

Doc. 300.1.2

Higher Education Institution's Response

Date: Date.

- **Higher Education Institution:**

Pafos Innovation Institute

- **Town:** Pafos

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

In Greek:

Programme Name

In English:

MBA with specialization in entrepreneurship and innovation

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

- **Programme's status:** New program

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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

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) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
 - *the findings, strengths, areas of improvement and recommendations of the EEC*
 - *the deficiencies noted under the quality indicators (criteria)*
 - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

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

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

The EEC recommended that: "the program should developed successful spin-offs as a result of the MBA. These are important for creating links with the local economy and society" (p. 13):

The venture creation course in the MBA program, (course code 204124, practicum) is specifically designed to create successful spin-offs and create value to the local economy and society. To address this goal, similarly to the parallel program at IDC, the MBA coordinator, along with the MBA faculty, facilitates and coordinates stakeholder involvement with the local community, business and public sectors. MBA students identify needs and opportunities presented to them, preferably by the different stakeholder themselves. The MBA student are then encouraged to find solutions to local needs, while working in cooperation in heterogeneous teams in order to design and build the tools, products and services that can design solutions to these problems. In the long- un, such a program has the potential to bring tangible economic value to the society and local business, and foster entrepreneurship and innovation.

In a broader perspective, the PII will advance strong ties with Cypriot academic institutes and Cypriot academics in both research and teaching, with the aim to create social impact in Pafos, Cyprus and the broader Mediterranean region

3. Teaching Staff (ESG 1.5)

The EEC noted that: "there are no permanent faculty in Cyprus"

Please note that Dr. Vera Lipton, is a permanent full time academic faculty member located in Cyprus. Dr. Lipton is the local coordinator of the MBA program. In addition, faculty listed in the application are "part time permanent faculty" of PII.

We confirm that as the program develops, the number of full time permanent faculty will grow accordingly.

Enclosed please find 3 employment commitments (Annex 3).

4. Students

(ESG 1.4, 1.6, 1.7)

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5. Resources

(ESG 1.6)

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6. Additional for distance learning programmes (ALL ESG)

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7. Additional for doctoral programmes (ALL ESG)

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8. Additional for joint programmes (ALL ESG)

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B. Conclusions and final remarks

We confirm that as the program develops, the number of full time permanent faculty will grow accordingly.

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
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Date: 10.2.2020

