

Doc. 300.1.2

Date: 31 July 2022

Higher Education Institution's Response

- **Higher Education Institution:**
Limassol International University
(Formerly CIIM-Cyprus International Institute of Management)
- **Town: Nicosia & Limassol**
- **Programme of study**
Name (Duration, ECTS, Cycle)

In Greek:

Programme Name

In English: BBA-Bachelor in Business Administration
(4 years full-time, 6 years part-time, 240 ECTS, 1st Cycle)

- **Language(s) of instruction: English**
- **Programme's status: New**
- **Concentrations (if any): None**

In Greek: Concentrations

In English: Concentrations



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>There is scope for improvement in terms of the electives to be offered. There could be a more transparent and reasoned pedagogical rationale behind the electives offered in the 4th year as well as more attention to the prerequisites required for taking them, and an overall reflection on the consistency within the overall pedagogical objectives.</p>	<p>We specify the following electives for BBA students:</p> <ul style="list-style-type: none"> • EC481 Economic History (new) • EC471 The Cyprus Economy (new) • EC362 Money and Banking (new) • EC321 Industrial Organization • EC351 Labour Economics Industrial Relations • CS301 Cloud Computing & Database Management • CS411 Blockchain & Emerging Technologies (FinTech) <p>(See in ANNEX 1 the revised curriculum and the descriptors of the new courses).</p> <p>The pedagogical rationale behind the electives offered in the 4th year is that BBA students need to acquire a broader perspective of the economy and technology, as they relate to and create a wider context for business, beyond the specialized business courses they take in earlier years of their study.</p> <p>By the end of the 3rd year, the students will have completed the prerequisites for the economics electives by having taken as core courses: EC101 Microeconomics, EC121 Macroeconomics, BA331 Corporate Finance, BA251 Managing People and Organizations in the preceding 3 years.</p> <p>Likewise, by the end of the 3rd year, the students will have completed the prerequisites for the technology electives by having taken as core: CS101 Foundations of Information Technology, CS141 Programming I, and CS251 Digital Transformation (of Businesses & Organizations) and CS221 Management Information Systems</p> <p>The above set of electives and their respective prerequisites ensure consistency with the overall pedagogical objectives of the programme which center on business education in the broader economic and technological context of modern business.</p>	<p>Choose an item.</p>
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CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



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
Nothing major, except for the issue of electives discussed above. Also, formative forms of assessment could possibly be better captured in the formal documentation, the procedures and public information.	See our response regarding electives above. Indeed the formative forms of assessment are better captured in the formal documentation (Student Handbook, ANNEX 2) and public information (the programme webpage under construction and the university prospectus which awaits the formal university license).	Choose an item.
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3. Teaching staff (ESG 1.5)

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<p>There is noticeable scope for improvement in the research activities and productivity of the faculty – given that having a strong standing in research is part of the mission of the new institution.</p>	<p>This is a key strategic objective of the university and its departments is actively pursued through:</p> <ol style="list-style-type: none"> 1. The introduction of the tenure system 2. The recruitment of 10 tenured and tenure-track faculty and the plan to recruit 12 more over the next 2 academic years 3. The introduction of the Point System of workload allocation and faculty evaluation for faculty 4. The Mentoring system of junior faculty by senior faculty 5. The reduced teaching and administration duties for tenure-track faculty to allow them to devote 40-50% of their time to research 6. The establishment of a Research Fund for faculty to buy back their teaching 7. The running of biweekly Research Seminar Series since 2021 with presenters of research papers alternating between CIIM-LIU faculty and well-published international academics, who serve both as models and mentors, and in some cases co-authors of research papers, without faculty <p>For evidence see attached Faculty Handbook (ANNEX 3), LIU Research Strategy (ANNEX 4) and Policy Statement on Faculty Research (ANNEX 5).</p>	<p>Choose an item.</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
Programme directors may want to consider raising the IELTS entry requirement above 5.5.	While we give strong preference to candidates with IETS of 6.0 and above, formally raising the minimum threshold of English proficiency, evidenced by IELTS score, above 5.5 would put CIIM-LIU into competitive disadvantage when competing institutions have set it at 5.5 and some at 5.0. According to CYQAA directive of 9/9/2020: <i>“Prospective students must hold a certificate of English language proficiency corresponding to a minimum IELTS score of 5.5 or equivalent according to the Common European Framework of Reference for Languages (CEFR)”</i> .	Choose an item.
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
None whatsoever	No response required.	Choose an item.
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6. Additional for doctoral programmes (ALL ESG)

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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>This new BBA is a promising new undergraduate programme that builds on the experience of the pilot programme (2014-2020), as well as the broader experience that the institution has amassed by being a pioneer in this region over the last few decades. It is also noteworthy that the programme will be delivered on a modern campus that should have state-of-the-art facilities, thus addressing any issues about facilities that the students studying in Nicosia may currently have. What stands out about this programme is its unique focus on digitalization and the participation of experienced and highly qualified academics. In addition, the strong orientation towards employability – evidenced among other things by the summer placements – is an additional strength of this program.</p> <p>The programme directors may want to consider the following recommendations as a way of improving the programme:</p> <ol style="list-style-type: none"> 1. Rethink the rationale behind the electives offered (please see comments above) 2. Investigate the possibility of giving students the opportunity of a full-year employment (a gap year in the industry) 	<ol style="list-style-type: none"> 1. <i>Rethink the rationale behind the electives offered.</i> We specify 5 electives for BBA's from other programmes and introduced 3 additional electives as well as provided their pedagogical rationale bachelor (see the action taken in section 1 above). 2. <i>Investigate the possibility of giving students the opportunity of a full-year employment (a gap year in the industry).</i> We studied this possibility in a meeting with internal and external stakeholders as well as prospective students. We found little support for a gap year in the industry, even after presenting successful examples in universities abroad. Moreover, for third country (outside the EU) students, this would be extremely difficult, if not impossible, to arrange with the immigration authorities for business students, who must be full-time studying completing their studies in four years. 	<p>Choose an item.</p>
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C. Higher Education Institution academic representatives

D.

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Professor Theodore Panayotou	Rector	
Professor Doron Sonsino	Vice Rector and Dean of Law & Social Science School	
Professor Waldemar Pfoertsch	Dean of Business School & Director of Research Centre	
Associate Professor Theodosis Mourouzis	Dean of Technology & Innovation School	
Paris Cleanthous	Department Chairman	
Antonis Violaris	Programme Coordinator	

Date: 31 July 2022

