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ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION

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Doc. 300.1.1

Date: 01 June 2021

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  Cyprus International Institute of Management (CIIM)

- **Town: Nicosia**

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

- **Department/ Sector:** Department/Sector

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

  In Greek:

  Μεταπτυχιακό στη Διαχείριση δημόσιου τομέα (14 μήνες/ 90 πιστωτικές μονάδες)

  In English:

   Master in Public Sector Management (14 months / 90 ECTS)

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

- **Programme's status: New**

- **Concentrations (if any):**

In Greek: Concentrations
In English: Public Sector Management

A. Introduction

This part includes basic information regarding the onsite visit.

The site visit to Cyprus International Institute of Management (CIIM) took place, remotely, on 31 May 2021. The Committee met with a full range of management, faculty, administrative staff, and a group of alumni. In relation to CIIM leadership and programme management, the Committee had the opportunity to speak with Dr. Theodore Panayotou, CIIM Director and Dean; Dr. Paris Cleanthous, Director of the MBA and MPSM programmes; Dr. Andrey Afanasiev, Director of the MSc Financial Services programme; Dr. Ioannis Christodoulou, Director of the MSc in Educational Leadership; Dr. Olga Kandinskaia, Director of the MSc Business Management; Dr. Takis Stylianides, Quality Assurance; and Ms. Lena Jelic, Head of Academic Affairs. The Committee subsequently met with members of the teaching team, including core and visiting faculty involved in the design and delivery of teaching.

In its meeting with administrative staff, the Committee discussed the operations of the CIIM with: Ms. Sophia Palazidou, Admissions Officer; Ms. Lena Jelic, Academic Affairs Manager; Mr. Constantinos Petrides, CFO; Mr. Alex Vrahimis, IT Manager; Mr. Yiannis Hadjiyiannis, Library & Information Services Manager; and Mr. George Charalambous, Course Administrator.

Finally, the Committee met with alumni of the previous public sector management programme, spanning the period 2010-2018. This group comprised senior public sector professionals who were able to reflect on their experience of CIIM, namely: Ms. Tourva Eleftheria; Ms. Panayiota Makridou; Ms. Eleni Sergiou; Ms. Anthoulla Charalambous-Savvides; Ms. Marina Kouyialis; Ms. Elena Stylianou; and Mr. Michalis Stylianou.

The Committee also had the opportunity to analyse an extensive set of documentation including the Application for Evaluation-Accreditation, module outlines, faculty cv's, the research policy statement; and a virtual tour of the CIIM premises in Nicosia. At the request of the Committee, CIIM members were also very helpful in supplying supplementary materials, relating to research policy, budgets and outputs; institutional overview; and staff workloads.

The documentation was fairly comprehensive and useful in orienting the Committee to the CIIM and its programme proposal. The faculty and staff engaged fully with the process and with the questions and discussion during the Evaluation.

B. External Evaluation Committee (EEC)

Name	Position	University
Aard Groen	Professor (Chair)	**University of Groningen, The Netherlands**
Steven Van de Walle	Professor (Member)	**KU Leuven, Belgium**
Kevin Orr	Professor (Member)	**University of St Andrews, Scotland**
Margarita Panagi	Student Member	**Cyprus University of Technology**
Name	Position	University
Name	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.*

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

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
    - *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?*

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Findings

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

The meetings gave the Committee a solid understanding of the proposed programme, its rationale and the underpinning processes of quality assurance. The policies for quality assurance of the programme of study have formal status and are supported by appropriate structures and processes. The policies enshrine the importance of quality assurance and the processes are mapped clearly and understood by faculty members. Anti-plagiarism measures are in place to maintain academic integrity. There are end of programme evaluations by students as well as 'exit interviews'. External public sector stakeholders have been involved in discussions about the reconfiguration and relaunch of the programme. The programme seems to be reasonably consistent with trends and developments in the public sector and is in line with the EQF. There is an emphasis on producing managers and leaders who can make beneficial changes in public sector settings, and there is good attention to the professional development goals of students. The blend of faculty (core and visiting) gives the CIIM a strong profile of staff who are involved in the design and delivery of the programme.

