Decision of the Accreditation Commission of AAC

The Accreditation Commission was unable to meet personally as planned on the 24th of March 2020 due to the Corona Virus outbreak and local lockdown. The final decision for accreditation was taken on the 2nd of April 2020 by circular resolution.

I. "Business and Management" (Bachelor of Science) and the "Business and Management" (Master of Science)

After reviewing the Expert Report and the decision of the Standing Commission of AQAS on the 17th of February 2020, for the study programs "Business and Management" (Bachelor of Science) and the "Business and Management" (Master of Science) the Accreditation Commission of the AAC has decided the following:

1. To accept AQAS decision to accredit both study programs.
2. The study programs are accredited **with conditions**. The GHU must fulfill the conditions 2, 6 & 7 because they are partially fulfilled.
3. After the extension period given by AQAS (until 30.05.2020), the Global Humanistic University must inform the AAC of the status of the fulfilment of the conditions. If conditions are fulfilled, the GHU must submit the relevant documents from AQAS.
4. If AQAS withdraws their accreditation for any reason, the AC will evaluate the situation and decide if the AAC should also withdraw its accreditation.
5. The accreditation is given for a period of 6 years and is valid until the **3rd of April 2026.**

Following the decision of the Standing Commission of AQAS conditions 2, 6 & 7 are partially fulfilled because;

Condition 2: A concept, which includes the arrangements, collaborations and feedback mechanism with the labor market is lacking and must be developed.

Condition 6: The criteria of recognition stay unclear and must be revised.

Condition 7: A table which summarizes the workload of the staff members is lacking and must be handed in.

> The conditions were fulfilled on time
> The Standing Commission of AQAS confirms this with its decision of 11.05.2020
> The Accreditation Commission of the AAC confirms this with its decision of 8.12.2020

II.   "Master of Business Administration (MBA)" & "Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)"

After reviewing the Expert Report of the AAC on the study programs "Master of Business Administration (MBA)" & "Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)" the Accreditation Commission has decided the following;

1. The study programs "Master of Business Administration (MBA)" & "Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)" offered by the Global Humanistic University in Curaçao is accredited according to the AAC criteria for program accreditation. The study program essentially complies with the requirements defined by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and American standards in their current version.
2. The accreditation is **with conditions.**
3. The conditions must be fulfilled. The fulfilment of the conditions must be documented and reported to the AAC no later than the **10th of January 2021.**
4. The accreditation is given for a period of 6 years and is valid until the **3rd of April 2026.**

Conditions:
1. Add in tabular form timeframe/process for internal quality assurance. (Appendix 3)
2. * The GHU has to offer some in-service activities for its staff and support them in yearly professional growth activities – both have to be documented.
   * Teaching staff and faculty have to submit a yearly professional growth plan and have to document that which has been done. (Appendix 4)
3. CV's have to be standardized and all have to be in English (Appendix 4a and 4b)
4. Module narratives description – for all programs - have to be in English irrespective of the language they will be taught in the future (Appendix 6a and 6b)
5. Terminology has to be adjusted throughout the documents (see list Appendix 6, page 15)

> The conditions were fulfilled on time
> The Accreditation Commission of the AAC confirms this with its decision of 8.12.2020

The following recommendations are given for further improvement of the programs:

1. Vision and mission statement should be rewritten and made more precise. (Appendix 1)
2. The labor market discussion should focus on Curaçao with a short discussion on the global labor market possibilities for alumni of GHU. (Appendix 3)
3. Issues like integrity, freedom and discrimination so mentioned in Appendix 3 are really discussed in Appendix 2 therefore clear references where they can be found need to be added.
4. Add that the Court of Litigation is in Curaçao. (Appendix 4)
5. A table/diagram should be created that clearly states length of program, number of courses needed, length of dissertation etc. (Appendix 5)
6. A Credential Evaluation company should be used by the GHU to verify academic degrees. (Appendix 5)
7. Specify procedure which will be used to transfer non-formal and informal learning backgrounds so that these students can join the Master program. (Appendix 5)
8. Module narratives should have short table showing both the learning outcomes as well as the program outcomes (Appendix 6)
9. A definition of drop-out rates and the process of getting the information for them as well as for graduation rates and retention rates should be collected yearly. (Appendix 7)
10. A table should be inserted with the procedure and timeframe for complaints/grievances. (Appendix 8)
11. The admissions process should be also in a table including the cost of the program, minimum and maximum timeframe to finish the program etc. (Appendix 9)

With regards to the reason for this decision, the Accreditation Commission of the AAC refers to the AQAS reports and documents submitted by the Global Humanistic University and the Expert Report of the AAC.

Expert's Report

On the degree programs:

"Master of Business Administration (MBA)" &
"Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)"

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

Site visit to the University: 28 - 30 January 2020

Panel of Experts:

Prof. em. Dr. Nicolle Macho	Academic expert
Prof. Dr. Peter Tarlow	Academic expert
Lysandro Inacio MBA	Professional expert
Adelheidy Sield MBA	Student expert

Coordinator:
Abigail Eendragt BSc   Accreditation Agency Curacao, AAC

I. Preamble

The AAC bases the accreditation of the doctoral program on the following guiding principles:
- The doctoral thesis represents an independent scientific work in the form of a monographic dissertation. Independence refers to the selection of the subject area, the elaboration of the questions, the decision regarding suitable research methods, the scientific research, and the discussion and publication of the research results.
- During the doctoral studies, specialized expertise is developed. Level 8 of the European Qualifications Framework for Lifelong Learning (EQF) is attained.
- Doctoral studies are carried out within a limited timeframe.

