

Doc. 300.1.2

Date: 02/09/2014

## Higher Education Institution's Response

- Higher Education Institution:  
CIM-Cyprus Business School
- Town: Limassol
- Programme of study  
Name (Duration, ECTS, Cycle)

In Greek:

ΔΙΟΙΚΗΣΗ ΕΠΙΧΕΙΡΗΣΕΩΝ ΜΕ ΠΡΟΕΡΑΙΤΙΚΗ ΕΙΔΙΚΕΥΣΗ  
ΣΤΟ ΜΑΡΚΕΤΙΝΓΚ (4 ΧΡΟΝΙΑ, ΠΤΥΧΙΟ)

In English:

BUSINESS MANAGEMENT WITH OPTIONAL  
CONCENTRATION IN MARKETING (4 YEARS, BACHELOR)

- Language(s) of instruction: English
- Programme's status: Currently Operating
- Concentrations (if any):

In Greek: Μάρκετινγκ

In English: Marketing



**The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].**

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

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Courses naming. Some courses, especially related to the marketing domain, may benefit from relabelling, to ensure titles are consistent with the desired content.	The naming of the courses has been completed and this can be viewed in the updated Course structure e.g. "Marketing in the Digital Environment". (see Annex 1)	Choose level of compliance:
The compulsory course named "Marketing Digitalisation" does not have correspondence in comparable international programs: in the spirit of keeping the idea of providing an update view of marketing, we propose to rename it as "Marketing in the Digital Environment"	We have proceeded with the renaming as suggested. (see Annex 1)	Choose level of compliance:
The elective course named "Digital Marketing Tools" does not give justice to the important content it is supposed to deliver. We propose to rename this course in a more straightforward "Digital and Social Media Marketing" and to rename the actual "Social marketing" course into "Marketing for Social Issues" to avoid potential confusion about its real content.	We have completed the renaming of both modules as per the suggestion i.e. Digital and Social Media Marketing. (see Annex 1)	Choose level of compliance:
One topic, especially related to the marketing domain, seems missing in the programme, and it refers to "Marketing Analytics". We believe exposing students to the new data environment and how to make sense of it using quantitative analyses to support decision making can be a fundamental element of a contemporary programme in marketing. This new content can substitute or be integrated in the actual course named "Strategic Marketing" (whose naming is a bit old and can be reconsidered) as well as in the Digital and Social Media Marketing course.	We have integrated the content of new data environment and Marketing Analytics in the module of "Strategic Marketing" as well as in the module of "Digital and Social Media Marketing, as per the recommendation. (see Annex 1)	Choose level of compliance:
Given that the concentration in Marketing is a spotlight feature of the programme, and the marketing	We have implemented a policy of continuously updating material to keep track of the dynamics of	Choose level of compliance:



<p>domain is rapidly evolving, we suggest teachers adopt an updating posture in terms of: frequently adapting the teaching material; constantly training and being exposed to new teaching approaches and techniques; maintaining the contact with institutional domains of the marketing disciplines (i.e., AMA, Emac) to keep track of the dynamics of the marketing research and dissemination.</p>	<p>marketing research and dissemination.</p>	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>CIM should leverage it's "where theory meets practice" identity. This might even be one of its key unique selling points in a crowded market. This may be a more difficult message to the undergraduate market, but given that the undergraduate students are generally in employment, it should still resonate.</p>	<p>We fully agree with this comment and we are promoting strongly the message that at CIM "theory meets practice".</p>	<p>Choose level of compliance:</p>
<p>CIM should leverage its connections with industry to highlight potential career progression for their undergraduate students. The message should be – "you are here now, look where you can go with CIM".</p>	<p>We have 29 Strategic Partners that offer immense employment opportunities for both our undergraduate as well as our postgraduate students.</p>	<p>Choose level of compliance:</p>
<p>CIM should consider showcasing the applied research being undertaken by MBA students to undergraduate students. This not entirely "peer-to-peer" experience can develop networks across students at various points in their career cycle.</p>	<p>We fully agree and this has been scheduled in the upcoming calendar.</p>	<p>Choose level of compliance:</p>
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### 3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>The institution should carry on its investment on cutting-edge educational technologies alongside the extensive training for faculty members to ensure they are well-equipped to leverage these tools effectively.</p>	<p>We have invested heavily in cutting-edge educational technologies in the past 10 years and we will continue to do so. We have implemented the 1<sup>st</sup> mobile application in Cyprus for Higher Education and in 2024 we have invested more than 50000 euro in technological advances.</p> <p>Every lecturer undergoes personalized training and there are also many opportunities for cross-border training through Erasmus+ Projects.</p>	<p>Choose level of compliance:</p>
<p>CIM should focus their efforts on business education, which is evident in its curriculum, which integrates theoretical knowledge with practical application. The emphasis is on equipping students with skills and insights that are immediately transferable to their professional lives.</p>	<p>We fully agree with this recommendation and it is part of our strategy.</p>	<p>Choose level of compliance:</p>
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#### 4. Student admission, progression, recognition and certification (ESG 1.4)