Strengths

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

Good dialogue with public sector stakeholders in the design of the programme

Involvement of faculty with good research and publication profiles

Designed around a strong contemporary knowledge of practical and strategic issues facing the public sector in Cyprus (e.g. digital transformation

Swift pivoting to online provision during the pandemic and a very good learning orientation among faculty members who have been reflecting on their experience and how it will inform future pedagogy

A supportive culture among faculty members, particularly in relation to helping each other teach during the pandemic

The program is primed to attract well motivated career minded students who bring rich professional experience to the programme

Detailed orientation is provided to new students, using a range of methods and follow ups

Areas of improvement and recommendations

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

There is scope for the greater integration of public management theories and concepts to complement the programme's emphasis on practice

Historically it has been difficult to attract international students. Doing so would enrich student cohorts and the potential for cross-national learning

Student feedback could be solicited at more regular intervals to supplement the 'end of year' evaluations

Some courses could be improved if the used literature would be renewed more regular.

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

Sub-area		_Non-compliant/_ _Partially Compliant/Compliant_
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	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

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.

CIIM faculty have given good consideration to the learning and teaching design for the Masters programme. Staff were insightful and reflective about their teaching practices and the challenges (and opportunities) when working with post-practice students. There was a welcome emphasis on dialogue and discussion in the classroom, as well as evidence of using technology (e.g. Mentimeter, MS forms, and Moodle) in interesting ways. Teaching methodologies and mechanisms appear to be well chosen. During the meetings with teaching staff and students we heard evidence of pedagogical methods appropriate to the successful achievement of the programme's intended learning outcomes.

There was a good understanding of the distinctive aims of this Masters programme, and how it can develop the students professionally and in relation to their careers. The track record of alumni going on to very senior jobs in ministries and agencies is impressive.

Assessments processes are appropriate and overseen by the College's wider procedures and faculty have discretion about assessment choice within expected norms.

There are established processes in place to ensure feedback is given to students on their work. There is close management oversight of programmes, and we have the impression that there is a nicely integrated team of faculty and staff.

Strengths

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

Historically the CIIM had a relatively small number of teaching-focused faculty, but has more recently expanded the numbers of faculty and has a strategy of employing research active academics

Close and active relationships with public organisations and ministries, and the involvement of such stakeholders in the programme design and scoping stages. Such linkages are also a significant aid to marketing and recruitment.

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.

Many faculty have excellent links with alumni but there may be scope to consolidate and systematise the way in which the CIIM works with, and for, alumni

Some alumni suggested they would welcome a greater number of guest expert speakers from public sector organisations in Cyprus

Some of the reading lists could be refreshed to reflect disciplinary knowledge relevant to the specific specialism of the programme. Doing so also needs to be supported by the library strategy, including targeting access to some key texts and journals.

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
2.1	Process of teaching and learning and student-centred teaching methodology	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
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.

Teaching staff have successfully managed to transfer to a blended learning approach following COVID-19 restrictions.

The Programme Director discusses teaching evaluations with teaching staff. The program management can also directly observe classes by sitting in classes or reviewing teaching materials.

Time allocated for teaching is sufficient, and there is a formal mechanism to determine time allocation between research and teaching.

Junior staff is assisted by senior staff when starting to teach.

Visiting lecturers have strong academic profiles.

There appears to be a sufficient number of teaching staff. The Institute has concrete plans for the recruitment of additional staff.

Most core teaching staff have a full-time appointment.

There is extensive involvement of visiting staff, in particular for elective courses.

There is a strong connection between the academic profile of the teaching staff and the courses they are allocated to.

Teaching staff have a relevant academic background and have a PhD in a relevant discipline.

Some teaching staff is research active. There is an incentive scheme to stimulate research.

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

Teaching staff have good knowledge of public management practice through regular and consulting work for the public sector.

Teaching staff have a strong connection with the public sector in Cyprus, allowing them to relate theoretical content to local cases.

Most if not all faculty have foreign academic experience.

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..Research and teaching collaboration between visiting teaching staff and permanent staff could be improved.

In order to strengthen the 'public' dimension of its public management training, the Institute should strive for a stronger connection of the MPSM teaching staff with the scholarly discipline of Public Administration, through, amongst others, exposure to the relevant academic literature, publishing in the discipline´s journals, and attending its conferences.

