

Doc. 300.1.1

Date: 7 June 2019

# External evaluation report

- **Higher education institution:**

Cyprus Institute of Marketing

- **Town:** Limassol

- **Programme of study (Name, ECTS, duration, cycle)**

**In Greek:** ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ (14 ΜΗΝΕΣ ΠΛΗΡΗΣ ΦΟΙΤΗΣΗ / 24 ΜΗΝΕΣ ΜΕΡΙΚΗ ΦΟΙΤΗΣΗ, ΜΕΤΑΠΤΥΧΙΑΚΟ)

**In English:** MBA (Master of Business Administration) (14 months, full-time or 24 months, part-time)

**Language of instruction:** English

- **Programme's status**

**New programme:** No (Reaccreditation sought)

**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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].**

## A. Introduction

The site visit at the CIM premises in Limassol took place on June 6, 2019. The Committee met with members of the Governing and Academic Committees of CIM (key members included Yangos Hadjiyannis - Deputy Director-General, Dr Christos Hadjiyannis - Director of Quality Assurance, Marios Charalambides - Director Human Resources & Student Affairs / Data Protection Officer, Dr Christiana Charalambidou - MBA Director at CIM, Dr Styliani Krokida - Academic Director, Limassol, Dr George Zachariades - Director of Postgraduate Studies, Elena Makedona - Limassol Campus Manager, Prof Andreas Hadjis - Director of Research & Academic Development etc.)

The documents that were provided and examined included the Application for Evaluation-Accreditation, and supporting documents regarding student numbers, and the websites of CIM.

Furthermore, our committee interviewed members of the faculty teaching staff, a group of students and alumni, and administrative personnel. Finally, CIM facilities were visited. More specifically, we visited teaching areas, library, student meeting rooms, staff offices and some open areas.

The internal evaluation ‘Application for Evaluation-Accreditation’ and associated documents, which were submitted by CIM and examined by us were considered complete, very satisfactory and illuminating.

## B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
<b>Pavlos Dimitratos</b>	Chair	University of Glasgow
<b>Stratos Ramoglou</b>	Member	University of Southampton
<b>Tigran Melkonyan</b>	Member	University of Warwick
<b>Nektarios Kyriakou</b>	Member (Student)	University of Cyprus

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

- The assessment of study programmes follows the structure of assessment areas.
- At the beginning of each assessment area there is a box presenting:
  - (a) standards which are relevant to the European Standards and Guidelines (ESG)
  - (b) 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. For each assessment area, the report must include the following:

### 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.

- In addition, for each assessment area there are quality indicators (criteria) on a scale from one (1) to ten (10). The scale used is explained below:
  - 1 – 4: Non-compliant
  - 5 or 6: Partially compliant
  - 7 or 8: Substantially compliant
  - 9 or 10: Fully compliant
- The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.
- It is pointed out that, in the case of indicators (criteria) 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 and a detailed explanation should be provided on the HEI's corresponding policy regarding the specific quality indicator.
- The parts of the report written in blue font must be erased when drafting the report, so that each assessment area consists of the standards, the description of the way in

which the standards are met (findings, strengths, areas of improvement and recommendations) and the justified scores of the quality indicators (criteria).

- 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, 1.8, 1.9)

### 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*
  
- *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*
  - *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*

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

*You may also consider the following questions:*

- *What is the procedure for quality assurance of the programme and who is involved?*
- *What is done to reduce/prevent academic fraud? How does the higher education institution address fraud cases?*
- *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.)?*
- *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?*
- *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 practical training in the study programme (where appropriate)?*
- *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?*
- *How has the feedback from students, alumni, employers, teaching staff been taken into account? Provide some concrete examples.*
- *Has the study programme been compared to other similar study programmes when designed, including internationally, and to what purpose? Explain.*
- *Is the graduation rate for the study programme analogous to other European programmes with similar content?*
- *How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?*
- *What is the pass rate per course/semester?*

- *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?*

### Findings

All of the MBA students in the CIM programme are Cyprus residents. There are, however, a number of students who moved to Cyprus recently. The great majority of the students are working professionals. The annual intake of the programme is around 25 students. The programme seeks to prepare students for leadership roles in profit and non-profit organizations in the global competitive business environment. The Limassol CIM MBA students seem to be of more multicultural background (compared to their Nicosia counterparts)

