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

Doc. 300.1.1

Date: 24 November 2019

External Evaluation Report

- **Higher Education Institution:**
  The Cyprus Institute of Marketing

- **Town:** Limassol Branch

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

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

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

  In Greek:

  Μαρκετινγκ Μανατζμεντ (2 Χρόνια, 120 ECTS, Δίπλωμα)

  In English:

  Marketing Management (2 Years, 120 ECTS, Diploma)

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

- **Programme's status**
  New programme: Yes
  Currently operating: No

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

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

This part includes basic information regarding the onsite visit.

The site visit at the CIM premises in Limassol took place on 22 November, 2019. The Committee met with members of the Governing and Academic Committees of CIM (members included Yangos Hadjiyannis -Deputy Director-General, Marios Charalambides - Director Human Resources & Student Affairs / Data Protection Officer, Dr Myria Kkali - Academic Director at CIM Nicosia, Dr Katerina Pavlou -Permanent Lecturer, Dr George Zachariades - Director of Postgraduate Studies, and Dr Marios Georgiou - Director of Human Resources and Student Affairs)

The documents that were provided and examined included the Application for Evaluation-Accreditation, presentations by the Governing/ Academic Commitee Members, and supporting documents regarding student numbers, and the websites of CIM.

Furthermore, our committee interviewed members of a group of students, administrative personnel related to admissions, registration, library facilities, IT and other admin support. Finally, CIM facilities in Limassol 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 and detailed.

B. External Evaluation Committee (EEC)

Name	Position	University
Pavlos Dimitratos	Professor (Chair)	University of Kent
Stratos Ramoglou	Associate Professor (Member)	University of Southampton
Jan Breitsohl	Associate Professor (Member)	University of Kent
George Panayiotou	Student (Member)	University of Cyprus
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) 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 there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2:	*Non-compliant*
3:	*Partially compliant*
4 or 5:	*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.*

- *In addition, for each assessment area it is important to provide information regarding the compliance with the requirements. 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 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)

<u>*Standards*</u>

- *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?*
- *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 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?*

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<u>Mark from 1 to 5 the degree of compliance for each quality indicator/criterion</u>

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
1.1	Academic oversight of the programme design is ensured.	5
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.	5
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	5
	1.3.2 The programme webpage information and material	5
	1.3.3 The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training	5
	1.3.4 The procedures for the conduct and the format of the examinations and for student assessment	5
	1.3.5 Students' participation procedures for the improvement of the programme and of the educational process	5
1.4	The knowledge (theoretical and/or factual) gained is of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5
1.5	The skills (cognitive and practical) obtained are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5
1.6	The responsibility and autonomy (the ability of the learner to apply knowledge and skills autonomously and with responsibility) are of the appropriate level to which the programme of study corresponds to, according to the European Qualifications Framework (EQF).	5
1.7	The purpose and objectives of the programme are consistent with the expected learning outcomes and with the mission and the strategy of the institution.	4

1.8	The following ensure the achievement of the programme's purpose, objectives and the learning outcomes:		
	1.8.1	The number of courses	5
	1.8.2	The programme's content	5
	1.8.3	The methods of assessment	5
	1.8.4	The teaching material	5
	1.8.5	The equipment	5
	1.8.6	The balance between theory and practice	5
	1.8.7	The research orientation of the programme	4
	1.8.8	The quality of students' assignments	5
1.9	The expected learning outcomes of the programme are known to the students and to the members of the teaching staff.		5
1.10	The teaching and learning process is adequate and effective for the achievement of the expected learning outcomes.		5
1.11	The content of the programme's courses reflects the latest achievements / developments in science, arts, research and technology.		5
1.12	New research results are embodied in the content of the programme of study.		5
1.13	The content of foundation courses is designed to prepare the students for the first year of their chosen undergraduate degree.		5
1.14	Students' command of the language of instruction is appropriate.		5
1.15	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.		5
1.16	The learning outcomes and the content of the courses are consistent.		5
1.17	The European Credit Transfer System (ECTS) is applied and there is correspondence between credits, workload and expected learning outcomes per course and per semester.		5
1.18	The higher education qualification awarded to the students corresponds to the purpose, objectives and the learning outcomes of the programme.		5

