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

- **Higher Education Institution:** CIIM
- **Town:** Nicosia
- **School/Faculty (if applicable):** School/Faculty
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

**In Greek:**

Programme Name

**In English:**

HRM-OB

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws of 2015 to 2019” [N. 136 (I)/2015 to N. 35(I)/2019].



## A. Introduction

Due to CoVID-19, there was no physical onsite visit. Instead, the visit was conducted virtually. The “visit” included a video of the physical facilities, and a recording of an actual lesson.

Prior to the “visit”, the committee received and reviewed the school’s application for program accreditation. We also received other program materials including the CVs of all instructors and the syllabi of the courses. Additionally, we were given access to the school’s Moodle, allowing us to examine the course material accessible to students including current syllabus, power points, and reading materials. Although technical problems prevented us from viewing a “live” course, we received a recording of that course which we make reference to below. Finally, we had a full day of meetings with the school’s leadership (including its Dean and Director, Dr. Theodore Panayotou), current and past program directors (i.e., Dr. Vicky Katsiolouides, Dr. Dionysis Dionysiou and Dr. Takis Stylianides), teaching faculty, administrators and current and former students.



## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Peter Bamberger</b>	Professor	Tel Aviv University
<b>Amanda Shantz</b>	Associate Professor	Trinity College, Dublin
<b>Andreas Georgiadis</b>	Reader	Brunel University
<b>Dimitris S. Hadjisavva</b>	Student	Cyprus University of Technology
<b>Name</b>	Position	University
<b>Name</b>	Position	University

## C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
  - (a) sub-areas*
  - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
  - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

### **Findings**

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

### **Strengths**

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

### **Areas of improvement and recommendations**

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

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

### Sub-areas

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

### 1.1 Policy for quality assurance

#### Standards

- *Policy for quality assurance of the programme of study:*
  - *has a formal status and is publicly available*
  - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
  - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
  - *ensures academic integrity and freedom and is vigilant against academic fraud*
  - *guards against intolerance of any kind or discrimination against the students or staff*
  - *supports the involvement of external stakeholders*

### 1.2 Design, approval, on-going monitoring and review

#### Standards

- *The programme of study:*
  - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
  - *is designed by involving students and other stakeholders*
  - *benefits from external expertise*
  - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
  - *is designed so that it enables smooth student progression*
  - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
  - *defines the expected student workload in ECTS*
  - *includes well-structured placement opportunities where appropriate*
  - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

### 1.3 Public information

#### Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
  - *selection criteria*
  - *intended learning outcomes*
  - *qualification awarded*
  - *teaching, learning and assessment procedures*
  - *pass rates*
  - *learning opportunities available to the students*
  - *graduate employment information*

### 1.4 Information management

#### Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
  - *key performance indicators*
  - *profile of the student population*
  - *student progression, success and drop-out rates*
  - *students' satisfaction with their programmes*
  - *learning resources and student support available*
  - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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



## Findings

The CIIM meets the standards for quality assurance. It has a clear quality assurance system that is publicly available. Many of the stipulated values and goals of the business school are evident in the programme design. Academic integrity is safeguarded through use of Turnitin software.

The Director regularly engages in benchmarking activities, and a breadth of relevant HRM-related content is offered to students. Other stakeholders are involved in the design of the programme, notably, CyHRMA. For the most part, the content corresponds to the number of ECTS. Although few students take the opportunity to undertake an internship, these are readily available.

The design of the programme ensures smooth student progression (i.e. modular approach). There is an inevitable tension between the modular approach and having a coherent approach, i.e. logical sequence of modules. However, the use of prerequisites ensures that students have the requisite knowledge and abilities before embarking on advanced subjects.

The qualification is clearly specified and communicated and refers to the correct level of the National Qualifications Framework for Higher Education. The programme is kept up to date through regular interactions with practitioners. The programme meets the standards required for Public Information and Information Management.

## Strengths

The CIIM is a well-established institution with strong links to industry and to the international academic community. Clear and compelling examples were provided to show the benefits of industry contacts for both students and the institution. Furthermore, CIIM regularly engages in accreditation activities that prompts its leadership to reconsider the structure and content of programmes. A significant strength of the HRM programme is the benchmarking activities, and the corresponding breadth of information covered across relevant HRM domains.

The committee also took note of the structured manner in which changes to the programme design are initiated and formally approved. The Committee commends the new Programme Director for increasing the ECTS credit weighting to include more emphasis on sustainability and CSR, features that align with the vision of the institute.