The programme is exceptionally well crafted. It has a long history of success. The overall programme objectives are in line with the institution's strategy and have clearly specified learning outcomes. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The intended learning outcomes spring clearly from the mission statement of the programme. The structure and content include appropriate core courses and few electives. The programme consists of 6 compulsive courses (5 courses and a dissertation) and 1 elective course (chosen from a list of 3 elective courses) and requires a minimum of 90 ECTS credits to graduate. The assessment system and criteria regarding student course performance are clear, adequate and effectively communicated to the students. The course content and the assessment system are uploaded to an online platform that was developed in-house. The assessment system for taught courses is 1 assignment and 1 group work assignment (jointly forming 40% of the total grade) and 1 final examination (weighed at 60%). The expected learning outcomes of the programme are known to the students from the first week of the semester through the course syllabuses, the course outlines, the web site of the Institute, the online platform, and communication from the instructors.

All of the required quality assurance mechanisms and formal policies for the development and the management of programmes of study are in place, with participation of all the relevant stakeholders. Quality assurance mechanisms are very well aligned with international standards. Both the administrative and teaching staff are very capable, professional, driven and committed to the success of the programme.

Moreover, the programme of study reflects the four purposes of higher education of the Council of Europe that is, 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.

### Strengths

The programme of study has a multitude of strengths. It is a very well designed, managed and implemented programme that provides a significant value-added to students and Cyprus at large. The students have considerable exposure to different industries of Cyprus economy that allows them to gain first-hand knowledge of the workings of different firms

establish valuable industry contacts. There is also significant participation of industry leaders in the programme (invited speakers for all of the courses, networking events, and many others). Another distinguishing characteristic is the online (IT) system that was developed in-house. It meets all of the world standards and in a number of respects exceeds its analogues. The information related to the programme of study is publicly available and effectively disseminated to the general public. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance. The structure of the program follows the European Credit Transfer System (ECTS).

### Areas of improvement and recommendations

Based on conversations with students and our own assessment, the breadth of the programmes could be slightly expanded by adding 1 or 2 elective courses, e.g. “International Business and Cyprus in the Global Economy”. This would also enhance portability of the degree and enhance visibility of the programme. Possible other offerings in Marketing (which is perhaps the strongest area of CIM MBA) could be provided. The introduction of new courses could be offered in both campuses of CIM and may be offered in blocked teaching modes.

Moreover, the international dimension could be slightly improved with more visiting professors from abroad who could aid in the delivery of the programme, possible visits of companies abroad and strengthening the research profile of the programme through collaborations (or even the development of links with foreign job markets for MBA graduates intending to work abroad). Subject to meeting the appropriate requirements, some dissertations could involve group interactions where the (up to three-member) group worked jointly on the main theme of the project while individual students worked on its independent parts (to minimise overlaps).

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
1.1	Academic oversight of the programme design is ensured	9
1.2	The guide and / or the regulations for quality assurance provide the adequate information and data for the support and management of the programme of study for all the years of study.	8
1.3	Internal Quality Assurance processes safeguard the quality and the fulfillment of the programme’s purpose, objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:	
1.3.1	The disclosure of the programme’s curricula to the students and their implementation by the teaching staff	9
1.3.2	The programme webpage information and material	8
1.3.3	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	9
1.3.4	The procedures for the conduct and the format of the	9

	examinations and for student assessment	
<b>1.3.5</b>	Students' participation procedures for the improvement of the programme and of the educational process	8
<b>1.4</b>	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	
<b>1.5</b>	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:	
<b>1.5.1</b>	The number of courses	8
<b>1.5.2</b>	The programme's content	8
<b>1.5.3</b>	The methods of assessment	9
<b>1.5.4</b>	The teaching material	9
<b>1.5.5</b>	The equipment	8
<b>1.5.6</b>	The balance between theory and practice	8
<b>1.5.7</b>	The research orientation of the programme	7
<b>1.5.8</b>	The quality of students' assignments	8
<b>1.6</b>	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.	8
<b>1.7</b>	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.	9
<b>1.8</b>	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.	8
<b>1.9</b>	New research results are embodied in the content of the programme of study.	8
<b>1.10</b>	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.	NA
<b>1.11</b>	Students' command of the language of instruction is appropriate.	8
<b>1.12</b>	The programme of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.	9
<b>1.13</b>	The learning outcomes and the content of the courses are consistent.	8
<b>1.14</b>	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.	10
<b>1.15</b>	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.	9
<b>1.16</b>	The higher education qualification and the programme of study conform to the provisions for registration to their corresponding professional and vocational bodies for the purpose of exercising a particular profession.	9
<b>1.17</b>	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	9
<b>1.18</b>	The programme's collaborations with other institutions provide added value and are compared positively with corresponding collaborations of other departments / programmes of study in Europe and internationally.	8
<b>1.19</b>	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	9
<b>1.20</b>	The admission requirements are appropriate.	8
<b>1.21</b>	Sufficient information relating to the programme of study is posted	8



publicly.