1.19	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.	5
1.20	The programme's management in regard to its design, its approval, its monitoring and its review, is in place.	5
1.21	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.	5
1.22	Procedures are applied so that the programme conforms to the scientific and professional activities of the graduates.	5
1.23	The admission requirements are appropriate.	5
1.24	Sufficient information relating to the programme of study is posted publicly.	5
1.25	The teaching methodology is suitable for teaching in higher education.	5

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

Please see below for detailed comments

Provide information on:

1. Employability records

This is a new programme, yet given the success of the existing diploma progamme, we are confident that employability figures will closely resemble previous high achievements. It is telling that more than 90% of graduates are employed within 12 months

2. Pass rate per course/semester

This is a new programme, yet given past records it seems that a comparably high pass rate is expected.

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.

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.

All of the diploma students in the CIM programme are Cyprus residents (no long-distance learning is provided). There are, however, a number of students who moved to Cyprus recently. The students are made up of a group of more senior working professionals with an established career path, and a group of younger students at the beginning of their career. The annual intake of the programme is predicted to be around 10-20 students. The programme seeks to prepare students for leadership roles in profit and non-profit organizations in the local competitive business environment, with a global orientation.

The programme is exceptionally well crafted. The programme objectives are in line with the institution's strategy and have clearly specified learning outcomes. Overall, 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 that reflect typically taught modules on comparable marketing diplomas internationally. The programme consists of 12 compulsive courses over a period of 2 years. 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 and represents state-of-the online learning and engagement opportunities. The assessment system for taught courses is 1 or 2 assignments (30% of the (combined) total grade) and 1 final examination (weighed at 70%). 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. These processes have been developed and successfully utilised for many years within CIM, giving vast confidence in offering the same standards for this particular diploma. In general, 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

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

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

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exposure to different industries of Cyprus economy that allows them to gain first-hand knowledge of the operations of different firms and 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, and uses the strengths of the basic common software such as moodle and blackboard, on top of which CIM specific tools and functionalities are added, to make it particularly relevant to the context of the diploma. There is a well-balanced mix of practice- and research related activities.

 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).

It is highly commendable that content reflects recent developments in Marketing (e.g. social media and digital strategies), and that the teaching staff all have a background that ensure scientific and professional quality.

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.

Based on conversations with students and our own assessment, we do not see general areas that require significant improvement. All key quality metrcis are met. We would like to make some optional, minor recommendations however that may allow some further refinements at a very specific, micro-level in relation to the content of some modules:

It would be useful to be consistent in terms of a reading week, indicating whether these are implemented for all modules or just a few (e.g. there is an indicated reading week for 'Principles of Marketing' in week 23, but not for other modules in the same week).

It would be good to go beyond general descriptors in the assignment section and outline what type of assignment exactly is conducted for each module (e.g. for 'Marketing Management and Practice', it is evident that students will do presentations, as indicated in the teaching week content, so it would be good to outline this in the assignment section).

It would be useful to ensure that textbooks are up to date. Whilst most content from older versions of textbooks is still applicable, it is an option to renew some materials (e.g. some textbooks in the 'Consumer Behaviour' module are dated 2011 and 2013)

Perhaps some titles of topics could be modified, to make it more clear how its' delivered content will differ (e.g. the 'Consumer Behaviour' module, week 13 and 15, looking at the title, and week 22 and 23 seem similar).

For the Digital Marketing module, the course purpose and objective could be expanded, to reflect the content in a more encapsulating fashion beyond practical skills on social media and electronic devices.

For the 'Public Relations' module, some of the topic titles would benefit from specification (e.g. the topics titled 'Management', 'Communication', and 'Research'), to allow students a better orientation and possibility of preparation.