The AAC bases the accreditation of its master program on the following guiding principles:
- The master program with a terminal master's thesis uses different types of examinations for its assessment on one hand, and an independent scientific work in the form of a monographic master's thesis on the other hand. Independence refers to the selection of the subject area, the elaboration of the questions and the scientific research.
- Level 7 of the European Qualifications Framework for Lifelong Learning (EQF) is attained.
- The master program takes place within an unlimited timeframe and is tailored to the specific needs of the student.

The AAC carries out accreditations of doctoral, master, and bachelor programs. All accreditations are based on the AAC's own quality requirements, the ESG Guidelines and the CHEA Quality Principles. The method follows the usual procedural steps of:

- Submission of a self-report
- Submission of self-documentation (Appendixes 1 to 10)
- Assessment by external evaluators including one on-site inspection
- Expert opinion preparation
- Decision

II.   Procedure

The Global Humanistic University commissioned the AAC to accredit the PhD/DBA and MBA program. The criteria are the ESG Guidelines and the CHEA Quality Principles.

1. Methodical Procedure

Opening of proceedings

The contract was submitted to the AAC on **October 8, 2019**. In the middle of October 2019, the Global Humanistic University presented a self-report (along with the charter of the Ministry of Education of Curaçao) which was approved by the Accreditation Commission of the AAC to initiate the procedure.

Subsequently, the self-documentation with Appendixes 1 to 10 was submitted.
The document contained:
- APPENDIX1 University Overview (ESG 1.1.;1.7.)
- APPENDIX 2 Framework University Ethics and Diversity (ESG 1.3.)
- APPENDIX 3 Quality management (ESG 1.1.; 1.9.; 1.10.)
- APPENDIX 4 Administration and teaching staff (ESG 1.5.; 1.6.)
- APPENDIX 5 Framework Research (ESG 1.1.; 1.2., 1.3.)
- APPENDIX 6 Program Handbook (ESG 1.1.; 1.2.,1.3.; 1.8.)
- APPENDIX 7 Student engagement & terms of reference (ESG 1.2.; 1.7.; 1.9.)
- APPENDIX 8 Framework appeals / complain procedure (ESG 1.4.)
- APPENDIX 9 Study regulations (ESG 1.4.)
- APPENDIX 10 Study program completion documents (ESG 1.4.)

The AAC reviewed the documentation regarding its comprehensiveness, traceability, and transparency. The accreditation procedure was opened on **05.11.2019** by the responsible Accreditation Commission (AC) of the AAC.

2. Appointment of the Expert Group (Panel of Experts - PoE)

The relevant interest groups, i.e. representatives of the discipline(s), the labor market, and doctoral candidates, are considered when upon organizing a panel of experts.
The Accreditation Commission appointed the expert group and the higher education institution did not lodge an objection against the naming of the panel of experts /expert group.

Prof. em. Dr. Nicolle Macho	Academic leader
Prof. Dr. Peter Tarlow	Academic member
Lysandro Inacio MBA	Professional
Adelheidy Sield MBA	Student

Preparation of the Inspection

The experts received the application documents before the inspection date. The experts reviewed the documents and were asked to give the AAC a first written feedback. The feedback was provided to the university prior to the inspection.

Inspection

From **28.1. to 31.1.2019**, the inspection took place at the Curaçao site by the above-mentioned PoE. The individual points were discussed (see timeline site visit, attachment).

Preparation of Expert Opinion

Following the inspection, the expert group prepared an expert opinion with an evaluation of the programs according to the underlying criteria. The expert opinion also included a recommendation for a decision of the expert group to the AAC Accreditation Commission. The AAC forwarded the expert report to the applying GHU without the expert decision recommendation. The accreditation team gave the GHU opportunity to comment.

III.   General information on the University

The Global Humanistic University (GHU) received its Charter from the Ministry of Education of Curacao in March of 2018. This charter grants the GHU the right to establish a university in Curacao for the purpose of providing and teaching high quality online study programs in the fields of business administration, finance and law. The bachelor, master, and doctoral programs will primarily target international students.

IV.   Assessment of the study program(s)

1.   University Overview (ESG 1.2.; 1.7.)

1.1 Policy for quality assurance Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Description
The GHU provides online (Bachelor, Master and Doctoral) study programs and is located with its main offices in Curaçao. The University offers online distance education through flexible study modes and thus providing students the opportunity to work and study at the same time. The university administration and faculty are committed to the principles of equality, opportunity and diversity and offer wide access and inclusion through the programs they offer. Its vision is to make innovative and research-based teaching available for their students and to contribute toward Curaçao's and in Curaçao as well as the global labor market.