**1.22** The teaching methodology is suitable for teaching in higher education. 9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**Please see section just above numerical scores.**

Provide information on:

**1. Employability records**

More than 90% of graduates find excellent employment within 6 months of graduation. Most graduates are already employed and virtually all of them get promotions within their organisations.

**2. Pass rate per course/semester**

The pass rate for the first time students take their exams is significant, around 80%. Almost all of the students who do not pass the first time resit their exams and virtually all of them pass the second time. This is a result of exceptional support that CIM's staff provide to students who fail their exams.

**3. The correspondence of exams' and assignments' content to the level of the programme and the number of ECTS**

Both the exams and assignments for all of the modules taught on the programme correspond very closely to the number of ECTS and requirements and expectations of the programme.

**Please circle one of the following for:**

**Study programme and study programme's design and development**

*Non-compliant*

*Partially compliant*

*substantially compliant*

*Fully compliant*

**2. Teaching, learning and student assessment (ESG 1.3)**

Standards

- *The process of teaching and learning supports students' individual and social development and respects their needs.*
- *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.*
- *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.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for and 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.*

*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?*
- *What is the proportion and role of independent work by students in the learning process? How is independent work defined within a subject, how is it supervised and assessed, what are the conditions for independent work?*
- *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)?*
- *Are people outside of the HEI involved in the assessment of learning outcomes (including during the defense of theses)?*

### Findings

We met most of the teaching staff and had the opportunity to discuss aspects related to teaching in considerable depth. Overall, we were pleased to document that there are high quality teaching and learning processes in place. In fact, most of the processes meant to ensure effective teaching, learning and student support were very closely aligned to what is widely considered as “best practice” in British Higher Education Institutions (HEIs). In addition, it is important to remark that all staff subscribed to the mission of delivering high quality, rigorous and relevant business education and demonstrated commitment and passion for the pedagogical cause.

We were also pleased to document that teaching is closely aligned with learning outcomes. In fact, there is the laudable expectation that learning outcomes are outlined before the delivery of each lecture. Moreover, it appears that the balance between theory and practice is quite good, since we could verify (in discussions with students) the widespread use of case studies and assignments meant to enhance student autonomy and strengthen their independent and critical thinking skills. The standards of evaluation are also quite rigorous, the marking process transparent, feedback given sufficient (in quantity and quality) and there are also processes of feeding student comments into the module content (or aspects associate with its delivery). In addition, there is a self-evaluation report process and a staff-student communication committee meant to enhance the quality of teaching and education delivered.

### Strengths

What was particularly impressive was the IT (online) infrastructure which was tailor-made in order to meet the needs of students. It is an evolution of standard educational platforms (such as Blackboard) that nevertheless seemed more user-friendly and well-organised.

The MBA programme of CIM should also be commended for the flexibility it provides in order to accommodate the needs of its students. After all, the vast majority is part-time students who are working professionals; so, the fact that teaching takes place in the evening is very fitting. Moreover, we verified through our discussions with students that their concrete needs in terms of flexibility are taken into consideration and that there have indeed been instances in which timetabling has changed in order to improve the learning experience.

Another strength of the programme is its close links with local businesses and stakeholders. This is very important for the effectiveness of an MBA programme since it is crucial that students are exposed to the intricacies of the local economy and develop understanding of the latest trends of the Cypriot business landscape.

Also the student/staff ratio is low, which excellent for allowing a closer relationship with academic staff. It is telling that some elective modules/courses are delivered even if it is only five students enrolled.

Last, it is important to note that second marking is carried out, in line with the ‘best practice’ of British HEIs.

### Areas of improvement and recommendations

The pedagogical methodology followed at the MBA programme of CIM is very closely aligned to the methodology underpinning the delivery of postgraduate education at leading

business schools in the UK. As such, there is no great scope for improvement in terms of processes.

That said, we believe that adding one elective in international business as outlined above will strengthen the international profile of the programme. Moreover, it will strengthen the programme's chances of accreditation by international associations such as AMBA and AACSB.

