



Doc. 300.1.2

Date: 26/01/2024

Higher Education Institution's Response

- **Higher Education Institution:**
Mediterranean Institute of Management
- **Town:** Nicosia
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Μεταπτυχιακό στη Διοίκηση Επιχειρήσεων, 90 ECTS,
13-18 Months

In English:

Master of Business Administration, 90 ECTS, 13-18
Months

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

In Greek: N/A

In English: N/A



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 2nd 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
<p>Attention should be given to ensuring that students are exposed to current developments and the latest key trends in the field of business and management.</p>	<p>We would like to thank the Committee for bringing this forward. The MIM will integrate current developments, the latest key trends and changes in the business environment during the periodic review of the courses content and program curriculum. It is noted that a number of MIM lecturers invite professionals, industry experts, and successful entrepreneurs as guest lecturers. These speakers share real-world experiences, discuss current trends, and provide insights into the practical application of business theories.</p> <p>All lecturers were urged to adopt this practice in their lectures.</p> <p>In addition, the MIM will organize annually at least two professional development workshops (see Appendix 6) on topics in the field of business and management such as leadership skills, emerging technologies, and industry-specific tools.</p> <p>It is noteworthy that the MIM is a member of the Business Graduates Association (BGA) and thus its faculty, students and graduates have free BGA membership. There are numerous benefits of the BGA student membership such as:</p> <ul style="list-style-type: none"> ▪ Being part of an international network of like-minded business students. ▪ Gaining access to the BGA Career Development Centre – a place where students can build their CV, get instant feedback on their current CV, as well as access to a range of professional skills learning to help them land their dream role. ▪ Accessing exclusive interview and 	<p>Choose level of compliance:</p>

	<p>research articles from a wide range of experts –Page about finding the right career path.</p> <ul style="list-style-type: none"> ▪ Attending the webinars and networking events. ▪ Accessing the digital edition of AMBITION business magazine. The Ambition magazine is a source of valuable content for students, graduates, business thinkers and practitioners. <p>Students have been also informed that the MIM Library has subscriptions to a number of Industry Journals and Magazines like the InBusiness that they can borrow.</p> <p>Students are encouraged to subscribe themselves to reputable business and management journals, magazines and websites.</p> <p>Henceforth the MIM newsletter (see Appendix 1) will include more articles on current developments and the latest key trends in the field of business and management.</p>	
<p>Consider certain revisions in the curriculum content for the future. Such revisions may include but are not limited to: develop leadership skills such as agility and resilience, the art of delegation and how to lead with impact.</p>	<p>The MIM acknowledges that leadership skills, are critical for the development of competent business leaders. In recognition of the above, leadership skills are part of the program’s learning outcomes and the MIM is committed to constantly developing them through a combination of formal education, practical experiences, and personal development. The MIM has proceeded with the recommendation of the EEC regarding the revision of the curriculum content and the “Human Resource Management and Organizational Behavior” course (See Appendix 2) has been updated in order to place more emphasis on leadership skills.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>MIM should clearly communicate to the lecturers – internal or external – what is to be expected from them in terms of teaching standards.</p>	<p>The Teaching Staff Manual has been revised and it now includes a teaching standards document (see Appendix 3) to clearly define the teaching standards expected from lecturers. In addition, orientation sessions have been set up for the beginning of each academic year to discuss teaching standards and to encourage lecturers to share their thoughts on the teaching standards and provide suggestions for improvement.</p> <p>During performance reviews constructive feedback will be provided based on teaching standards and areas of improvement will be discussed.</p> <p>The MIM considers ongoing professional development an essential element for the successful achievement of the program goals and the maintenance of high-quality education. It is thus committed to provide resources and opportunities for lecturers to enhance their teaching skills, stay current in their field, and align their practices with evolving educational trends.</p>	<p>Choose level of compliance:</p>
<p>Increase the openness of the programme, by developing more ties with private sector, other institutions, etc.</p>	<p>The MIM agrees with the committee that building strong ties with the private sector, other institutions, and various stakeholders can significantly contribute to the openness and relevance of MIM programs. Through the Internship Program (see Appendix 4) for the unemployed students the MIM establishes partnerships with</p>	<p>Choose level of compliance:</p>

	<p>organizations in the public and private sector. These real-world experiences provide students with practical skills and insights. At the same these partnerships provide valuable insights into industry trends, skill requirements, and help shape the curriculum to meet current and future workforce needs. It is noted that in a number of courses the MIM Invites professionals from the private sector to give lectures in order to expose students to real-world perspectives and foster connections between the MIM and the private sector.</p> <p>The MIM will further increase the openness of the study programme by organizing networking events, workshops, and conferences that bring together faculty, students, and representatives from the private sector and other institutions. Furthermore, it will encourage faculty members to participate in industry-specific forums, conferences, and seminars. Their participation will count towards their professional development.</p>	
<p>Site visits to private sectors, organisations and study trips can be one way of achieving the goal of openness.</p>	<p>Site visits to private sectors, organisations and study trips is definitely a good way of achieving the goal of openness and thus will be organized by. The topic has been discussed with the employer’s representatives (OEB, KEBE) in the MIM Council and they are willing to assist MIM with the arrangements. As it was mentioned before, a number of MIM lecturers invite guest lecturers from the private sector to present topics of their expertise and to share industry best practices. In addition to that the MIM will seek to develop and offer professional development workshops in collaboration with the private sectors. Faculty members and students will be encouraged to</p>	<p>Choose level of compliance:</p>



	participate in industry-specific forums, conferences, and seminars.	
Consider enhancing a group of more elective courses to enrich the programme curriculum.	The MIM is a small-scale institution, with a small number of students. However, it will look into current developments and the latest key trends in the field of business and management and if required will apply the applicable curriculum review procedures in order to add more elective courses	Choose level of compliance:

3. Teaching staff (ESG 1.5)

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<p>The EEC recommends that MIM consider providing additional support to the faculty members, as they now have added responsibilities, not only due to the new programme's enrolment but also because of the increased requirements (such as more master dissertations) and the potential needs of students at any given time. This support might include the establishment of proper financial incentives.</p>	<p>We would like to thank the committee for pointing out this very important aspect.</p> <p>The MIM has signed a contract with a researcher/consultant who will provide horizontal support to both students and faculty members in all issues concerning the preparation of master dissertations.</p> <p>The MIM faculty members are encouraged to get involved in paid extra curriculum activities such as webinars about current developments and the latest key trends in the field of business and management.</p> <p>At the same time the MIM will gather any other faculty needs through a survey and in addition a meeting will be held to further discuss the support they need and possible incentives.</p>	<p>Choose level of compliance:</p>
<p>Encouraging increased faculty involvement with the private and public sectors to enhance the programme's appeal and improve teaching effectiveness. Engaging in public policy discussions and contributing to regulatory developments could also empower faculty to make applied contributions.</p>	<p>The MIM agrees with the committee that encouraging faculty involvement with the private and public sectors is instrumental in ensuring that academic programs remain dynamic, relevant, and effective. It further enriches the educational experience for students, strengthens the institution's ties with external stakeholders, and positions the program as a leader in producing graduates equipped with the skills and competencies that are in demand in the job market.</p> <p>The faculty is urged to invite more professionals from the private and public sectors to give guest lectures or workshops. This exposes students to real-world applications of what they are learning and allows faculty to stay</p>	<p>Choose level of compliance:</p>

	<p>current with industry trends.</p> <p>The MIM facilitates faculty involvement in consultancy projects with private and public sector organizations. This allows faculty to apply their expertise in real-world scenario and at the same time enhances the program's visibility and demonstrates its commitment to societal needs. It is noted that members of the MIM faculty are senior public sector officers holding positions that give them the opportunity to contribute to regulatory developments. This firsthand involvement enables them to bring real-world examples and applications into the classroom, making the curriculum more relevant to students</p>	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Topics and case studies oriented to local (Cypriot) public sector should be included since all the students are Cypriots.</p>	<p>We agree with EEC that integrating topics and case studies oriented to the local public sector enriches the educational experience by making the content more relevant, engaging, and applicable to students' professional lives. It not only prepares them for future careers but also encourages active citizenship and a deeper understanding of the complexities of their own community.</p> <p>Including local public sector examples makes the content more relatable to students. They can see the practical applications of theoretical concepts and understand how these principles are implemented in their own community.</p> <p>Students are more likely to be engaged and interested in lectures that incorporate familiar local examples. This engagement can lead to increased participation, discussion, and a deeper understanding of the subject matter. It also helps bridge the gap between theory and practice, fostering critical thinking skills and problem-solving abilities.</p> <p>All faculty already incorporate such topics and case studies in their lectures and they have committed to give prominence to this practice.</p> <p>At the same time the MIM is highlighting the importance of incorporating local issues into the master dissertations prepared by the students.</p> <p>It is noted that the MIM is currently offering the conventional program</p>	<p>Choose level of compliance:</p>

	<p>Master of Business Administration (English and Greek) and the conventional program Master in Public Administration (only in Greek). Students from both programs are encouraged to choose the topic of their dissertation to be oriented to the Cypriot public sector. Similarly, students when asked to prepare projects which deal with problems or issues that concern organizations have the option to choose public organizations.</p>	
<p>Some students mentioned that one of the main motivations for potentially joining a DL programme is the time savings and cost-effectiveness, especially if they live in different regions. Senior management should carefully review this as it pertains to the programme's sustainability.</p>	<p>The offering of a distance learning program is included in the strategic plan of MIM 2022-2025 (part of Γενική Έκθεση Εσωτερικής Αξιολόγησης Μεσογειακού Ινστιτούτου Διεύθυνσης, (see Appendix 5) and is an important strategic goal based on the following:</p> <ul style="list-style-type: none"> ▪ MIM offers courses only in the building facilities in Nicosia, thus attracting students mostly from Nicosia and some from Larnaca. The distance learning program can accommodate potential participants from other districts such as Limassol and Paphos. ▪ MIM seeks to strengthen its international presence by attracting foreign students mainly from countries such as Greece, Lebanon, Syria as well as countries of the wider African continent. ▪ MIM is currently in consultation with the Ministry of Foreign Affairs for the signing of a memorandum of cooperation in the context of which the Ministry of Foreign Affairs will finance the participation of a number of students in the School's programs. Having a distance learning program will serve the goals of the 	<p>Choose level of compliance:</p>