The strategic goals are reflected in its mission statements, namely:
1.   Practical and research-oriented learning university
2.   Practice based university grounded on research
3.   Responsible, supervised academic learning
4.   Interactive use of new media as an advanced teaching method
5.   Study program innovation
6.   Consistent internationalization
7.   Safeguarding good scientific practice
8.   Quality

The appropriate structures and processes are stated and the organigram shows the internal and external stakeholders of the University.

Experts Evaluation/Conclusion
The GHU presented in Appendix 1 an overall well structured, comprehensive and transparent university review. A minor criticism might be that at times there is a little bit too much detail and its mission and vision statement require greater precision. The panel of experts therefore recommends that the University clarify both the mission and the vision statement **(recommendation).**

2. Framework University Ethics and Diversity (ESG 1.3.)

1.3 Student-centered learning, teaching and assessment Standard: Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Description

The University clearly states that it will comply with laws and regulations and its contractual obligations and that it will not accept any discrimination based such things as sex, race, color, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation. The GHU points out that in many areas of activity no relevant laws or regulations exist.   Whenever this is the case the University states will operate within a framework established by the Seven Principles of Public Life - Integrity, objectivity, openness, selflessness, accountability, honesty, and leadership.

Additionally, the University has a set of core behavioral values by which all staff will abide including: honesty and integrity, mutual support, strong personal commitment to colleagues and students, taking personal responsibility, governance, safeguarding good scientific practice, academic integrity, referencing and citation, research ethics, copyright and other intellectual property and critical thinking.

Experts Evaluation/Conclusion

The Panel of Experts found Appendix 2 - Framework University Ethics and Diversity dealt comprehensively with the University's ethics and diversity and covers all relevant aspects such as: integrity, honesty, governance. The diversity of students and their needs are shown and we would suggest that the University provide greater detail as to the benefits of flexible learning.

3. Quality management (ESG 1.1.; 1.9.; 1.10.)

> 1.1 Policy for quality assurance Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
>
> 1.9 On-going monitoring and periodic review of programs Standard: Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.
>
> 1.10 Cyclical external quality assurance Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Description

The GHU has set up a multilevel quality assurance framework that is based on Internal quality assurance of the GHU and External quality assurance by third parties.

The Internal Quality assurance mechanisms set up are:

- Study program evaluations (after every Module)
- Student evaluations before the Board of Study (once a year)
- Graduate surveys / evaluations (annually)
- Lecturer evaluation (annually)
- Grade statistics (half-yearly)
- Workload determinations (twice a year)
- Annual report (annually including Quality Report)
- Implementation of external quality assurance (if required)

Feedback from all participants (students, faculty and staff) will be included thus ensuring high standards.

To support the Internal Quality assurance the GHU-Campus owns a self-developed Customer Relationship Management System (CRM). This system will allow it to evaluate:

a. Student profiles: age, gender, education (with which requirements has the student been enrolled), citizenship, degree program (including specification).

b. Study progress and study success: e.g. start of studies, the current semester / section, the total duration of the study, the number of examinations per semester.

To ensure external quality control the GHU has gone through numerous membership processes by AACSB, IACBE, and INQAAHE. GHU is presently accredited by ASIC and two programs are presently accredited by AQAS. Additionally, it is a member of CIQG and is certified by Naturefund.

Due to the numerous agencies by which the University is accredited, reaccreditations will follow in regular intervals; thus, ensuring that the GHU will stay an effective and high-quality institution.

Experts Evaluation/Conclusion
The Panel of Experts found Appendix 3 – Quality Management - to be well structured, comprehensive and transparent. Policies are in place both for internal and external quality assurance and are published on the website. Curriculum development and student feedback and their role in the internal quality assurance process are also well described. What is missing however is a clear timeframe (timeframe is one word)– in tabular form – showing the timeframe for internal implementation (see page 5) needs to be added **(condition)**. Additionally, the role of academic integrity and freedom so mentioned are already dealt with in Appendix 2, therefore the Panel of Experts recommends that a reference be included where the real discussion of the topic takes place.

4. Administration and teaching staff (ESG 1.5.; 1.6.)

> 1.5 Teaching staff Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff
>
> 1.6 Learning resources and student support Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

a. Management and Business Administration (MBA)
Description
Detailed summary of e.g. the selection of staff, advisors/ lecturers, course screening procedure, approval of courses and their uploading into the Odoo management system, technical specifications, examination assessments and the CV's of lectures are presented.

Experts Evaluation/Conclusion

Comprehensive and structured summary of the course screening procedure, class recordings and general information regarding for example assessments. A better linkage between learning outcomes and program outcomes in the module narrative description would strengthen each of these and clarify the role they play in the program – see Appendix 6. Overall this section is well-written and transparent regarding the recruitment process, professional growth opportunities, and support services. Missing, however, are clear rules – see Experts Evaluation/Conclusion comments both Sections.

b. Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)

Description

Detailed summary of the selection and screening procedure of staff, faculty and lecturers is presented. The screening procedure for everyone but the staff includes two components – teaching experience score and professional experience score. From these results the candidates are classified into four categories: university professor, professor, junior professor and lecturer and the CV's of lectures are presented.