To conclude, the programme might want to consider adding a moderation component for all failed exams/assignments (this is quite typical in UK HEIs).

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	9
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	9
2.3	There is an adequate policy for regular and effective communication with students.	9
2.4	The methodology implemented in each course leads to the achievement of the course's purpose and objectives and those of the individual modules.	9
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	9
2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	9
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	9
2.8	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.	10
2.9	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the programme's individual courses and are updated regularly.	9

2.10	It is ensured that teaching and learning are continuously enriched by research.	8
2.11	The programme promotes students' research skills and inquiry learning.	8
2.12	Students are adequately trained in the research process.	8

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**Please see section just above numerical scores.**

**Please circle one of the following for:**

**Teaching, learning and student assessment**

***Non-compliant***      ***Partially compliant***      ***substantially compliant***      ***Fully compliant***

### 3. Teaching Staff (ESG 1.5)

#### Standards

- *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 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).*
- *Recognised visiting teaching staff participates in teaching the study programme.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Assessment of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*

*You may also consider the following questions:*

- *How are (novice) 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 can assure that the staff teaching at the MBA programme of CIM have the right qualifications needed for effective teaching. It is telling that all except for one member of the teaching team hold a PhD. In addition, several of the teaching staff are experienced practitioners. We also made sure that although the programmes delivered are practice-oriented, this strong orientation does not come at the cost of academic rigour.

Moreover, the recruitment processes appear to be transparent and fair, and teaching staff is given appropriate opportunities in order to develop their teaching and research skills. There are personal development workshops offered as well as opportunities to engage more closely with research (through the network of senior research fellows who participate in the newly established research center). In addition, there is a noteworthy effort in the direction of providing research-led teaching.

### Strengths

The teaching staff appeared content with the way they were treated by senior management and we were reassured that their concerns and recommendations are seriously taken into consideration and acted upon.

Another particular strength of the staff teaching at the MBA programme is the fine blend of academic as well as professional qualifications. Importantly, they all appeared to be committed to the delivery of high-quality business education, and through our discussions with students we could indeed corroborate that they are with students as approachable and friendly as they were with us.

It is also remarkable that staff receive a financial stipend in order to participate in international conferences and that top-tier international publications are financially rewarded. This is important to link research more to pedagogy.

### Areas of improvement and recommendations

The main area in which staff could improve pertains to research. In particular, there could be wider and more active participation in the research center recently established by CIM. Teaching staff could surely benefit from a closer engagement with established researchers affiliated with the center, and in doing so more effectively deliver the goal of research-led teaching.

In addition, we gather that there could be clearer promotion pathways, so that staff members know exactly what kind of research engagement is expected from them, and how research achievements can materially affect their career progress. Moreover, teaching staff excelling at research could be given more time. We are aware that the teaching load fares quite well compared to the majority of competing institutions. Still, we deem that sustained performance at a high level of research activity requires greater relief from teaching loads.

Concluding this section, we recommend that the newly launched journal could stand a better chance at surviving a very competitive arena by:

- 1) Having a tighter focus, perhaps a regional orientation (Cyprus in the broader area).
- 2) Establishing a prestigious editorial board with highly accomplished researchers from Cyprus and abroad.
- 3) Establishing closer links between the annual conference and the journal publication.
- 4) Ensure that research center Fellows actively participate in helping the journal establish a decent academic reputation; perhaps, by making a requirement of the fellowship the publication of a paper.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
3.1	The number of full-time teaching staff, occupied exclusively at the institution, and their fields of expertise, adequately support the programme of study.	9
3.2	The members of teaching staff for each course have the relevant formal and fundamental qualifications for teaching the course, including the following:	
	3.2.1 Subject specialisation	8
	3.2.2 Research and Publications within the discipline	7
	3.2.3 Experience / training in teaching in higher education	8
3.3	The programme attracts visiting professors of recognized academic standing.	7
3.4	The specialisations of visiting professors adequately support the programme of study.	8
3.5	Special teaching staff and special scientists have the necessary qualifications, adequate work experience and specialisation to teach a limited number of courses in the programme of study.	8
3.6	In the programme of study, the ratio of the number of courses taught by full-time staff, occupied exclusively at the institution, to the number of courses taught by part-time staff, ensures the quality of the programme of study.	8
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.	8

3.8	The teaching load allows for the conduct of research and contribution to society.	7
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.	8
3.10	The results of the teaching staff's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.	7
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.	8
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.	8

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**Please see section just above numerical scores.**

Provide information on the following:

In every programme of study the special teaching staff should not exceed 30% of the permanent teaching staff.

