either by an examination or a coursework essay/report as it is outlined in the module handbooks. As stated during the site visit, each year the University offers three examination periods so an enrolment of students is possible throughout the whole year. Within the Bachelor programme the common assessment method is a coursework essay, which mostly is the equivalent of 10% of the total grade. Apart from this, so called “unseen examinations” are done. Some of the modules indicate that the final grade purely consists of the coursework done during the module and in these instances no examination is done. Within the Master programme, although individual modules request presentations or case studies, the overall impression is that a bigger variety in examination is needed. Being part of the dissertation, students have to record their defence as a MP4 file, which has to be uploaded. There is no live defence between the student and the lecturer and thus no follow-up questions are possible. The panel of experts gained the impression that by using only these types of assessment, the progression of students will not be fostered enough. Considering the Latin American target group, which most likely needs continuous and more detailed feedback, it has to be assured by GHU that the assessments of students cover a good variety including oral exams, live assessment or presentations. The assessment methods have to correspond with the intended learning outcomes on course level. An appropriate spectrum of examination types has to be ensured (**Finding 10**).

The examination process comprises of different steps. Firstly, the University differentiates between lecturers and assessors. This differentiation is seen as a quality control. The University asks the assessors of the exam to hand in four different exams which will be laid down in the system and which are pre-checked. Students will have 21 days after downloading the exam for completion and the exam

has to be uploaded to the system. In addition, the student has to create a Turnitin report, which checks the exam for plagiarizing. The University checks if the exam and the Turnitin report are comparable and forward the exam to the assessor, who is the prime responsible for the exam. Students will find information about the exams on the portal. Double-checking of exam results will be done on a regular basis with good and insufficient results. Additionally, 10% of all exams will be double-checked as well. The panel of experts is convinced that the process itself, like it was explained during the site visit, is well organised. Nevertheless, in order to create transparency to students and outsiders, this multi-step procedure has to be described transparently. The responsibilities and the different steps have to be clear for students in order to avoid misunderstandings from the student's point of view (**Finding 11**).

The workload calculation indicated in the student handbooks designates that typically a module of 10 CP consists of 250 hours in total. In nearly all course description a relatively high amount of self-study is indicated, which equals nearly 95%. For students who are experienced in self-study this might be manageable, for students who are used to a face-to-face learning process and strict guidance this high amount self-study time might be problematical due to a lack of self-management. Therefore, GHU should monitor the self-learning process and the workload closely and collect data to prove in the reaccreditation that the workload principle is reasonable and functioning in the Latin American context (**Finding 12**).

According to the Self-Evaluation Report and since it has been stated during the site visit, the University has regulations for the compensation of disadvantages, but in fact explicitly this section is missing in the course regulations and has to be added (**Finding 13**).

## Conclusion

The Global Humanistic University uses an examination concept which definitely has its strong points regarding distance learning programmes. The University can draw on a well-established system which enables them to record and provide lectures which are fit for purpose. Coming back to the overall aim of the University to attract mainly Latin American students, it has to be mentioned that the existing method of delivery and assessment is hardly be transferable to the Latin American context, where a lot more guidance is needed. In addition, the examination system mainly relies on course-work essays or examination and only in rare cases students have to do presentations. Throughout their studies both Bachelor and Master students should get more support and feedback within the examination process and should get to know a broader spectrum of assessment methods. Thus, the criterion is only partly fulfilled.

## 4. Student Admission, Progression, Recognition and Certification

*Consistently applied, pre-defined, published regulations are in place which cover student admission, progression, recognition, and certification. [ESG 1.4]*

### Description

The University states in the SER that it can react flexible on the number of applicants and provide the e-learning programme to a high number of students, if needed. The course sessions are organized via a WEBEX programme, which means that the lectures can be retrieved or viewed again at any time. Nonetheless, the entry regulations are described in the study and examination regulations. Students can enrol throughout the whole year and will be ready to start their studies once they have received their GHU account.