Experts Evaluation/Conclusion

The Panel of Experts agrees that this section and section "4.1" are comprehensive and overall well-structured. However, some information that should be in both sections is found only in one of them e.g. screening procedure (see section 4.1) and not this one. It would be better if topics that are important to both programs were found in both appendices. Overall there are clear and transparent process of recruitment and professional growth opportunities and support services. Clear rules, however are missing— see Experts Evaluation/Conclusion comments both Sections.

Expert Evaluation/Conclusion Comments for both Sections

The Panel of Experts agrees that in both handbooks the following issues need or should be changed or added. To prevent in the future discussion where legal disputes will be handled all contracts need to specify that legal disputes are to be handled in Curaçao **(recommendation)**. Presently the CV's are too individualistic, making it not easy to get information from them. Additionally, some give information which can lead to problems with data protection therefore all CVs have to be standardized and in English when published in handbooks, website or wherever **(condition).** Finally, although both appendices mention professional growth neither

clarifies nor shows how this growth is supposed to work. Consequently, Staff – teaching and nonteaching have to be given the opportunity for professional growth (external to GHU) at least once a year. Therefore, each person should be required to submit a professional growth plan at the beginning of the year, and at the end of the year submit proof that some activity has taken place. The University should support this effort either by giving a small stipend to pay for some activities or provide *compt time.* Additionally, the University has to offer in-service activities that are documented with sign in sheets. Professional growth also must be documented yearly by the faculty of the GHU **(condition)**.

5. Framework Research (ESG 1.1.; 1.2., 1.3.)

1.1 Policy for quality assurance Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.2 Design and approval of programs Standard: Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer 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.

1.3 Student-centered learning, teaching and assessment Standard: Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

a.   Management and Business Administration (MBA)
Description
In this section of the self-documentation the GHU explained the research structure for receiving a Custom Master. The process starts with the research phase of the Custom Master where students are given the opportunity to demonstrate course achievement ***of the course*** and program learning outcomes. This section is followed by the assessments' principles and conditions ***of the assessments*** and by an explanation of the different types of exams, the courses, assessment aims, service area "Library" and finally the Affidavit.

Students create their own customized MBA program without any obligatory courses. All courses can be selected randomly.   Students who are only interested in broadening their knowledge rather than finishing the MBA can take only one or two courses. For each completed course students will receive a certificate, the CAS (Certificate of Advance Studies) after passing each course examination and another

certificate, the DAS (Diploma of Advanced Studies) after successfully completing three courses and the relevant examinations. Should they decide to complete another three courses they can receive the official MBA diploma (Master of Business Administration). For the extensive MBA at the highest level or to enter a doctoral program at a later stage, the student will have to complete another three courses and write a master thesis. The GHU accepts transfer credits (provided their previous studies were at an appropriate level). A maximum of 30 ECTS credit transfer can be awarded towards the MBA program.

During the online MBA program, which can be started at any time during the year, students are required to complete a dissertation which can be either an original work or a practice based one e.g. case study.

Students have access to GHU's e-library; additionally, students can borrow books from libraries other national and international universities and/or other public libraries.

Experts Evaluation/Conclusion
The Panel of Experts considered this section to be straight forward and transparent. There is some concern that it is not 100% clear that students can study and finish their program in numerous languages, but the assumption is that in through personal conversations students will become aware of this fact. Students should sign that they have read the program handbook – this would protect the University in legal disputes. We recommend that a table/diagram be created that clearly states the program's length, number of courses needed, length of dissertation etc. **(recommendation)**.

b. Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)
Description
In the section Framework Research – DBA/PhD the University explains in detail the processes, that compose the second phases, and are necessary to complete either a DBA or a PhD. The first one sets the background for gaining a doctoral degree whereas the second has a research paper and the dissertation and a viva voce.

Details regarding research guidelines such as sourcing/citation style – APA, Citavi a program for reference management and is a multilingual system and can be used in English, German, Spanish, French, Italian, Polish and Portuguese, or the eLibrary are also given.

An advisors' handbook has been developed and it explains the advisor's role and contribution to the overall process.

The last part of the section starts off with a comparison of the two doctoral programs and continues with detailed information regarding regulations, academic qualifications, curriculum, duration of program, standards and forms of misconduct to name just a few. The section continues with information about the diploma supplement and their official diploma and the attendance of the graduation ceremony. The final pages deal with some final provisions e.g. change of curriculum and modules and the effect of these changes on doctoral students.

Experts Evaluation/Conclusion
Similar to Section 5.1 the Panel of Experts finds Section 5.2 basically clear and comprehensive. This Section is even more detailed than Section 5.1. Lacking, however, is that there is no requirement to submit an international credential evaluation when applying to GHU. Receiving such a credential evaluation allows an admission department to judge and compare academic and professional degrees earned in another country. By using a credential evaluation company, the GHU admissions team can concentrate on other tasks. Therefore, we believe using a credential evaluation company will benefit the GHU **(recommendation)**.

6. Program Handbook (ESG 1.1.; 1.2.,1.3.; 1.8.)

a. Management and Business Administration (MBA)

Description

The Program Handbook for Custom Master of Business Administration introduces the student to the program and its modules, its objectives, aims, curriculum map, learning (Level 7 EQF) and program outcomes and regulations. The handbook has to be read in conjunction with the Regulations that are available the GHU's online on the GHU website.