This is appropriately followed in CIM MBA. The vast majority of staff are permanent employees of CIM. Special teaching staff may occasionally contribute to teaching but more to add to the 'practicalness' or the international dimension of the programme.

**Please circle one of the following for:**

**Teaching Staff**

*Non-compliant*

*Partially compliant*

*substantially compliant*

*Fully compliant*

#### 4. Students (ESG 1.4, 1.6, 1.7)

##### Standards

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



- *Information on students, like 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, is collected, monitored and analysed.*
- *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.*
- *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.*
- *Student support is provided covering the needs of a diverse student population (such as mature, part-time, employed and international students, as well as students with disabilities).*
- *A formal procedure for student appeals is in place.*
- *Students are involved in evaluating the teaching staff.*
- *Students' mobility is encouraged and supported.*

*You may also consider the following questions:*

- *What are the admission requirements for the study programme? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *What are the objectives for the students' academic progress, counselling, mobility, etc., as set by the HEI? How have these objectives been achieved within the given study programme? What indicators are used to assess the fulfilment or degree of achievement of these objectives?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*
- *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/to what extent can students themselves design the content of their studies? What are students' options within the study programme and outside of it?*
- *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?*
- *How is student mobility being supported?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*

The evaluation committee met with three students (out of which one alumnus) and we asked them about their experiences as well as their positive and negative experiences with the programme and the Institute. All of the students were very vocal. They were extremely pleased with the programme and thought that it had a considerable value-added. The students' responses seemed genuine. Some students thought that addition of one or two elective courses might be a good idea. There were also minor concerns about free riding in group projects, which is not surprising at all (in a subsequent question to staff we were informed that appropriate measures have been taken to alleviate problems of this nature). The students in Limassol were of greater multicultural background compared to their Nicosia counterparts.

There is a very robust system of student support in place. Students who drop out do so for personal or employment reasons rather than factors associated with the programme and inadequate support.

The admission standards are adequate. CIM also has a scholarship scheme to attract strong students. Given the progression of the programme, it is quite conceivable that in the future the requirement might be increased from 2:2 to 2:1.

Students found the programme to be rigorous and challenging. They thought that one has to work very hard to obtain a high mark.

Students are also pleased with employment opportunities after their studies. The Institute is doing a very good job in identifying employment opportunities and informing the students. CIM uses many appropriate indicators to assess their students' success in the job market. Student job market mobility could be slightly improved by introducing more international factors into the courses and a possible addition of one or two modules.

### Strengths

It seems that CIM is very student-oriented and that administrative and teaching staff listen to student concerns and institutionalise the required changes. CIM nurtures each and every student. Administrative and teaching staff get to know all of their students, their needs, weaknesses and strengths. The students are very enthusiastic, professional and knowledgeable. This is large part due to the quite rigorous selection and training of students by CIM.

There is good chemistry between students, and between students and staff. There are also very strong ties with alumni. The student population is well balanced in terms of various socio-demographic characteristics. Finally, CIM has a reputation as the most prestigious institution for obtaining MBA in Cyprus among students.

### Areas of improvement and recommendations

Students might benefit from a short visit abroad. The most natural candidate is Israel that is home to a plethora of innovative businesses and is geographically close.

CIM could expand their training of students for job marketing interviews. For example, they could simulate various scenario that may arise during an interview and provide training on some interviewing techniques.

Currently, CIM's marketing activities to recruit students mainly focus on Nicosia and Limassol. We would encourage CIM to target the whole Cyprus population more assertively.

CIM could use more specific indicators (more information on salary increases, level of promotion, etc.) to assess their students' success in the job market.