For the B.Sc. Business and Management study programme the entry requirements are also stated in the study programme handbook. Suitable Candidates need to possess an A-level, High School Diploma, Licencia de la Educacion Media, Bachiller en Ciencias; Abitur or equivalent qualifications which grant admission to higher education. Candidates without an A-level, High School Diploma or equivalent qualification need to hold a National Vocational Qualification (compare level 4 European Qualification Framework) and have at least 4 years' managerial or professional work experience in a full-time position before graduation. In exceptional cases applicants can also be admitted after a personal interview.

For the M.Sc. Business and Management study programme the entry requirements are a Bachelor or the equivalent of a Bachelor degree. Candidates without a Bachelor's degree should have a minimum of six years relevant work experience to be considered for admission. These without formal qualifications need to demonstrate relevant work experience and the ability to study at postgraduate level.

Once the students have completed their studies, they will receive a diploma with a transcript of records and a Diploma Supplement.

### **Experts' Evaluation**

Global Humanistic University is a newly established university and the experiences made with the European counterpart are more than beneficial in order to establish a good and well-running university and are a good starting point. The Bachelor programme candidates must provide a certificate granting admission to higher education (A-level, high school diploma, licencia de educación media, bachiller en ciencias or an equivalent qualification). Candidates without these qualifications need to hold a national vocational qualification plus at least four years of professional work experience in a full-time position before the time of their graduation at GHU.

For the Master programme it is outlined that candidates need to provide a Bachelor degree or at least six years of experience, but also candidates without the formal qualification might be considered if they demonstrate relevant work experience and the ability to study at postgraduate level. These criteria are transparently described and published on the homepage of the University. The selection procedure will be done by the University office as outlined in the University's regulations.

The strength of GHU to offer already established programmes, is limited by the challenge to accept and to integrate students with an educational background from Latin American in both programmes. There is little experience, if the qualifications they gained in the labour market are sufficient to enter a Master programme and to absolve it successfully. Therefore, the panel of experts are convinced that the application criteria have to be defined more precisely (**Finding 14**). Firstly, criteria for students without a Bachelor degree entering the Master programme have to be clarified. It has to be detailed how the ability to study a postgraduate level will be checked and who is in charge of the procedure. It is necessary to design an additional step to evaluate the candidates (**Finding 14a**).

Being study programmes in English the admission criteria must include a requirement of English proficiency, because it is crucial for the programmes and for the targeted student group coming from non-English speaking countries. Therefore, the minimum requirements of English skills need to be defined (**Finding 14b**). Moreover, it is recommended that the pre-assessment should include an oral and written test to determine the English level of students.

The University stated that the recognition of Higher Educations qualifications is regulated within the university's regulations, but in fact these documents lack information on recognition. The criteria and information on the recognition have to be made available for students (**Finding 15**).

Regarding the final certificate graduates will receive after completion of their studies a final certificate plus a Diploma Supplement. At the moment the Diploma Supplement indicates only the courses done

by the students and information on the credit system, the total amount of study hours and the grading scheme, but this document should also give information on the educational system and the University itself (**Finding 16**).

## Conclusion

Some information regarding the admission, certification and recognition and its processes are missing. Therefore, this criterion is only partly fulfilled.

## 5. Teaching Staff

*The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.*

*Staff involved with teaching is qualified and competent to do so.*

*Transparent procedures are in place for the recruitment and development of the staff. [ESG 1.5]*

### Description

At present, the GHU states that they have access to a pool of around 18 lecturers for the B.Sc. study programme and around 12 lecturers for the M.Sc. study programme. Following the Self-Evaluation Report from the University the lecturer's role has to be seen as essential in creating a high-quality student experience.

The University states that there is a clear and transparent process for staff recruitment and staff can be recruited at short notice. Hiring regulations are decided upon at central level. Included in the application for accreditation are CVs of the teaching staff of GHU.

As stated in the SER, GHU has developed a framework for hiring lecturers and advisors, which defines the minimum entry regulations for lecturers. According to this, a lecturer for the M.Sc. study programme needs to have obtained at least one Master degree or an equivalent as an essential requirement.