Students create their own customized MBA program without any obligatory courses. All courses can be selected randomly. Students can register for only one or two courses. For each completed course students will receive a certificate, the CAS (Certificate of Advance Studies) after passing each course examination and another certificate, the DAS (Diploma of Advanced Studies) after successfully completing three courses and the relevant examinations. Should they decide to complete another three courses they can receive the official MBA diploma (Master of Business Administration). For the extensive MBA at the highest level or to enter a doctoral program at a later stage, the student has to complete another three courses and write a master thesis. The GHU accepts transfer credits (provided their previous studies were at an appropriate level). A maximum of 30 ECTS credit transfer can be awarded towards the MBA program.

For the online MBA program, no attendance at lectures is required. The student can start the program at any time during the year as long as the candidate has a bachelor's degree or six years of professional experience. The estimated workload can be found in each module description. The minimum duration is normally four

semesters and the maximum duration is seven years. Students are required to complete a dissertation which can be either an original work or a practice based one.

Experts Evaluation/Conclusion

The Panel of Experts deems the Program Handbook to cover all relevant issues. However, due to the extensive information given the content is sometimes hard to understand. Mixing tables with narratives would improve readability. We recommend GHU add to the module narratives a short table showing both the learning outcomes and the program outcomes **(recommendation)**. Having narrative modules in different languages is confusing. In any publication all materials should be in the same language. Accordingly, all module narratives must be in English irrespective of the language they are going to be taught in **(condition)** and each section should start on a separate page indicating when the module narrative was developed/approved – see also Appendix 4. Assessments are appropriate and allow the demonstration of the learning outcomes. On a side note an introduction to the University - vision, mission etc. -what is found in Section B should be also included in Section A.

b.   Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)

Description

The Program Handbook for DBA/PhD introduces the student to the program and its modules, its objectives, aims, curriculum map, learning (Level 8 EQF) and program outcomes and regulations. The handbook has to be read in conjunction with the Regulations which are available online on the GHU website.

For the online doctoral program, no attendance at lectures is required, and once again it can be started at any time during the year as long as the candidate has a master's degree or equivalent degree or five years of significant professional experience. The minimum duration is normally six semesters and the maximum duration is seven years. The estimated workload can be found in each module description.

The PhD/DBA dissertation is focused on scientific research following the scientific methods of inductive and deductive research. The PhD/DBA therefore either focuses on the development of theories or on the validation of existing theories.

Two phases are identified that have to be passed to earn a doctoral degree. In the first phase a research proposal and modules have to be passed before the second phase starts. Here the student has to submit and pass a dissertation. A research

paper is developed from the material found in the dissertation and functions as a summary of the actual dissertation. The dissertation can be written in any language, but the research paper must be written in English and based on international research guidelines in A+ papers. The research paper must be accepted before the oral presentation can occur. The oral presentation is based on the dissertation/research paper and should be done in English, but this is not mandatory. The student can also decide to have the oral defense in the same language as the dissertation.

Experts Evaluation/Conclusion
The Program Handbook is judged to cover all relevant issues by the Panel of Experts. However, as in the previous section the extensive information given sometimes makes the content hard to understand. Mixing tables with narratives would improve readability. We recommend providing in the module narratives a short table showing both the learning outcomes and the program outcomes. (**recommendation – see 6.1**) Having narrative modules in different languages is confusing. In any publication all materials should be in the same language. Accordingly, all module narratives have to be in English irrespective of the language they are going to be taught in (**condition** – **see 6.1**) and each should start on a separate page also indicating when the module narrative was developed/approved – see also Appendix 4.

Assessments are appropriate and allow the demonstration of the learning outcomes. Usually the dissertation is key and that is presented in an oral presentation/viva voce. Useful would also be, that is also true for Section 6.1, that forms like appeal, change of grade etc. are attached at end of Section 6.1 and 6.2.

A major issue for the Panel of Experts is the terminology used in the handbooks especially in 6.1 and 6.2. The terms used are not common in academia and in order to prevent confusion the terminology for the following terms must be changed **(condition).**

New Terms		Remove
Dissertation	to be used for DBA/PhD	
Thesis	to be used for Master program	
Thesis advisor or Dissertation Advisor	for the advisor who works with a student towards finishing a thesis or dissertation	

2nd reader		Consultant
2nd native English reader		Anglophile Consultant
External examiner		Consultant
Oral presentation/Viva	Viva or Viva Voce	Wherever used remove "and"
Viva		Remove Defensio
Dissertation		Project Report
Thesis		Project Report
Thesis or Dissertation research paper		Information (Research Paper)
Oral presentation/Viva		Information (Oral Presentation and Viva)

7. Student engagement & terms of reference (ESG 1.2.; 1.7.; 1.9.)

1.2 Design and approval of programs Standard: Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer 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.