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
4.1	The student admission requirements for the programme of study are based on specific regulations and suitable criteria that are favourably compared to international practices.	8
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	10
4.3	The programme's evaluation mechanism, by the students, is effective.	9
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	8
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	9
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	8
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	8
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	8
4.9	Students are satisfied with their learning experiences.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**Please see section just above numerical scores.**

Please circle one of the following for:

Students

*Non-compliant*

*Partially compliant*

*substantially compliant*

*Fully compliant*

## 5. Resources (ESG 1.6)

### Standards

- *Adequate and readily accessible resources (teaching and learning environments, teaching materials, teaching aids and equipment, financial, physical and human support resources\*) are provided to students and support the achievement of objectives in the study programme.*  
*\* Physical resources: premises, libraries, study facilities, IT infrastructure, etc.*  
*Human support resources: tutors/mentors, counsellors, other advisers, qualified administrative staff*
- *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.*
- *Teaching staff is involved in the management of financial resources regarding the programme of study.*

*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?*

### Findings

We have carefully inspected the building and teaching equipment and resources. We also had an extensive discussion regarding both physical and human resources. We were quite impressed by the number and quality of resources available at the institution as well as how

these resources are managed. The classrooms were generally in good condition. Buildings were more modern than in Nicosia.

The amount of financial resources for conducting all teaching activities was adequate. The library was well stocked and run.

The teaching staff did not express any concerns about availability of resources. We also discovered that all staff have very good English language skills.

### Strengths

The programme is well-resourced and run. CIM has all key physical and human resources to effectively run the programme. It is a for-profit organisation that continuously invests in both physical and human resources. Examples of this are the development of the online platform (also see Section 1) and current recruitment of a new faculty member.

There is also quite a bit of investment in enhancing the research capacity, albeit these efforts could more focused and more forceful.

The library contains many relevant resources. CIM has a broad collaboration with the University of West London that gives CIM students and staff full access to a multitude of additional resources. The institution is well-positioned to deal with uncertainties associated with prospective student numbers and other factors.

### Areas of improvement and recommendations

The level of engagement of the administrative and teaching staff in resource management could be slightly improved by engaging more staff in committees. CIM could consider acquiring more interactive resources such as smart boards and tables and more flexible lecture theatres (e.g., more furniture mobility).

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
5.1	Adequate and modern learning resources are available to the students.	9
5.2	The library includes the latest books and material that support the programme.	9
5.3	The library loan system facilitates students' studies.	8

5.4	The laboratories adequately support the programme.	9
5.5	Student welfare services are of high quality.	9
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	9
5.7	Suitable books and reputable journals support the programme of study.	8
5.8	An internal communication platform supports the programme of study.	9
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	7
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	8
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	9

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

**Please see section just above numerical scores.**

Please circle one of the following for:

**Resources**

*Non-compliant*

*Partially compliant*

*substantially compliant*

*Fully compliant*

## 6. Additional for distance learning programmes (ALL ESG) **NOT APPLICABLE**

### Standards

- ***The distance learning methodology is appropriate for the particular programme of study.***
- *A pedagogical planning unit for distance learning, which is responsible for the support of the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment in accordance to international standards, is established.*
- *Feedback processes for students in relation to written assignments are set.*
- *A specific plan is developed to ensure student interactions with each other, with the teaching staff, and the study material.*

- *Teacher training programmes focusing on interaction and the specificities of distance learning are offered.*
- *A complete assessment framework is designed, focusing on distance learning methodology, including clearly defined evaluation criteria for student assignments and the final examination.*
- *Expected teleconferences for presentations, discussion and question-answer sessions, and guidance are set.*
- *A study guide for each course, fully aligned with distance learning methodology and the need for student interaction with the material is developed. The study guide should include, for each course week / module, the following:*
  - *Clearly defined objectives and expected learning outcomes of the programme, of the modules and activities in an organised and coherent manner*
  - *Presentation of course material, on a weekly basis, in a variety of ways and means (e.g. printed material, electronic material, teleconferencing, multimedia)*
  - *Weekly outline of set activities and exercises and clear instructions for creating posts, discussion, and feedback*
  - *Self-assessment exercises and self-correction guide*
  - *Bibliographic references and suggestions for further study*
  - *Number of assignments/papers and their topics, along with instructions and additional study material*
  - *Synopsis*

*You may also consider the following questions:*

- *Is the nature of the programme compatible with distance learning delivery?*
- *How do the programme, the material, the facilities, and the guidelines safeguard the interaction between students, students and teaching staff, students and the material?*
- *How many students upload their work and discuss it in the platform during the semester?*
- *Are the academics qualified to teach in the distance learning programme?*