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A minor issue was raised about confusion in the application fee for different programmes. It might be clarified on the application process so that students pay the correct fee.	This issue has been tackled and the website has been updated.	Choose level of compliance:
Provide guidelines to what extent students can use artificial intelligence (AI) to avoid plagiarism and keep creativity and innovation in academic writing.	The AI Policy Handbook has been updated and is hereby attached. (see Annex 2)	Choose level of compliance:
To have a specific alumni group to provide contact details to new students (upon their confirmation) and improve their networking.	We have a strong Alumni Association and we have invited Alumni to take part in inductions.	Choose level of compliance:
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Click or tap here to enter text.	Click or tap here to enter text.	Choose level of compliance:



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

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
Response rates on student feedback to faculty are low. Incentives have been offered to try to improve this. Perhaps CIM could consider making them compulsory, e.g., students will not receive their grade until they complete the feedback forms.	This is a universal challenge for all Universities around the world. We will keep offering incentives to students to respond and liaise with the Student Union in order to increase engagement.	Choose level of compliance:
CIM should ensure that subscription to online resources are maintained and expanded so that students have access	Subscription to online resources is continuously been expanded. In 2024 we have subscribed to Perlego in addition to expanding the Journals offered by Emerald.	Choose level of compliance:
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**6. Additional for doctoral programmes**  
 (ALL ESG)

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## 7. Eligibility (Joint programme) (ALL ESG)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The packaging of the programme could be made more attractive: Module titles can be reimagined and retitled to better reflect what they actually do.	As already stated, this change has been already implemented and is reflected in the updated course structure attached (see Annex 1).	Choose level of compliance:
Sustainability could be more explicitly surfaced in the programme structure and learning outcomes with specific initiatives and dedicated actions.	This change has been already implemented and is reflected in the updated course structure attached (see Annex 1).	Choose level of compliance:
More training and development opportunities should be provided to teaching staff in particular to ensure that their skills are up-to-date. There is an appetite for this from this cohort.	We already have in place a strong training and development programme for our teaching staff to ensure that their skills are up-to-date. Of course, we will expand even further for the new academic year.	Choose level of compliance:
To have a specific alumni group to provide contact details to new students (upon their confirmation) and improve their induction, onboarding and networking.	We endorse this recommendation and alumni will be involved for the September induction sessions.	Choose level of compliance:
The EEC perceives a risk attached to the in-house “intranet” platform. In the first instance, this should not depend on any single person, and in the second instance, cyber security must be a top priority with respect to this	The customised intranet platform is supported and protected by one of the leading Cybersecurity companies in Cyprus and regular penetration testing is conducted. Cybersecurity is a top priority at our Business School.	Choose level of compliance:

C.



#### D. Higher Education Institution academic representatives

<b>Name</b>	<b>Position</b>	<b>Signature</b>
<b>Assoc. Prof. Myria Kkali</b>	Academic Director, Nicosia	<i>Myria Kkali</i>
<b>Assoc. Prof. Katerina Pavlou</b>	Academic Director, Limassol	<i>Katerina Pavlou</i>
<b>Dr Christos Hadjiyannis</b>	Dean	<i>Christos Hadjiyannis</i>
<b>Dr Constantinos Constantinou</b>	Director of Research	<i>Constantinos Constantinou</i>

**Date:** 02/09/2024