1.7 Information management Standard: Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities.

1.9 On-going monitoring and periodic review of programs Standard: Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

Description
Student engagement is viewed as important by the GHU and for this reason the university has established different processes to provide the University with feedback, namely:
- Board of Students - BOS (Student representatives). Is a forum in which students and staff can constructively discuss their program of study.
- Student surveys (internal and external) - to receive module, student and alumni feedback regarding academic quality and student experience. Students can also contact the course department by e-mail or by phone to raise concerns or to make suggestions. Feedback is anonymous and voluntary.
- Student membership on committees and program review panels
- Quality Assurance (internal/external)

Additionally, in the future enrolled students will form the Student Assembly from which the elected members will join the Student Committee, the Academic Board and the Examination Committee.

Quality assurance will be discussed in the Boards. Both students and teaching staff will be involved in the evaluation process.

Experts Evaluation/Conclusion
Student engagement and terms of Reference for both programs were judged by the Panel of Experts to be thorough and transparent. Especially how students are selected to the Board of Students, what the role of the Academic Board or Student Union are, quality assurance (internal/external) are linked to student engagement. Missing however is a definition of drop-out rates and the process of getting the information for them as well as for graduation rates and retention rates. We recommend that this data is collected yearly **(recommendation)**.

8. Framework appeals / complain procedure (ESG 1.4.)

1.4 Student admission, progression, recognition and certification Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Description

The GHU defines an academic appeal as "a request for a review of a decision of an academic body charged with making decisions on student progress, assessment and awards". A student complaint is defined as: "an expression of dissatisfaction by one or more students about a provider's action or lack of action, or about the standard of service provided by or on behalf of the provider." The former could include a request to change marks or progress decisions, or final award classifications. The latter could be anything from mobbing to discrimination.

The University has an appeals/complain procedure in place that clearly states the timeframe in which the complaint has to be made and who has to be informed. The initial step includes fact-finding by the GHU office and either the end of the complaint or the advice to the student to submit a formal complaint to the Secretary of the Academic Board. The Academic Board will make either a decision in the student's favor or advise the student to submit a formal complaint to GHU rector. The final step is that the case is submitted to the Rector. The Rector considers the case and forwards it to the Academic Board within 2 weeks. The Academic Board shall make the final decision. If a student does not agree with the decision of the Academic Board, s/he may consider further steps of appeal and submit a formal complaint to the GHU rector.

Appeals may also be based on the following grounds:

- A student's performance in an assessment suffered through illness or other factors which the student was unable or for valid reasons unwilling to inform the
- Academic Board through the extenuating circumstances procedures before it reached its decision.
- An administrative error occurred in the management of the assessment.
- The assessment was not run in accordance with the program regulations.

- The Academic Board failed to consider material circumstances, relating to the delivery of a module, which have adversely affected a student's performance.

Appeals must be supported by medical or other evidence. Students can only make a formal appeal against the decision of the Academic Board if the informal appeal and discussion with the Academic Board was not satisfying or the Academic Board recommended a formal appeal.

Experts Evaluation/Conclusion
Appendix 8 is clear and comprehensive. So, attaching the forms that have to be filled out in case of a grievance or complaint would have been beneficial. The Panel of Experts recommends that a table be inserted in the document with the procedure and timeframe for complaints/grievances **(recommendation).**

9. Study regulations (ESG 1.4.)

> 1.4 Student admission, progression, recognition and certification Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

a.   Management and Business Administration (MBA)
Description
In this section information from previous sections is brought together under the heading of regulations. The essential parts being that students create their own customized MBA program without any obligatory courses. All courses can be selected randomly. Students who are only interested in broadening their knowledge rather than finishing the MBA can take only one or two courses. For each completed course students will receive a certificate, the CAS (Certificate of Advance Studies) after passing each course examination and another certificate, the DAS (Diploma of Advanced Studies) after successfully completing three courses and the relevant examinations. Should they decide to complete another three courses they can receive the official MBA diploma (Master of Business Administration). For the extensive MBA at the highest level or to enter a doctoral program at a later stage, the student you will have to complete another three courses and write a master thesis. The GHU accepts transfer credits (provided their previous studies were at an appropriate level). A maximum of 30 ECTS credit transfer can be awarded towards the MBA program. During the online MBA program, which can be started at any time during the year, students are required to complete a dissertation which can be either

an original work or a practice based one. The completion documents for the MBA includes a diploma supplement and the official diploma.

Different assessments exist, e.g. case study analyses, homework, essay, report, presentation and a Master thesis (Dissertation) which have to be passed. Assignments are marked and internally moderated by course tutors and other appropriately qualified staff appointed by GHU.

Assessment dates and locations, assessment procedure, registration and reassessment, submission of assignments, grading scheme and marking are also discussed.

The next section deals with academic misconduct, the consequences of academic misconduct, possible appeals / complaint and the role of the Academic Board. Information regarding syllabi, topics and expected length of the dissertation as well as a possible need to restrict access to a dissertation are also explained.

Experts Evaluation/Conclusion
The Panel of Experts finds this section to be well-written and as in previous ones it provides precise details and essentially clear. This section would be stronger, however, were it to contain a summary in tabular. We recommend making the text less wordy and again including a table that summarizes costs, length of program and maximum time permitted to complete the degree/work.