A final minor comment, in relation to the 'Marketing Research' module: it would be good to make it more clear in the content where qualitative and quantitative techniques are discussed, and the balance between them (e.g. week 18 "more powerful statistical techniques" is not entirely clear as to what the original techniques are).

Please tick one of the following for:

Study programme and study programme's design and development

| *Non-Compliant* | ☐ | *Partially Compliant* | ☐ | *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?*

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- *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)?*
- *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)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

	Quality indicators/criteria	1 - 5
2.1	The actual/expected number of students in each class allows for constructive teaching and communication.	5
2.2	The actual/expected number of students in each class compares positively to the current international standards and/or practices.	5
2.3	There is an adequate policy for regular and effective communication with students.	5
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.	5
2.5	Constructive formative assessment for learning and feedback are regularly provided to the students.	5

2.6	The assessment system and criteria regarding student course performance are clear, adequate, and known to the students.	5
2.7	Educational activities which encourage students' active participation in the learning process are implemented.	5
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.	5
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.	5
2.10	It is ensured that teaching and learning are continuously enriched by research.	5
2.11	The programme promotes students' research skills and inquiry learning.	5
2.12	Students are adequately trained in the research process.	4

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

Please see details below

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.

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 in place give us great confidence that the effective teaching, learning and student support are 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 note 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 significant use of case studies and enhanced assignments meant to enhance student autonomy and strengthen their independent and critical thinking skills. In-class discussions, moderated by the course convenor, seem to bring impressive benefits to the learning journey of students, within and between cohorts. 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).

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In addition, there is a self-evaluation report process and a staff-student communication committee designed to enhance the quality of teaching and education delivered.

All stakeholders involved reported that staff are available to students in an extraordinary dedicated fashion, allowing for personalised feedback outside of the classroom and trust relationships that are considered essential in modern, professional (diploma) education.

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

We found the staff profiles and the way in which they brought their scientific and professional backgrounds into the classroom highly commendable. Both students and staff coherently reported that knowledge exchange was greatly enriched by staff research background, as well as industry insights. This was further enhanced by innovative teaching methodologies and pedagogic innovations such as the flipped classroom and self-reflective components in group-work tasks. The pedagogical methodology followed 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.

 As aforementioned, we found the IT (online) infrastructure which is tailor-made in order to meet the needs of students admirable. It is an evolution of standard educational platforms (such as Blackboard) that nevertheless seemed more user-friendly and well-organised.

The diploma should also be commended for the flexibility it provides in order to accommodate the needs of its students. After all, the vast majority of students 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.

Another strength of the programme is its close links with local businesses and stakeholders. This is very important for the effectiveness of a professional diploma 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.

Although higher than in Nicosia, the student/staff ratio is still low, which is excellent for allowing a closer relationship with academic staff.

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.

We do not see any particular need for improvements as quality criteria meet all expectations.

There is one aspect which perhaps could be further strengthened, relating to the details provided on how research influences the students' learning experience and the particular research skills acquired.

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Discussions with students and staff reassured as that the expertise and resources available are of the highest level, and students had a clear understanding of the value of various research methods and criteria. Given this, it would be good to make this more prevelant in the descriptors for each module. Since this is a professional diploma, the research element may not be as prevalent as for other degrees, but it is of great benefit to students that staff have the background and passion to nevertheless integrate research elements into every module. We suggest this to be made explicit since it actually presents an additional indicator of quality for this diploma.