The University outlines that it is planned to provide further development for lecturers and staff. Hereby the GHU plans to focus on the development of research, examination (such as knowledge transfer, formative assessment, etc.), personality development and lectures (e.g. practical research, curriculum map, etc.).

### Experts' Evaluation

The Global Humanistic University intends to start with the two distance learning study programmes which go through an accreditation. There are a number of lecturers, advisors and office staff in place. The teaching staff are assigned to the different courses. Most of the teaching staff are part-time lecturers involved in the programmes. The general intended learning outcomes are pre-defined on programme and on course level and the lecturers have to adapt to these pre-defined contents when recording the lectures. The GHU has provided beforehand a list of teaching staff involved in the two programmes, but this list is at the moment incomplete and the responsibility for all courses is not clarified at the moment. Therefore, a complete list of teaching staff and teaching hours (hours of involvement in the programmes) must be handed in (**Finding 17**).

As explained by the University, the grading procedure for the courses relies on so-called advisors, which aims for quality assurance as it has been stated by the University. The different roles of teaching staff and advisors was not transparently described in the SER, so that it remained unclear for the

panel of experts how quality will be assured between lecturers and staff responsible for the assignments (**Finding 18**).

GHU has a three-step screening process in place to ensure the qualifications of their lecturers. Possible lecturers will be screened by their research output, the level of the University where the possible candidate has obtained their degree and their experience in research. This process is quite extensive and the panel of experts values this process in general, but this process is purely based on facts and figures of possible candidates and does not include interviews with the candidates. By simply using this screening process of candidates, GHU loses the chance to assess the real teaching quality of the candidates. Therefore, the screening process should additionally focus on teaching experience. A way would be to establish interviews with prospective teaching staff candidates or to ask for sample videos (**Finding 19**).

The University provides all necessary technical resources to its teaching staff in order to record the lectures (i.e. with Camtasia), but the University does not provide the possibility to enhance the quality of teaching (with new approaches or new ways of teaching). A distance learning University should definitely be able to provide such possibilities. Therefore, a concept of continuous enhancement of didactic skills should be developed (**Finding 20**).

## Conclusion

The panel of experts highly values the systematic and intensive screening process to find adequate teaching staff members. Nonetheless, there is a clear room for improvement towards this screening process. To enhance the quality of the teaching staff and to include new approaches in teaching, the experts suggest to develop a concept regarding teaching skills. The University has provided a list of teaching staff, but it is not completely clear who will teach certain courses. Therefore, this criterion is only partially fulfilled.

## 6. Learning Resources and Student Support

*Appropriate facilities and resources are available for learning and teaching activities.  
Guidance and support is available for students to advise on achieving successful completion of their studies. [ESG 1.6]*

### Description

The University will be financed by study programmes fees. Re-examinations or proven cases of plagiarism can also be reasons for additional costs.

Because GHU is a distance-learning institution there is no need to provide material resources for students like computer workplaces, laboratories etc. During the site visit it was explained that buildings can be rented on a short-term basis in case they are needed. As stated in the SER, the main point of contact for students is the Student Office in Curaçao, where currently two administrative staff take care of students' interests. Depending on the growing numbers of students, GHU plans to increase administrative and teaching staff in the future

The University offers several IT systems to assure the smooth running of the study programmes. The Customer Relationship Management System covers the internal administration of student data and examinations, which is available for both students and lecturers to complete and process exams. Here, students can sign up for exams, submit their work or receive information about their grades. Through this system lecturers can call for examination papers and reports or can enter grades and written assessment comments. The GHU-Campus system can be seen as a portal for students and

lecturers. This system contains all documents for the study programme, provides data on student activities, study materials or study-related information. The WEBex system as the third IT system is mainly used for lectures, course sessions, etc. It includes a video conferencing feature, a whiteboard and screen sharing. The University provides guidance and explanations with special plugins so every PC system can theoretically work with the WEBex system. WEBex offers additionally mobile apps, for all kind of mobile devices. Internally the lecturers and staff can communicate via Skype which allows a fast communication between both sides.