Taking the admissions process, so information given is detailed the reader has to read a lot text which could be shorter and easier to understand if was in a table which would also include cost of the program, minimum and maximum timeframe to finish the program **(recommendation)**.

b.   Doctor of Business Administration (Dba) / Philosophy Doctor (PhD)
Description
In this section information from previous sections is brought together under the heading of regulations. At GHU there are two doctoral programs: the PhD program and the DBA program. The PhD dissertation is focused on scientific research whereas the DBA dissertation is focused on the transfer of scientific findings. Additional differences between the two programs are pointed out.

The online doctoral program, no attendance at lectures is required, and it can be started at any time during the year provided that the candidate has a master's degree or equivalent degree or five years of significant professional experience. The minimum duration is normally six semesters and the maximum duration is seven years. The estimated workload can be found in each module description.

Academic misconduct, the consequences of academic misconduct, the role of the Academic Board, the Doctoral Program Assessment Board and provisions for students with disabilities and learning difficulties are also discussed.

The next parts deal with Phase 1 and Phase 2 of the doctoral program. In the first phase a research proposal, exposé and modules have to be passed before the second phase starts. The decision to recommend a candidate's progression to the research phase will be confirmed by the doctoral Assessment Board. In Phase 2 students have to submit and pass a dissertation and a research paper that is extracted from the dissertation, a kind of "summary" of the dissertation itself. The dissertation can be written in any language, but the research paper must be written in English and based on international research guidelines in A+ papers. The research paper must be passed before the oral presentation can take place and is based on the dissertation/research paper and should be given in English, but this is not mandatory. The student can also decide to have the oral defense in the language of the dissertation.

Submission and grading of module assessments are in accordance with British regulations. All modules are graded pass/fail. Failed assessments may be retaken once (subject to Regulations) this rule includes the exposé and the dissertation. Appeals against doctoral assessment board decisions are possible and a clear procedure has been put in place.

The doctoral program is completed when the dissertation has been successfully defended and any amendments required by the examiners have been incorporated and have been confirmed by the University's Academic Board. A list of successful students will be presented to the University's Academic Board for ratification at their next formal meeting. On successful completion of the program, students will be awarded the degree of „Doctor of Philosophy (PhD or Dr.) or Doctor of Business Administration (DBA or Dr.) ". The certificate will be issued by Global Humanistic University (with the thesis title in English). After successful completion of the program students will be eligible to attend the GHU's graduation ceremony.

Final provisions deal with the introduction of a new curriculum and modules and how students will automatically be transferred to the new curriculum. Assessment results

will be accredited accordingly. All Phase 1 module materials will be updated periodically. Students will be informed of any updates. As of the announced effective date, the updated materials will become relevant for assessments.

Experts Evaluation/Conclusion

Here, similar to section 9.1, the Panel of Experts decided that the processes and regulations and issues raised are well written, detailed and mostly clear. Surprisingly some topics that are of interest for all programs are only dealt with in this section. Those are the graduation ceremony and final provisions that probably should be in both sections.

10. Study program completion documents (ESG 1.4.)

1.4 Student admission, progression, recognition and certification Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

Description

The study program completion documents for each cluster (Cluster MBA, DBA/PhD) and for each student includes a diploma supplement and their official diploma. The language of instruction varies since the GHU offers the programs in the language of the student's choice, as long as the University has instructors who are versed in that language. The Diploma Supplement is always in English.

Experts Evaluation/Conclusion

Both sections 9.1 and 9.2 provided all documents needed at the end of a program. The Panel of Experts, however, believes that the diploma supplements should be more informative and follow the norm in academia. That is e.g. point 3 Information on the level of the qualifications – states see program specifications or point 4 information on the contents and results gained – states see program specification or see enclosed.

V. Result

The total score for both, the MBA and DBA/PhD program, is for each a score of 915 points from 1000 (91,5% from 100%).
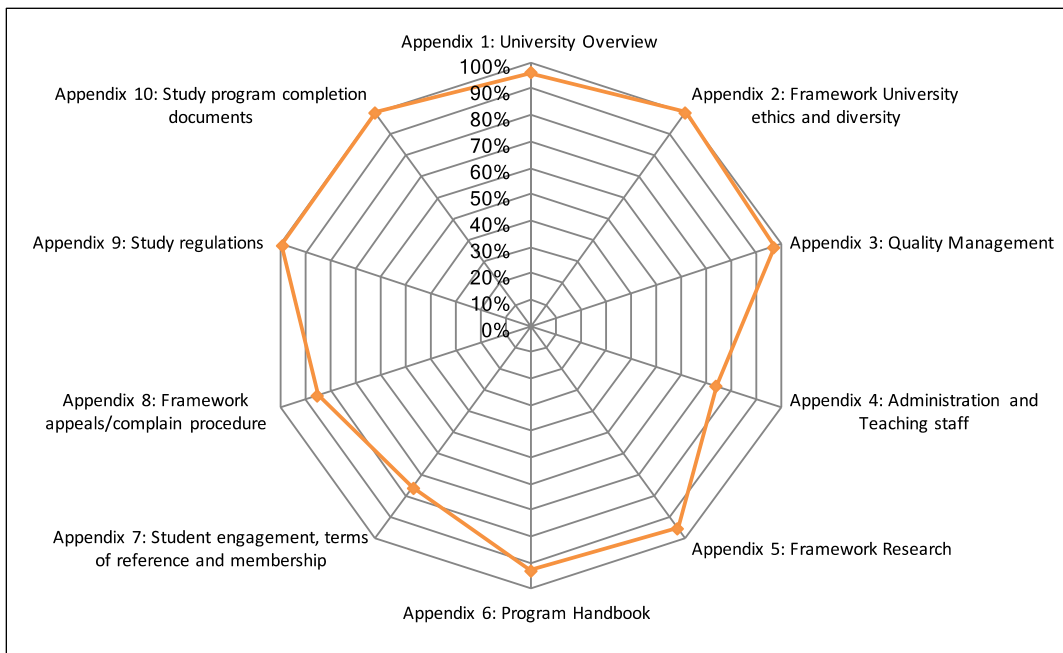
	Average	Weighting (fixed)	Total Pts.
Appendix 1: University Overview	96%	100	96
Appendix 2: Framework University ethics and diversity	100%	100	100
Appendix 3: Quality Management	97%	100	97
Appendix 4: Administration and Teaching staff	74%	100	74
Appendix 5: Framework Research	95%	100	95
Appendix 6: Program Handbook	93%	100	93
Appendix 7: Student engagement, terms of reference and membership	76%	100	76
Appendix 8: Framework appeals/complain procedure	85%	100	85
Appendix 9: Study regulations	99%	100	99
Appendix 10: Study program completion documents	100%	100	100
Total			**915**