Please tick one of the following for:

Teaching, learning and student assessment

Non-Compliant   ☐   *Partially Compliant*   ☐   *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)?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:	Non-compliant
3:	Partially compliant
4 or 5:	Compliant

Quality indicators/criteria			1 - 5
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.		5
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	5
	3.2.2	Research and publications within the discipline	4
	3.2.3	Experience / training in teaching in higher education	5
3.3	The programme attracts visiting professors of recognized academic standing.		4
3.4	The specialisations of visiting professors adequately support the programme of study.		5
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.		5
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.		5
3.7	The ratio of the number of students to the total number of teaching staff supports and safeguards the programme's quality.		5
3.8	The teaching load allows for the conduct of research and contribution to society.		5
3.9	The programme's coordinator has the qualifications and experience to coordinate the programme of study.		5
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.		5
3.11	The teaching staff is provided with adequate training opportunities in teaching methods, adult education and new technologies.		5
3.12	Feedback processes for teaching staff in regard to the evaluation of their teaching work, by the students, are satisfactory.		5

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

Please see below for details

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Provide information on the following:

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

We confirm that the special teaching staff did not exceed 30% of the permanent 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.

We can confirm that the staff teaching at the Diploma possess the right - academic and professional - qualifications. It is also important that some experienced practitioners participating in the delivery of teaching hold a PhD degree. We also ensured that although the programmes delivered are practice-oriented, this orientation does not compromise academic rigour.

The recruitment processes seem to be fairly transparent and fair. Teaching staff receive adequate opportunities for professional development. There is also a noteworthy effort in the direction of strengthening research-led teaching through the pursuit of innovative research activities initiated at CIM. It should be noted that there is a newly recruited and highly academically qualified researcher (Dr Pavlou) in charge of strengthening the research activities of CIM.

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

Teaching staff was satisfied with the treatment they received by senior management. We were reassured that student concerns are taken seriously into consideration and acted upon.

Another strength of the teaching staff lies in the fine balance of academic and professional qualifications. As importantly, the staff we met appear highly committed to the delivery of high-quality business education, and through our discussions with students we could indeed corroborate that they are approachable and supportive.

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.

We have no particular recommendation in this respect. Everything appeared to be in order and well-aligned with best practices carried out by UK HEIs.

Please tick one of the following for:

Teaching Staff

Non-Compliant ☐   *Partially Compliant* ☐   *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?*

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- *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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:    Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
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.	5
4.2	The award of the higher education qualification is accompanied by the diploma supplement which is in line with European and international standards.	5
4.3	The programme's evaluation mechanism, by the students, is effective.	5
4.4	Students' participation in exchange programmes is compared favourably to similar programmes across Europe.	4
4.5	There is a student welfare service that supports students in regard to academic, personal problems and difficulties.	5
4.6	Statutory mechanisms, for the support of students and the communication with the teaching staff, are effective.	5
4.7	Mentoring of each student is provided and the number of students per each permanent teaching member is adequate.	5
4.8	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.	5

4.9	Students are satisfied with their learning experiences.	5

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

Please see below for details

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.

We met four students at the Limassol campus. We had a thorough discussion about their experiences and overall thoughts about the programme. The students apparently represented well the international nature of the cohort, since they were a mixture of Cypriot as well as foreign students (e.g. from East Europe, Greece).

All the students were very positive about the programme. In fact, they were enthused about the quality of the programmes and the support they receive. They all felt that it was an excellent return on their investment. The ones who were not working believed that it would hugely benefit their career prospects, and the ones currently employed could testify that it is already benefitting their careers. The students' responses seemed genuine.

Moreover, there is a fairly robust system of student support in place, as well as a personal tutor system. Overall, the students could confirm that there exist all the necessary support mechanisms.

The admission standards are quite sensible and in line with the academic requirements of the particular degree.

CIM also provides merit-based scholarships made possible by the collaboration with several industry partners.

It is important to note that students could confirm that the Diploma provides the right kind of balance between academic theories and vocationally-oriented skills. They also feel confident that the Diploma has enhanced their critical thinking and research skills.

Last but not least, students were very confident about employment opportunities. It is telling that 90%+ of students are employed within 12 months post graduation. A feature that is apparently facilitating this process is the online platform where employers can manually advertise job openings exclusively for CIM graduates.

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

CIM is a student-oriented institution and academic staff take student concerns seriously. We were pleased to realize that staff appeared knowledgeable about the particular circumstances, strenghts or weaknesses of each student. This student-centric approach should be commended.