### 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.*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
6.1	The pedagogical planning unit for distance learning supports the distance learning unit and addresses the requirements for study materials, interactive activities and formative assessment.	
6.2	The institution safeguards the interaction:	
6.2.1	Among students	
6.2.2	Between students and teaching staff	
6.2.3	Between students and study guides/material of study	
6.3	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	
6.4	Training, guidance and support are provided to the teaching staff through appropriate procedures.	
6.5	Student performance monitoring mechanisms are satisfactory.	
6.6	Adequate mentoring by the teaching staff is provided to students through established procedures.	
6.7	The unimpeded distance learning communication between the teaching staff and the students is ensured.	
6.8	Assessment consistency is ensured.	
6.9	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	
6.10	The programme of study has the appropriate and adequate infrastructure for	



	the support of distance learning.	
6.11	The supporting infrastructures are easily accessible.	
6.12	Students are informed and trained with regards to the available educational infrastructure.	
6.13	Procedures for systematic control and improvement of the supportive services are set.	
6.14	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	
6.15	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	
6.16	The students and the teaching staff have access to the necessary electronic sources of information, relevant to the programme, the level, and the method of teaching.	
6.17	Students' weekly assignments are appropriate for the level of the programme.	
6.18	Feedback on students' assignments is regular through concrete and published procedures.	
6.19	The quality of students' final exams is ensured and evidenced.	
6.20	The teaching e-learning material has been sufficiently enriched with electronic sources, updated research publications and other electronic learning resources that support students' work and learning.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for distance learning programmes

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

## 7. Additional for doctoral programmes (ALL ESG) **NOT APPLICABLE**

### 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*
- *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 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.*
- *The process of submitting the dissertation to the university library is set.*

*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

*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.*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

Quality indicators/criteria		1 - 10
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	
7.4	The number of doctoral students, under the supervision of a member of the teaching staff, enables continuous and effective feedback to the students and it complies with the European and international standards.	
7.5	The research interests of academic advisors and supervisors adequately cover the thematic areas of research conducted by the doctoral students of the programme.	
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	

7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	
7.13	There is a clear policy on authorship and intellectual property.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for doctoral programmes

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

## 8. Additional for joint programmes (ALL ESG) **NOT APPLICABLE**

### Standards

- *The joint programme is offered in accordance with legal frameworks of the relevant national higher education systems.*
- *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.*
- *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*
- *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.*

### 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.*

Mark from 1 to 10 the degree of compliance of each quality indicator/criterion

1 – 4: Non-compliant

5 or 6: Partially compliant

7 or 8: Substantially compliant

9 or 10: Fully compliant

	Quality indicators/criteria	1 - 10
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	
8.5	The joint study programme is based on the needs of the target group and of the labour market.	
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	
8.7	The cooperation contract sets out the procedure for resolving disputes concerning the execution of the joint study programme, which ensures the protection of the rights of students and teaching staff.	
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	
8.9	The partner universities ensure the economic sustainability of the joint study	

	programme.	
<b>8.10</b>	The degree awarded is justified by:	
<b>8.10.1</b>	The learning outcomes	
<b>8.10.2</b>	The collaboration between/among the institutions delivering the programme	
<b>8.11</b>	The jointness of the programme development is effective.	
<b>8.12</b>	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

Please circle one of the following for:

Additional for joint programmes

*Non-compliant*

*Partially compliant*

*Substantially compliant*

*Fully compliant*

## D. Conclusions and final remarks

### Findings and strengths

- A well-structured and run programme adhering to the ECTS standards.
- The program of study is well-designed and delivered in line with its objectives and CIM's strategy.
- Long history of success and steady healthy numbers ensuring viability and profitability of the programme.
- Management, teaching and administrative staff committed to the delivery of the program.
- The processes revolve around teaching and learning support student needs and development.
- An appropriate blending between theory and practice in the delivery of the courses.
- Teaching staff has enough qualifications and provides a nurturing and friendly pedagogical environment.
- Students enjoy very high satisfaction rates.
- Resources are ample and ensure sustainability of the programme.

### Key areas of potential improvement:

- Research culture can be intensified and formalised (more focal role of the journal of CIM etc.)
- Dissertation at the end of the programme may include more group work (working in numbers of up to three students) to meet better corporate business needs – subject to compliance with the Cyprus educational law and regulations
- Internationalisation can be improved (e.g. adding an international business course, more visits abroad / exchange etc.).
- Accreditation by AMBA can be sought to reinforce the brand image and quality of the CIIM MBA programme

## E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
<b>Pavlos Dimitratos</b>	
<b>Stratos Ramoglou</b>	
<b>Tigran Melkonyan</b>	
<b>Nektarios Kyriakou</b>	

Date: 7 June 2019