The modular structure was praised by the students, as it provides flexibility. The website is also clear, with easily accessible information for prospective students. The Moodle sites were also well organised and consistent in formatting.

The students also praised their ability to apply their knowledge in the workplace. The positive feedback from students was a particular strength.

## Areas for improvement

One of CIIM's values is "community service" and we applaud the new Programme Director's plan to emphasise this value through increasing the credit weighting to CSR/sustainability. However, the notion of "community service" implies action, and we therefore encourage the Programme Director to consider ways to incorporate active engagement in community service within the revised CSR module (e.g., volunteering).

Although a wide range of HRM-related topics are addressed, the new Director may consider how industrial relations (labour-management relations) is approached in the curriculum. Especially salient today because of COVID-19, the

committee also noticed an absence of health and safety and wellness. The new flexible content module that is being proposed could ‘test drive’ some of these topics.

The committee recommends that the Director installs an annual event where teaching faculty are invited to discuss the content of their modules. The committee views this as important for two reasons. First, some subjects might be falling through the cracks. For instance, the module leader of Rewards mentioned that the Balanced Scorecard was taught in SHRM, whereas the module leader of SHRM mentioned that the Balanced Scorecard was taught in Rewards. The second reason is to understand how synergies can be created between modules. For instance, the quantitative module can be tied to Rewards, and the qualitative module can be tied to Talent Management.

The ECTS awarded to the thesis is relatively small (7 points). In most international business schools, the thesis is an opportunity for students to conduct independent research and is typically weighted between 25-35 ECTS points. The committee elaborates in Section 2 an avenue that the programme may take that enables students to conduct research within the context of HRM. This would make the thesis offering redundant.

The committee was presented with excellent programme evaluation scores. However, the last programme evaluation was conducted in 2017. Programme evaluations should be conducted each year, and progress should be captured and acted upon.

This is the only area in this report that we deem ‘partially compliant’. We saw no evidence that there is a policy and procedure that “guards against intolerance of any kind or discrimination against students or staff”. We strongly recommend that the CIIM develops a policy and procedure, in consultation with staff and students, that clearly outlines acceptable and unacceptable behaviour, and the procedures by which students or staff can follow in case they feel that they, or a colleague or student, is victimised (e.g., harassment, bullying). As the CIIM becomes more diverse, clear definitions of harassment, bullying, and other unacceptable behaviours need to be clear and clearly communicated to staff and students, so that there is a common understanding.

A final area for improvement pertains to the gender diversity of teaching faculty. The committee noticed, and the student representatives commented, that there are very few women on the teaching faculty. Although the resident faculty are mainly men, an effort should be made to hire more female adjunct faculty to ensure adequate gender representation.

In closing, the committee would like to suggest that the new Director consider the purpose and potential of this programme. There is a tension that exists between differentiation in the market and being ‘everything to everybody’. The breadth of modules is a strength, but it may come at the expense of having a clear identity or purpose. Educational programmes like this one have the potential to change how businesses operate by nurturing the mindsets and building the skills for the future. It may be worthwhile to consider the changes happening in industry, or perhaps more importantly, the changes that *should* be happening in the industry, and then question how a leading institution like CIIM can shape the way that HR is perceived and leveraged by businesses. Once the programme leadership has a clearly articulated vision of the future of HR in Cyprus, they can build a programme that educates the next calibre of HR business leaders to realise that vision.

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

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

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

### Sub-areas

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

#### 2.2 Practical training

#### 2.3 Student assessment

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

#### Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

### 2.2 Practical training

#### Standards

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

### 2.3 Student assessment

#### Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

*You may also consider the following questions:*

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

### Findings

CIIM places a heavy emphasis on teaching and recognizes excellence in instruction. The program's modular structure is designed to offer students a high degree of flexibility and facilitates the integration of foreign faculty into the teaching program. The courses apply a variety of delivery methods including case study analysis. The students are exposed to a comprehensive program that meets the criteria of the practitioner community as evidenced by its

recognition by the Society for Human Resource Management (SHRM). The program is oriented towards the development of HR generalists. This strategy makes sense given the fact that most of the firms absorbing the program's graduates are SMEs. Several modules appear to use advanced technology such as gamification as a means by which to engage students.

### Strengths

A student survey conducted in 2017 found 70+% to be very satisfied or satisfied with the program. In our conversation with current and former students, all reported to be highly engaged in the learning and expressed that they felt a good deal of involvement in and control over the learning process. Students highlighted the interactive sessions as a plus.

Modules are characterized by the blending of theory and practice. Courses receive substantial practitioner input with reviews by the stakeholder-based Professional Advisory Board.