In terms of resources support the University states that an e-library cooperation is planned in the future, so that students can access relevant e-literature. The GHU-Campus system offers also helpful information on scientific literature. For lecturers, basic textbooks for procurement are recommended for their area. Additional learning materials or literature and in particular the essential literature recommended by the lecturers must be obtained by the students themselves. Due to the fact that the programmes address mainly working students as a target group, vocational guidance or a career service is neither provided nor planned at the moment.

### **Experts' Evaluation**

For both the Bachelor and the Master programme handbooks are provided for students which include course descriptions. These descriptions provide information on the intended learning outcomes - both on the course and the programme level - , methods of learning and teaching, assessment methods, and the expected workload (self-study and in-class hours). The total programme workload is allocated to the different courses, particularly disaggregated into lectures, live sessions, self-learning and examination. Despite the ideal duration of the study programmes is three years for the Bachelor and two years for the Master programmes, respectively, the actual implementation is on the basis of full-time students and not part-time students which are the actual target group. Hence, the expected periods of time to complete studies are longer. There is no doubt that the courses are defined in a way which ensures that course offerings are coordinated on both content and organisational levels to avoid overlap. The experts are also convinced that the programme is implemented in a way that students are able to complete their studies within the expected period of time, but the problem is that a study plan which provides information about the workload of the different courses in the time-span which is relevant for part-time students is lacking.

Because students of GHU will come from different Latin American countries, they will have most likely the opportunity to access the library in their area. Nevertheless, GHU should find ways to support its students in finding the most appropriate academic literature. Until now the learning materials for each course in the handbook only include a list of general academic journals rather than specific articles of such journals that are relevant for the topic. In consequence the course handbooks have to be updated. A special focus needs to be put on examination modes and academic literature (**Finding 21**). So far, GHU has a partnership with Springer to get access to scientific literature. However, this is not sufficient as access to other publishers of leading journals in the field is not available. Additionally, the course handbooks have to include specific literature for the specific course and not only a general reference where to find journals.

During the site visit the panel of experts had the opportunity to watch the already implemented online platform of a European university and its functionalities. The Global Humanistic University intends to apply this digital platform already validated in the European context. In the opinion of the panel of experts the platform can provide an excellent service to future students and is in principle fit for purpose. However, being the core function of the University, it has not yet been translated into English and some functionalities are missing. This made it difficult for the experts to assess the platform properly. GHU should hand in a concept including a timeline how the platform will be implemented and when its functions are fully installed (**Finding 22**).

The main point of contact for students is the Student Office. This office deals with administrative issues in connection with students' interests. At the start of the study programmes, students will receive all necessary information for the study programme they have chosen. All structures to guide and to advise students are implemented by GHU. Due to the fact that there are no students enrolled in GHU yet, the functioning of student services can only be assessed in the first reaccreditation.

The Global Humanistic University as a distance learning institution aims for professionals who want to improve their qualifications and the targeted student body will mainly come from Latin America as already outlined above. With this in mind, the experts are of the opinion that payment requirements should be transparently described on the homepage. It would be helpful for students to know if there are various payment methods available.

## **Conclusion**

Apart from the course handbooks which need an update regarding some issues mentioned above, a finalised online platform which is fit for purpose and ready to start has to be installed. A concept for the implementation of the platform has to be handed in. Therefore, the criterion is only partly fulfilled.

## **7. Information**

*Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme. [ESG 1.7]*

*Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders. [ESG 1.8]*

## **Description**

Before implementing the study programmes, GHU researched the needs of the labour market and the prospects of the economy. The collected data will be evaluated on a regular basis and, if needed, used for further development of the courses and the study programmes' intended learning outcomes.

GHU states that it is aimed to receive constant feedback from all relevant stakeholders by publishing the annual report. From the quality management point of view, students' feedback will be evaluated and, if necessary, discussed with the University management for improvement measures.

Information on the study programmes offered by GHU can be found on GHU's website or in the GHU-Campus IT system. The information covers intended qualification goals of the study programmes, teaching staff, learning and assessment procedures.