In addition, this Diploma is excellently placed in the Cypriot market; for that matter well-placed for a globalized market.

What is quite innovative is the manner in which IT is used in order to enhance student employability prospects. In fact, this is an impressive IT platform on par with the most advanced online support systems of UK HEIs.

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 only scope for improvement was identified with respect to the social aspect of student life. Students apparently felt that they could be better integrated. Perhaps, there could be some social events organized. Such events could also help integrate Diploma students of the two campuses as well as with alumni. This would further enhance the networking as well as employment opportunities of students.

Please circle one of the following for:

Students

Non-Compliant ☐   **Partially Compliant** ☐   **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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

       1 or 2:   Non-compliant

       3:         Partially compliant

       4 or 5:   Compliant

Quality indicators/criteria		1 - 5
5.1	Adequate and modern learning resources are available to the students.	5
5.2	The library includes the latest books and material that support the programme.	5
5.3	The library loan system facilitates students' studies.	5
5.4	The laboratories adequately support the programme.	5
5.5	Student welfare services are of high quality.	5
5.6	Statutory administrative mechanisms for monitoring and supporting students are sufficient.	5
5.7	Suitable books and reputable journals support the programme of study.	5
5.8	An internal communication platform supports the programme of study.	5
5.9	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.	5
5.10	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.	5
5.11	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	5

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

Please see below for details

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.

We have carefully inspected the building and teaching equipment and resources. We were impressed by the quantity and quality of resources available at the institution as well as how these resources are managed. Also, the classrooms were generally in very good condition.

In addition, the amount of resources for conducting all teaching activities was deemed adequate. The library was well-equipped and well-managed.

Also, there are new learning spaces that are quite modern.

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

The Diploma is well-resourced. CIM has all key physical and human resources to effectively run the programme. It is a for-profit organisation that nevertheless continuously invests in both physical and human resources. An example of this is the continuous development of the online platform.

The library contains many relevant resources. CIM benefits from sharing a broad academic collaboration with the University of West London. That gives CIM students and staff full access to a multitude of scholarly resources.

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.

We gather that the facilities were just excellent for the provision of the Diploma.

Please circle one of the following for:

Resources

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☒

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6. Additional for distance learning programmes

(ALL ESG)

<u>*Standards*</u>

- ***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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:         Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
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.	Choose mark
6.2	The teaching e-learning material takes advantage of the capabilities offered by the virtual and audio-visual environment (simulations/ virtual environments, problem solving scenarios, interactive learning and formative assessment games).	Choose mark
6.3	The expected learning outcomes and distance learning processes aim to develop higher cognitive and research skills, as well as specialised knowledge, according to the European Qualifications Framework (EQF).	Choose mark
6.4	The distance-learning programme of study supports the development of students' research and cognitive skills.	Choose mark
6.5	The institution safeguards and assesses the interaction:	
	6.5.1 Among students	Choose mark
	6.5.2 Between students and teaching staff	Choose mark
	6.5.3 Between students and study guides/material of study	Choose mark
6.6	The process and the conditions for the recruitment of teaching staff ensure that candidates have the necessary skills and experience for distance learning education.	Choose mark
6.7	Research background and experience of the teaching staff is adequate.	Choose mark
6.8	Training, guidance and support are provided to the teaching staff through appropriate procedures.	Choose mark
6.9	Student performance monitoring mechanisms are satisfactory.	Choose mark