Enablers and results	Score
No results / anecdotal;	0%
Examples available but not structured (ad-hoc);	10%
Examples available but not structured; Approach defined and deployed to some relevant areas; **some results**; positive trends	20%
Evidence of approach and / or deployment being measured and reviewed; positive trends and/or substaint **good performance on some** results over the last 2 years; prformance on many results	40%
Clear evidence of approach being embedded and deployment being improved; positive trends and/or substaint **good performance on many** results over the last 3 years prformance on many results	60%
Clear evidence of external benchmarking being used to improve approach; strongly positive and or sustain **exellence performance** over the last 3 years; favourable in many areas	80%
Clear evidence that approach is "best in class"; Strongly Positive Trends and/or **substaind exellent performance** in all areas over the last 5 years; leading position	100%

The total Pts. Max is 1000 Pts.

Minimum to accredit with or without conditions: > 320 Pts in total

Failed to accredit: 1 Appendix   < 10 Pts
Failed to accredit: 2 Appendixes < 20 Pts
Failed to accredit: 5 Appendixes < 40 Pts

VI.   Summary of the findings

Conditions:
6. Add in tabular form timeframe/process for internal quality assurance. (Appendix 3)
7. * The GHU has to offer some in-service activities for its staff and support them in yearly professional growth activities – both have to be documented.
   * Teaching staff and faculty have to submit a yearly professional growth plan and have to document that which has been done. (Appendix 4)
8. CV's have to standardized and all have to be in English (Appendix 4a and 4b)
9. Module narratives description – for all programs - have to be in English irrespective of the language they will be taught in the future (Appendix 6a and 6b)
10. Terminology has to be adjusted throughout the documents (see list Appendix 6, page 15)

Recommendations:
12. Vision and mission statement should be rewritten and made more precise. (Appendix 1)
13. The labor market discussion should focus on Curacao with a short discussion on the global labor market possibilities for alumni of GHU. (Appendix 3)
14. Issues like integrity, freedom and discrimination so mentioned in Appendix 3 are really discussed in Appendix 2 therefore clear references where they can be found need to be added.
15. Add that the Court of Litigation is in Curacao. (Appendix 4)
16. A table/diagram should be created that clearly states length of program, number of courses needed, length of dissertation etc. (Appendix 5)
17. A Credential Evaluation company should be used by the GHU to verify academic degrees. (Appendix 5)
18. Specify procedure which will be used to transfer non-formal and informal learning backgrounds so that these students can join the Master program. (Appendix 5)
19. Module narratives should have short table showing both the learning outcomes as well as the program outcomes (Appendix 6)
20. A definition of drop-out rates and the process of getting the information for them as well as for graduation rates and retention rates should be collected yearly. Appendix 7)
21. A table should be inserted with the procedure and timeframe for complaints/grievances. (Appendix 8)

22. The admissions process should be also in a table including the cost of the program, minimum and maximum timeframe to finish the program etc. (Appendix 9)

VII.   Recommendation of Panel of Experts

The panel of experts recommends accrediting both study programs, "Master of Business Administration (MBA)" & "Doctor of Business Administration (DBA) / Philosophy Doctor (PhD)" which is offered by the Global Humanistic University, **with conditions.**

VIII.   Final Comments

The Panel of Experts acknowledges the commitment of the Global Humanistic University management and all involved in the design, ongoing organization and development of the study programs. The recognizable commitment of the university management as well as the planned national and international orientation and the quality of the future professors and lecturers were perceived as very positive.

In addition, the Panel of Expert appreciates the great flexibility of the course concepts in both programs even though some adjustments are needed to make the programs stronger- see conditions and recommendations.
The Panel of Expert wishes the representatives of the Global Humanistic University a successful development and would like to thank them for their open reception, willingness to talk and the careful compilation of the preparatory documents.