## **Experts' Evaluation**

General basic information on the study programmes such as courses, entry requirements or a short programme description can be found on the homepage of GHU. GHU has collected and analysed data on the labour market needs. However, the analysis of demand relies on secondary data sources on market needs. Primary data (i.e., interviews / focus groups with managers in companies in the target regions – Curacao and South America) has not been collected and analysed so far. The experts' exchange with the labour market representatives showed that there is a need for practically skilled Bachelor students who are reliable, able to communicate, work in groups. In addition, there is a lack of clear information on sectors, in which future graduates will be employed, as well as a forecast on the number of graduates continuing in further education programmes. In order to specify this in-

formation and to be able to possibly adapt the study programme to the targeted group, the University has to foster the exchange between GHU and the regional Latin American labour market (see above).

At the moment, GHU is still in a preparatory phase. Information on the study programmes, intended learning outcomes, qualifications awarded, etc. will be provided via a digital platform.

## Conclusion

At the moment, GHU is still in a preparatory phase. Basic information on the study programmes are provided on the homepage. Because GHU is just on its way to build up the university and to launch the programmes, there are no data on students or their employability available. There are plans for providing this information in the future. The panel of experts detects clear opportunities for improvement when it comes to the interaction with the representatives of the labour market. The criterion is partly fulfilled.

## V. Recommendations of the panel of experts

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The panel of experts recommends

- to accredit with conditions

the study programme “**Business and Management**” (Bachelor of Science) offered by **Global Humanistic University**.

The panel of experts recommends

- to postpone the decision

the study programme “**Business and Management**” (Master of Science) offered by **Global Humanistic University**.

## Findings:

1. The strategy and overall aim of the GHU must be clarified and the specific needs of the target groups must be addressed.
2. In addition to the quantitative evaluation scheme, a more qualitative approach should be included in the QA mechanisms in order to get relevant feedback from different groups of stakeholders.
3. A concept to foster the exchange between the University and the regional labour market has to be developed in order to strengthen the relationship between both parties and to follow-up on the progression of graduates.
4. Both curricula should integrate more offers to strengthen communication skills (presentations, group work, “live sessions” etc.) as well as offers for self-management.
5. To react to the needs of the labour market in Latin America, the Bachelor study programme should focus on practical competencies which this should be reflected in the intended learning outcomes.
6. Closer guidance on academic writing and scientific methods has to be provided to the students.
7. A typical study plan for part-time students should be drafted.
8. The description of the intended learning outcomes of the Master programme must be redefined and needs to be adjusted to level 7 of the European Qualifications Framework (EQF).
9. Depending on the revised strategy of GHU the profile of the Master programme must be sharpened. The ILOs need to be redefined and adjusted to level 7 of the EQF.

10. The assessment methods must correspond with the intended learning outcomes on the course level. An appropriate spectrum of examination types has to be ensured.
11. The responsibilities and the different steps of the examination process should be documented transparently to provide clear information for students.
12. GHU should monitor the self-learning process of the students and the workload calculation, collect data on it and adjust it, if needed.
13. A compensation regulation for disadvantages has to be included in the examination regulations.
14. The entry requirements for both programmes must be defined more precisely. A special focus should be put on:
  - a. How the competencies of students without a Bachelor degree are assessed to study on the Master level and who is in charge of the procedure.
  - b. For both programmes a minimum requirement of English proficiency has to be defined and to be included in the entry requirements.
15. The criteria and information on the recognition of competencies gained at other universities or outside universities have to be made available for students.
16. The Diploma Supplement should include more information on the national educational system and the University itself.
17. A complete list of teaching staff and teaching hours (including hours of involvement in the programmes) must be handed in.
18. It has to be made clear who is responsible for the academic content of the programmes.
19. The screening process for new teaching staff should additionally focus on teaching experience.
20. A concept of continuous enhancement of didactic skills should be developed.
21. Both course handbooks have to be updated. A special focus needs to be put on examination modes and academic literature.
22. GHU must hand in a timeline for the introduction of online platforms for both programmes which address the needs of the students in Latin America.