The modular structure of the program offers student a high degree of flexibility in their learning.

Administrative systems are in place to ensure students due process in evaluation and grading. Evaluation criteria and mechanisms appear to be fair and consistent, and are specified in module syllabi.

Addition of new workshop in "Trends in HR" will facilitate the updating of program and ensure that students are getting insights into state-of-the-art ideas and approaches.

Based on our observation of one class (Olga Kandinskaia's "Foundations of Accounting and Finance" course), it appears that teaching quality is high. Moreover, we observed that the students were comfortable and confident in conversing on issues relating to finance. The students demonstrated comprehension of quantitative concepts and the ability to analyse financial data and effectively interpret results. This suggests that the school's leadership may be underestimating the impressive quantitative aptitudes of the program's students.

### Areas of improvement and recommendations

While a breakdown of evaluation components was provided in course syllabi, few if any of the course outlines that we received made any reference to specific evaluation criteria (grading rubrics). Accordingly, the program is border-line compliant with regard to sub-area 2.3 (student assessment). **We strongly encourage the program administrators to incorporate grading rubrics into course syllabi in order to ensure that the program does not emerge as non-compliant on this parameter in the future.**

Student satisfaction survey should be more regular.

Although the report mentions application of innovative teaching approaches, we saw no real evidence of flipped classrooms, and even use of case studies appeared to be somewhat limited. Also unclear to us was what is meant by "problem-based teaching" and how this was actually applied. In addition, certain courses (such as the course in rewards, talent management) should incorporate more hands-on simulations in which students actually develop plans/policies for a fictitious enterprise.

No evidence of students involved in research. For an MSc program, students should be given more research opportunities.

Although the modules integrate practical applications, the program involves no practicum. Given that many students are already employed in HR, this may not be relevant to many/most students. However, for those with no experience, such an experience would be extremely valuable.

Modular approach, despite its benefits, may need to be adjusted to ensure rational progression from one course (e.g., statistics) to others (rewards, appraisal and training).

Recommendations:

1. As noted in our initial statement, we believe that the Strategic HR capstone course should be expanded from its current 6 ECTS units to at least 10 ECTS units on the basis of a more extensive final project involving:
  - a. An individual component or peer assessment to ensure individual contributions
  - b. The application of research methods learned in the program (collection, analysis and interpretation of empirical data).
  - c. Application of a minimum number of scholarly articles to reinforce students' recognition of the value of, and appreciation for, evidence-based management.
2. Integration of research methods in all courses (integrate material on analytics from SHRM):
  - a. Quantitative – Rewards (Regression), Appraisal (Validity Analysis), Training & Development courses (Validity Analysis; Utility Analysis)
  - b. Qualitative – Employee climate; exit interviews
3. For workshop-based skills development, more attention need to be given to student evaluation. Skills should not only be evaluated as part of the SHRM capstone course.

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

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



### 3. Teaching staff (ESG 1.5)

#### **Sub-areas**

#### **3.1 Teaching staff recruitment and development**

#### **3.2 Teaching staff number and status**

#### **3.3 Synergies of teaching and research**

### **3.1 Teaching staff recruitment and development**

#### **Standards**

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

### **3.2 Teaching staff number and status**

#### **Standards**

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

### **3.3 Synergies of teaching and research**

#### **Standards**

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



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

*You may also consider the following questions:*

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

### Findings

We strongly believe that teaching staff has excellent and relevant qualifications and experience to deliver teaching and inform the learning process through their own research activities. The College provides good support to teaching staff to improve their research skills and networks through financing conferences and other activities. Teaching staff is evaluated in a transparent and systematic way considering the quality of their research activity.

### Strengths

- The academic personnel are research active and publish research in high-quality international peer-reviewed journals, edited volumes, books, and participate and present in international conferences.
- International non-resident faculty with a diverse set of research interests and teaching experience that feed this into the learning process, and this is highly appreciated by students.
- Commitment to the continuous development of the research of the faculty through various forms of support and a generous research budget.
- A new programme director who is passionate about the programme and has several innovative ideas for changes in the programme and an eye for continuous improvement.

### Areas of improvement and recommendations

- Some mismatches between research expertise of faculty and modules they teach, e.g., a faculty member with research on neuroscience teaching rewards management, or faculty with expertise and research on economics teaching qualitative methods.
- teaching performance is not adequately rewarded and recognized in promotion and recruitment; for a school that generates the majority of its income through tuition and places teaching quality at the centre of its success, it is expected that there would be an explicit reward and recognition for effective teaching.