6.10	Adequate mentoring by the teaching staff is provided to students through established procedures.	Choose mark
6.11	The unimpeded distance learning communication between the teaching staff and the students is ensured.	Choose mark
6.12	Assessment consistency is ensured.	Choose mark
6.13	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the distance learning education methodology and are updated regularly.	Choose mark
6.14	The programme of study has the appropriate and adequate infrastructure for the support of distance learning.	Choose mark
6.15	The supporting infrastructures are easily accessible.	Choose mark
6.16	Students are informed and trained with regards to the available educational infrastructure.	Choose mark
6.17	Procedures for systematic control and improvement of the supportive services are set.	Choose mark
6.18	Infrastructure for distance education is comparable to corresponding university infrastructure in the European Union and internationally.	Choose mark
6.19	Electronic library services are provided according to international practice in order to support the needs of the students and the teaching staff.	Choose mark
6.20	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.	Choose mark
6.21	Students' weekly assignments are appropriate for the level of the programme.	Choose mark
6.22	Feedback on students' assignments is regular through concrete and published procedures.	Choose mark
6.23	The quality of students' final exams is ensured and evidenced.	Choose mark
6.24	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.	Choose mark

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

Click or tap here to enter text.

Provide information on the following:

1. **Assessment of the interaction (among students, between students and teaching staff, between students and study guides/material of study)**

Click or tap here to enter text.

2. **Student-centered teaching and learning**

Click or tap here to enter text.

3. *Training, guidance and support provided to the teaching staff*

Click or tap here to enter text.

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 tick one of the following for:

Additional for distance learning programmes

Non-Compliant	☐	*Partially Compliant*	☐	*Compliant*	☐

7. Additional for doctoral programmes

(ALL ESG)

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?*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2:   Non-compliant

3:          Partially compliant

4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
7.1	The provision of quality doctoral studies is ensured through doctoral studies regulations, which are publicly available.	Choose mark
7.2	The structure and the content of a doctoral programme of study ensure the quality provision of doctoral studies.	Choose mark
7.3	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	Choose mark
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.	Choose mark
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.	Choose mark
7.6	Research equipment, laboratories, workshops and existing bibliographic material support the programme of study.	Choose mark
7.7	The quality of the doctoral theses of the programme in this field is in line with international standards.	Choose mark
7.8	Doctoral candidates have publications in scientific journals and/ or participate in international conferences.	Choose mark
7.9	The institution has mechanisms and funds to support writing and attending conferences of doctoral candidates.	Choose mark
7.10	The candidates demonstrate skills in designing and in conducting productive self-directed research.	Choose mark
7.11	Candidates are aware of the ethical implications of their research and of their responsibilities as scientists.	Choose mark
7.12	Suitable procedures of monitoring and periodic assessment of students' research progress are set.	Choose mark
7.13	There is a clear policy on authorship and intellectual property.	Choose mark

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

Click or tap here to enter text.

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 tick one of the following for:

Additional for doctoral programmes

Non-Compliant ☐   *Partially Compliant* ☐   *Compliant* ☐

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8. Additional for joint programmes

(ALL ESG)

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:*
  - o *Denomination of the degree(s) awarded in the programme*
  - o *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*
  - o *Admission and selection procedures for students*
  - o *Mobility of students and teaching staff*
  - o *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures*
  - o *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.*

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

    1 or 2:   Non-compliant

    3:          Partially compliant

    4 or 5:   Compliant

	Quality indicators/criteria	1 - 5
8.1	The joint study programme promotes the fulfilment of the mission and achievement of the goals of the partner universities.	Choose mark
8.2	The joint study programme has been developed by all the partner universities, which are also involved in its further development.	Choose mark
8.3	The partner universities have defined the responsibility of the parties in the common agreement.	Choose mark
8.4	The joint study programme conforms to the requirements and directions of national and international legislation.	Choose mark
8.5	The joint study programme is based on the needs of the target group and of the labour market.	Choose mark
8.6	Students are provided with advisory and support systems concerning learning and teaching at the partner universities.	Choose mark
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.	Choose mark
8.8	The partner universities have agreed on how to seek feedback from students regarding the organisation and process of their study.	Choose mark
8.9	The partner universities ensure the economic sustainability of the joint study programme.	Choose mark
8.10	The degree awarded is justified by:	
	8.10.1 The learning outcomes	Choose mark
	8.10.2 The collaboration between/among the institutions delivering the programme	Choose mark

8.11	The jointness of the programme development is effective.	Choose mark
8.12	The students' mobility between/among the collaborative institutions provide students with rewarding experiences that facilitate employability in Europe.	Choose mark

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

Click or tap here to enter text.