	<p>collaboration.</p> <p>It is a fact that many choose distance education for the time and cost savings. However, the potential participants who choose education with physical presence are expected to remain roughly the same since they are mainly residents of Nicosia, who are accustomed to the conventional way of learning. These individuals are academically and professionally mature and recognize the importance of classroom interaction and gaining valuable knowledge from sharing experiences with other professionally accomplished individuals.</p> <p>Non the less, it is crucial that all potential students are well informed about all aspects of both distance and conventional education. Therefore, MIM will ensure that potential students are properly informed about the special characteristics and requirements of each program so that they are able to choose knowing all the parameters that will allow them to make the right decision based on both their work and social profile but also on their academic needs/specificities.</p>	
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5. Learning resources and student support (ESG 1.6)

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<p>MIM works with an unusually high proportion of external instructors (approx. 80 %). Ensuring the quality of teaching is a particular challenge here. It is strongly recommended to clearly communicate the quality standards (or Key Performance Indicators). Based on these standards, MIM should develop a more formal, mandatory professional development training programme for current and new lecturers not only in terms of the technical use of the educational platforms used and tools but also in terms of pedagogical aspects.</p>	<p>The Teaching Staff Manual has been revised and it now includes a teaching standards section (see Appendix 4) which clearly defines the teaching standards expected from the teaching staff. In addition, orientation sessions have been set up for the beginning of each academic year to discuss teaching standards and to encourage lecturers to share their thoughts on the teaching standards and provide suggestions for improvement.</p> <p>During performance reviews constructive feedback will be provided based on teaching standards and areas of improvement will be discussed.</p> <p>The MIM considers ongoing professional development an essential element for the successful achievement of the program goals and the maintenance of high-quality education. The MIM has prepared a draft professional development training program (see Appendix 6) in collaboration with the academic staff taking into consideration their needs, the current and future developments and national and international requirements in the educational environment. The MIM faculty members have to fulfil a minimum of 18 units per year. These units can be completed either through the training programs offered by MIM or through other verifiable routes. In the same line the MIM is committed to provide additional resources and opportunities for lecturers to enhance their teaching skills, stay current in their field, and align their</p>	<p>Choose level of compliance:</p>

	<p>practices with evolving educational trends.</p>	
<p>The EEC believes that the administrative team for the MBA programme is performing admirably. However, we do have a recommendation to make. We strongly believe that the programme and any new DL programme on the way, would benefit from the recruitment of new permanent personnel. The current administrative team is burdened with a significant workload to maintain a long-term strategic plan for the programme and the MIM. Therefore, our recommendation to the senior management is to invest in acquiring more permanent human capital for the department.</p>	<p>The Cyprus Productivity Centre (the department under which the MIM operates) is in the process of recruiting two officers as permanent personnel. At the same time, the Ministry of Labor and Social Insurance has forwarded a request to the Ministry of Finance for the creation of five additional positions of officers for the CPC/MIM. In view of the increased needs for human resources and especially management personnel, certain positions will be filled by administration officers.</p> <p>More urgent staffing needs will be met by internal transfers (εσωτερική αγορά εργασίας) which is a common practice among government departments. Specifically, in the event that MIM receives approval to proceed with the distance learning program, staff from other areas of the CPC will be involved with MIM administration tasks. This process is immediate and is applied for the better distribution and more efficient utilization of the department's resources.</p>	<p>Choose level of compliance:</p>
<p>Finally, an annually updated bibliography of books and journals' papers should be provided for every cohort due to rapidly growing literature on the field, in line with the programmes offered.</p>	<p>We agree with EEC that it is essential that an annually updated bibliography of books and journals' papers should be provided for every course. Therefore, the MIM faculty has to review the bibliography before the beginning of each academic year so that it is up to date and in line with all developments in the field of management and the program's content. The process of updating the bibliography will be done in collaboration with the management, the teaching staff and</p>	



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6. Additional for doctoral programmes (ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme) (ALL ESG)

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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The EEC welcomes the programme positively as it holds the potential to allow MIM to promote its brand name, programmes, and reputation, fostering collaboration with both local and international industry and business. Like most programme proposals, there is room for improvement. Indeed, we have identified areas for reflection, elaboration, and further development, as outlined in each section above. All of the above concerns can be reflected in the programme content, as well as in the course content in the current proposed curriculum.</p>	<p>MIM expresses its sincere appreciation to the members of the External Evaluation Committee (EEC) for the evaluation of the MBA programme and welcomes all the recommendations from them, which perfectly align with the School's strategic pursuits of continuous improvement and academic excellence. We also truly appreciate Dr Lefkios Neophytou's role as a coordinator of the process.</p>	<p>Choose level of compliance:</p>
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C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Maria Nicolaou Christou	Ag. Director	
Kyprianos Nicolaides	MIM Manager	
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