- Stronger incentives for director to upgrade the programme and for staff to further improve and develop their courses.
- The majority of ECTS points of the core courses are delivered by visiting faculty (around 70%); a more balanced delivery of core courses by resident and visiting faculty would be better to establish relative continuity.

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

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

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

##### Sub-areas

- 4.1 Student admission, processes and criteria
- 4.2 Student progression
- 4.3 Student recognition
- 4.4 Student certification

##### 4.1 Student admission, processes and criteria

###### Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

##### 4.2 Student progression

###### Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

##### 4.3 Student recognition

###### Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
  - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
  - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

## 4.4 Student certification

### Standards

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

*You may also consider the following questions:*

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

### **Findings**

The CIIM has clear regulations regarding student admission, including English language proficiency tests, an undergraduate degree, and letters of recommendation. These policies are administered consistently and transparently. The processes that underpin student progression are likewise clear and robust.

The CIIM has published clear regulations regarding student recognition, and fairly recognises qualifications and other forms of learning from other accredited learning institutions. Appropriate recognition procedures are in place that rely on best practice, and cooperation with other institutions (SHRM, CyHRMA).

### **Strengths**

The CIIM meets or exceeds all criteria as outlined in this section. The committee was impressed with the interviews with the professional staff, in particular Lena Jelic. Lena was professional, showed an abundance of knowledge about the students, procedures and CIIM, and showed a passion for higher education.

Another strength is that the programme is commended by HR-related bodies, including SHRM and CyHRMA.

### **Areas for improvement and recommendations**

The committee noted that CIIM has an excellent reputation in Cyprus and therefore has the potential to further distinguish itself from competitors, such as the University of Cyprus. One way to do so is through selection mechanisms, which act as a signal of quality. The programme might consider a requirement for a minimum GPA for

an undergraduate degree, and the use of the GMAT or GRE for admissions. The latter would be especially helpful to ensure that candidates are able to pursue more analytics-driven curricula and may be particularly important for those with limited work experience (less than 7-8 years of managerial experience).

As noted, the committee was impressed with Lena Jelic. Top business schools are managed by professional staff who possess many of the same qualities that the committee saw in Lena. The committee believes that Lena may be under-utilised in her role, and that she may greatly benefit from upskilling in the MBA (or similar) programme. Professional staff like Lena have the potential to contribute strategically to any business school, in areas such as sales and marketing and partnerships with industry.

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

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

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

### Sub-areas

#### 5.1 Teaching and Learning resources

#### 5.2 Physical resources

#### 5.3 Human support resources

#### 5.4 Student support

### 5.1 Teaching and Learning resources

#### Standards

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

### 5.2 Physical resources

#### Standards

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

### 5.3 Human support resources

#### Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

## 5.4 Student support

### Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

*You may also consider the following questions:*

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

### Findings

In general, we find all resources available and fit for purpose. There are certain aspects, however, that can be improved. Our recommendations on how to achieve this are listed below.

### Strengths

- Modern campus with adequate teaching space and equipment
- Modern audiovisual technology is available and accessible

- Space for students' socialization is available
- A good visible presence of administrative and support staff, IT support and student welfare.
- Access to distance learning, particularly during the pandemic, which provides flexibility to students who are working and/or have families.
- Access to electronic resources through EBSCO database

### Areas of improvement and recommendations

- Further investment on electronic resources, as these become more important during the pandemic; a plan is mentioned to expand this though using access from other higher education institutions in Cyprus, such as the University of Cyprus; we consider it important to proceed with this plan.
- Wider access to case studies that could be used across courses, as well as simulations, which are particularly relevant for the rewards management course.

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

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



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

### **Sub-areas**

#### **6.1 Selection criteria and requirements**

#### **6.2 Proposal and dissertation**

#### **6.3 Supervision and committees**

### **6.1 Selection criteria and requirements**

#### **Standards**

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

### **6.2 Proposal and dissertation**

#### **Standards**

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

### **6.3 Supervision and committees**

#### **Standards**

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

- *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

*You may also consider the following questions:*

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

### Findings

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

<b>Sub-area</b>		<b><i>Non-compliant/ Partially Compliant/Compliant</i></b>
<b>6.1</b>	Selection criteria and requirements	Not applicable
<b>6.2</b>	Proposal and dissertation	Not applicable
<b>6.3</b>	Supervision and committees	Not applicable