The number of staff with a prior degree in public management or administration is limited.

Much of the research is of an applied nature, and efforts should be increased to strengthen the research profile of the teaching staff

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
3.1	Teaching staff recruitment and development	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

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

The Student admission, progression, recognition and certification in general were found to be well organized. The admission process is well developed and contains several instruments of general and specific nature to select the fitting students for this program.

Much attention is put on cognitive, as well as soft skills of the students. Relatively objective assessments as GPA and language scores, are combined with check on former education and interviews which each student to determine possible gaps and offer if deemed useful pre master development. The committee noted that the heterogeneity of the background of students can be large, however, the program puts specific attention to this before and in the beginning of the courses to get the students to a comparable beginning level.

 The progression is followed in a clear way, including support for personal development and if personal problems occur. With the relative small groups the committee can also imagine a very personal and social cohesive situation. In the discussion with alumni this was also brought forward by them. Recognition of student efforts are well organized in line with the process as described before. Certification is done in line with the explicit policies.

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

The committee was impressed by the personal depth of the selection process and still being transparent.

Student progression is followed precisely and good procedures for following up when problems may arise are in place.

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.

In some courses the amount of group assessment in comparison to individual assessment may obscure the performance of individual students in positive as well as negative sense. The committee proposes to check all courses assessment procedures and decide on a minimum individual assessment percentage (for example 60%).

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

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

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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
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.

Adequate resources are provided, including access to online databases, a learning platform, and dedicated resource persons.

Physical facilities are modern and state-of the art.

A student handbook specifies students´ rights and responsibilities.

Appropriate measures are taken for students having practical needs, e.g. a visual impairment.

Courses and assignments are planned and scheduled in a way that allows the students, who are generally in employment, to easily combine work and education.

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

The institution already used Moodle, and was already largely on-line, allowing for a swift transition during COVID-19
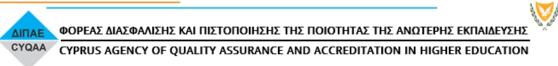
All students are assigned a faculty member who acts as academic advisor/tutor upon registration

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 relatively small library does not contain many of the classic works in public management/public administration. It is recommended to develop a purchasing strategy to develop a core collection in public management.

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

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

5.4	Student support	Compliant

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

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

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

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

> - o *reports per semester and feedback from supervisors*
>   - o *support for writing research papers*
>   - o *participation in conferences*
> - *The number of doctoral students that each chairperson supervises at the same time are determined.*
>
> *You may also consider the following questions:*
>
> - *How is the scientific quality of the PhD thesis ensured?*
> - *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
> - *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:

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

D. Conclusions and final remarks

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

The committee is in general satisfied with the teaching quality performed in this program, which is in accordance with the EQF standard for a master in public management (level 7). The positions of the alumni and the progress in those positions support this.

Also the organization of the program and the courses could find ample support by the committee. However, some aspects need attention such as the constant renewal of the courses to stay up to date with the scientific literature. The resources for the students are fitting to the need. For the library a purchasing strategy could be developed in relation to (classics) of public management/public administration.

The policies for staff workload and development are in place, however, especially in relation to the research base underneath this program, the committee sees opportunities to develop that further into a more coherent and focused program. The committee appreciates the efforts of the institute to develop this. The committee observed the availability of strong senior researchers in the core faculty and also in the visiting faculty. What we missed is the joined work of senior-medior-junior researchers especially regarding the visiting with the resident faculty. We would recommend to improve collaboration between the researchers on public management in the institute. Also it may be fruitful to focus the research on an element of interest, for example digitalisation of public management. Third, the connection to "conversations" in the literature could be strengthened. The placement of public management as outside public administration can be a choice, however, such positioning calls for a very strong positioning in the (public) management field, or into more thematic interdisciplinary discussions such as on large societal challenges of which sustainability, ethical development of economy, digitalisation could be mentioned as close to at least subsets of academic staff of CIIM.

The committee was satisfied on how CIIM handled the covid issues, acknowledges the learning orientation.

E. Signatures of the EEC

Name	Signature
Aard Groen	
Steven Van de Walle	
Kevin Orr	
Margarita Panagi	
Click to enter Name	
Click to enter Name	

Date: 01 June 2021