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 tick one of the following for:

Additional for joint programmes

Non-Compliant ☐   *Partially Compliant* ☐   *Compliant* ☐

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.

Key Findings

The programme has a professional orientation. CIM has already good links and sponsors in the local industry. It seeks to explore and analyse the latest developments in the marketing/ business context, and also reflect the idiosyncracies of the local Cypriot industry. The programme of instruction is English. The admission requirements are a high school leaving certificate with minimum grade 14/20 and IELTS 5.5 or IGCSE minimum C or equivalent. CIM's policy for quality assurance will be implemented through the appropriate processes. Students in the programme will benefit from being taught by lecturers involved in research (CIM has already a dedicated Research Centre to facilitate and enhance research). Lecturers will be encouraged to bring their research into the classroom lectures and seminars. The expected first-year intake of the students is 10 persons, which will also make the programme economically viable (break-even point). As to the 2nd year, the expected number will be 20 students. These numbers seem to be reasonable, and if anything, stand out as conservative estimates that most likely will come out to be true, given CIM's very good reputation and experience in the professional Cypriot market. The programme seeks to provide students with a solid knowledge of marketing management and business.

The programme under evaluation is skillfully prepared. It builds on a long (over 40 years) history of CIM 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. The programme consists of 12 compulsive courses and requires 120 ECTS credits to graduate, all evenly split between the two years of study. 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 generally 1-2 assignments forming 30% of the total grade and 1 final examination forming 70% of the total grade. 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 CIM, the online platform, and verbal 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 (staff, students, industry, alumni etc). Quality assurance mechanisms are very well aligned with international standards. Both the teaching and administrative staff are very capable, professional, driven and committed to the success of the programme.

Particular to the Limassol campus, local competition is lower than Nicosia. This offers additional market opportunities, as is already reflected in the significantly higher number of students on the Limassol campus, with a comparatively more diverse student body.

Key Strengths

The programme of study appears to be very strong. It is a very well designed, managed and implemented programme that provides a significant value-added to students and Cyprus at large. The existing successful diploma

offerings of CIM warrant success of the intended programme too. The students will have considerable exposure to different industries of Cyprus economy, which allows them to gain first-hand knowledge of the settings of different firms and establish valuable industry contacts. There will also be considerable participation of industry speakers in the programme, networking and alumni events etc. Another distinguishing characteristic is the online system that was developed in-house, which meets international standards. The information related to the programme of study is publicly available and effectively disseminated to students and relevant stakeholders. The assessment system and criteria regarding student course performance are clear, sufficient 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 programme follows the European Credit Transfer System (ECTS). There is no obligation/ pressure from the Agency or students to introduce elective courses in the programme. The potential transfer of graduated students to the Bachelor's degree offered jointly with the University of West London further offers another educational opportunity for students.

Key Areas of Improvement and Recommendations

The programme is well-designed and builds upon existing CIM offerings and experience, hence the areas for improvement are currently marginal. We remain highly positive on the chances of success of this programme. It will add to the employablility of students, particularly in the Cypriot market.

Based on conversations with students and our own assessment, integration of the two cohorts of students (working professionals and less experienced, younger students) would engage the student bodies of the programme. Moreover, the international dimension could be improved with more visiting professors from abroad who could aid in the delivery of the programme, possible visits of companies abroad and strengthening of the research profile of the programme through international collaborations (CIM are keen on participating in joint research EU applications and consortia). Finally, although not essential to the conveying of a professional diploma, we assess that staff possess research skills of a high standard which could perhaps be even further integrated into the overall programme, as outlined above.

D. Signatures of the EEC

Name	Signature
Pavlos Dimitratos	
Stratos Ramoglou	
Jan Breitsohl	
George Panayiotou	
Click to enter Name	
Click to enter Name	

Date: 24 November 2019