## 7. Additional for joint programmes (ALL ESG)

### **Sub-areas**

#### **7.1 Legal framework and cooperation agreement**

#### **7.2 The joint programme**

### **7.1 Legal framework and cooperation agreement**

#### **Standards**

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *The terms and conditions of the joint programme are laid down in a cooperation agreement. The agreement in particular covers the following issues:*
  - *Denomination of the degree(s) awarded in the programme*
  - *Coordination and responsibilities of the partners involved regarding management and financial organisation, including funding, sharing of costs and income, resources for mobility of staff and students*
  - *Admission and selection procedures for students*
  - *Mobility of students and teaching staff*
  - *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - *Handling of different semester periods, if existent*

### **7.2 The joint programme**

#### **Standards**

- *The partner universities apply joint internal quality assurance processes.*
- *The joint programme is offered jointly, involving all cooperating universities in the design, delivery and further development of the programme.*
- *Aims and learning outcomes are clearly stated, including a joint syllabus, language policy, as well as an account of the intended added value of the programme.*
- *Study counselling and mobility plans are efficient and take into account the needs of different kinds of students.*

You may also consider the following questions:

- Does the joint study programme conform to the requirements of a study programme offered at the specific level?
- Is there a system that assures the quality of joint provision and guarantees that the aims of the programme are met?
- Do the mechanisms for ensuring the quality of the joint study programme take into consideration the European Standards and Guidelines (ESG)? Are they adopted by all the universities involved?
- Is the division of responsibilities in ensuring quality clearly defined among the partner universities?
- Is relevant information about the programme, e.g. admission requirements and procedures, course catalogue, examination and assessment procedures, well documented and published by taking into account the specific needs of students?
- What is the added value of the programme of study?
- Is there a sustainable funding strategy among the partner universities? Explain.

### Findings

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

Click or tap here to enter text.

### Strengths

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

Click or tap here to enter text.

### Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
7.1	Legal framework and cooperation agreement	Not applicable
7.2	The joint programme	Not applicable

## D. Conclusions and final remarks

Overall, the evaluation committee was positively impressed with CIIM in general, and the Nicosia-based HRM-OB program. As specified below, there was general consensus that the program complies with all but one of the standards specified by the CYQAA. In particular, the school's leaders, faculty, administrators and students expressed a high degree of enthusiasm about the program as well as a commitment to its further enrichment and development. When asked to indicate areas of improvement for the program, students were unable to list even a single limitation. Additional strengths include the school's strong links with stakeholders in the community and leading scholars outside of Cyprus, an excellent track record of relevant employment for the program graduates, and a strong record of research excellence for teaching faculty.

That said, as we detail below, we feel that there are a number of steps that should be taken to better position the school and this particular program for the future. These steps include:

1. Boosting the application of evidence-based knowledge, technical competencies in HR, and analytical skills (both qualitative and quantitative) by means of an expanded capstone Strategic HR course. In particular, as students receive an MSc. degree, the program should have a broader, applied research component, as well as one in which *individual* students' capabilities in applying the knowledge and skills gleaned in the program are more directly evaluated. We recommend that the course go from 6 to at least 10 ECTS units to encompass this applied research component, and that the final project require: (a) the application of no fewer than five scholarly journal articles, and (b) the collection, analysis, and interpretation of empirical (qualitative and/or quantitative) data.
2. Adjusting particular modules to allow for greater application of analytical skills (developed in the statistics and methods module) throughout the program. This might involve actual exercises and simulations requiring students to apply their knowledge of correlation and regression analysis to, for instance, build a pay structure or conduct a validity analysis of a selection tool. Additionally, it might involve exercises designed to ensure the application of qualitative analysis skills for conducting exit interviews, performing a needs analysis, or assessing organizational norms and values.
3. Integrating more sophisticated selection techniques to differentiate CIIM HR grads from those graduating from competitive programs. For instance, to the extent that CIIM wants to position its graduates as "in another league", it may want to select students with stronger analytical/quantitative aptitudes. This would allow the program to, for example, promote its graduates' skills in financial analysis and HR analytics. To do this, the program might introduce new acceptance criteria for candidates lacking several years of managerial experience such as a minimal score on the GMAT or GRE, minimal GPA, or minimal grades in undergraduate courses in quantitative fields.
4. Taking steps to ensure diversity and inclusion objectives. In particular, steps should be taken to (a) achieve a greater gender-balance in faculty, and (b) adopting, disseminating, and enforcing policies aimed at ensuring academic integrity, promoting diversity and community involvement, and preventing discrimination and harassment.



## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Peter Bamberger</b>	
<b>AmandaShantz</b>	
<b>Andreas Georgiadis</b>	
<b>Dimitris Hadjisavva</b>	

**Date:** October 30, 2020