

**Cyprus Agency of Quality Assurance and Accreditation in
Higher Education**

Republic of Cyprus

**External Evaluation Report
Program of Study**

Institution: CIIM

Program of Study: Master in Business Administration

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INSTRUCTIONS:

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 2016” [N. 136 (I)/2015].

The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.

EXTERNAL EVALUATION COMMITTEE:

NAME	TITLE	UNIVERSITY / INSTITUTION
Pavlos Dimitratos (Chair)	Professor	U of Glasgow
Yannis Georgellis (Member)	Professor	U of Kent
Panayotis Alexakis (Member)	Professor	National Kapodistrian U of Athens
Evgenios Kleanthous (Member)	Student	U of Cyprus

INTRODUCTION:

I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on-site visit meetings, and of the on-site visit to the infrastructures.

The site visit at the CIIM Nicosia premises took place on May 23, 2017. The Committee met with the Chairman of CIIM, the Director and Dean, the Academic Dean, the Assistance Director, the Research and ENTICE Director, the Director of the MBA Program, teaching faculty, administration staff and students.

The documents provided and examined included the Application for Evaluation-Accreditation new Program of Study, power point material (Introductory & Institutional presentations), and MBA presentations.

Furthermore, our committee interviewed members of the faculty teaching staff, a group of MBA students, administrative personnel related to admissions, registration, library facilities, IT and other admin support. Finally, CIIM facilities were visited, namely all facilities used for teaching areas, library and student meeting rooms, and staff offices.

II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

The internal evaluation 'Application', which was submitted by CIIM and examined by us, was considered complete, very satisfactory and illuminating.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

Overall, all these aspects are very satisfactory. Students are very pleased with the CIIM services and learning experience. The educational process is very comprehensive including a blended learning approach to teaching delivery and enhancing student performance. Units of assessment include a proper variety of ‘theoretical’ and ‘practical’ elements (exams, presentations, case study analyses, quizzes etc.).

Teaching content and delivery methods are very suitable and current with educational requirements.

The teaching staff and infrastructure of CIIM skilfully supports the high-quality teaching services that are in line with market needs. Staff can effectively deliver the programme and module level learning outcomes.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

The purpose, objectives, and learning outcomes are very well-presented and justified. The intended learning outcomes are clear and cascaded from the mission statement to the programme, and the individual module standards. The structure and content include core courses and a variety of electives. The quality assurance is a given and in line with international standards (AMBA), and informed by student feedback and suggestions. Management of the programme is very capable, and the directors are experienced and committed to their roles. The international dimension is overall very good as the programme brings international staff to teach in the programme and engage in common research activities. There is participation in exchange programmes, and international activities are effectively incorporated into the MBA learning experience. There is a good international mix of international students into the MBA programme, evidence of appropriate student interaction and exchange, strong connection with the labor market (e.g. many students receive promotion following graduation) and the society (e.g. student entrepreneurial startups and activities).

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- Research Teaching Synergies

In general, there is persuasive evidence of synergy between research and teaching, and therefore research-led teaching. However, the committee felt there is need for staff to engage more in research activity that can have beneficial effects on teaching and the reputation of CIIM, as we explain in Section 3.1 below.

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

- Administrative Mechanisms**
- Infrastructures / Support**
- Financial Resources**

There is very good infrastructure and processes. There are some recommendations for improvement in facilities (primarily to the library services and wider access to electronic services, journals and databases).

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.**

¹ It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

We were given very clear and informative documentation to carry out the evaluation. We were welcomed to the CIIM premises and had the opportunity to meet with necessary stakeholders. The MBA programme is a well-established educational degree and in line with international quality requirements. The content of the programme is at par with the varying and dynamic context (working students needing to enhance their skills and competencies). The leadership team and staff of the programme possess the necessary experience to deliver an MBA degree of high standards. The teaching staff successfully implement the programme using a blended approach that comprises theoretical and practical units of assessment. There is very good connectivity to market needs. The international visiting professors greatly support and enhance the international dimension, research elements and quality of students. The quality assurance is very satisfactory (complete and comprehensive documents) and at par with international standards (AMBA). The students are highly motivated to complete the programme and pleased with the quality of it. The administrative and support staff are very well equipped and driven to further support the programme.

In short, the Committee felt that the programme is of high international standards, but also believed that areas for improvement may include:

1. Library and infrastructure learning resources could be improved by widening the coverage of journals and online databases.
2. Teaching personnel also includes visiting staff. Although this a strength, greater recruitment of full-time resident staff may be required too to provide some relief for existing staff from teaching and managerial CIIM roles.
3. Research time and provision of resources and incentives for research to resident staff would need to be enhanced (and have to be included in the work allocation model). This could lead to resident staff undertaking more and better research activities.
4. Research could be improved through greater involvement of research students and additional administrative support.
5. Extra effort could be given in 'branding' the programme so as for the MBA programme and CIIM to strengthen the image of the programme and further differentiate it qualitatively, in particular taking into account the growing number of competing Cyprus institutions.

Doc. Number: 300.1

Quality Standards and Indicators

External Evaluation of a Program of Study

Institution: Cyprus International Institute of Management (CIIM)

Program of Study: Master in Business Administration (MBA)

Duration of the Program of Study: 1 or 2 years

Evaluation Date: 24 May 2017

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

DIRECTIONS: Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.

Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Pavlos Dimitratos (Chair)	Professor	U of Glasgow
Yannis Georgellis (Member)	Professor	U of Kent
Panayiotis Alexakis (Member)	Professor	National Kapodistrian U of Athens
Evgenios Kleanthous (Member)	Student	U of Cyprus

Date and Time of the On-Site Visit: 23 May 2017

Duration of the On-Site Visit: 1 full day

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					
1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					
1.1.4.1	facilities				X	

	1.1.4.2	library			X		
	1.1.4.3	infrastructure				X	
	1.1.4.4	student welfare					X
	1.1.4.5	academic mentoring					X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.						X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.						X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.						X
1.1.8	Control mechanisms for student performance are effective.						X
1.1.9	Support mechanisms for students with problematic academic performance are effective.						X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.						X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.						X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.						X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Overall teaching work and related resources are very satisfactory.

There is AMBA accreditation already, hence there are high and established standards as to the learning process and standardized learning outcomes.

The educational learning process and the internal quality procedures emphasized the importance of both coursework and final exams to ensure the fulfillment of intended learning outcomes (ILOs). In addition, student feedback is taken into account and incorporated into the educational system (through class evaluations etc.).

Nonetheless, library could be better enhanced with regard to electronic access and resources (i.e. wider access to electronic journals and databases).

The teaching facilities and library could be improved. Library space could be extended in terms of size.

The library opening hours would need to coincide with the opening hours of the

university (up to 10 pm) and over weekends.

Student welfare is taken care of – the committee were impressed with the practice of immigration procedures for international students (and visits to the immigration border control agencies).

There is very good connection between market needs and employability.

For problematic cases of student performance, there is clear procedures on how these can be alleviated and improved.

For plagiarism, there is clear evidence for the prevention of it by the administrative support.

Note, additionally:

α) the expected number of Cypriot and International Students in the program of study. Around 85%: 15%

β) the countries of origin of the majority of students. Cyprus

γ) the maximum planned number of students per class-section. Around 30

1.2	Teaching	1	2	3	4	5
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.					X
1.2.2	The methodology of each course is suitable for adults.					X
1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.					X
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.				X	

Justify the answer you have provided and note the additional comments you may

have on each standard / indicator.

Based on the course outline and our evidence collected, there appears to be a transparent procedure as to the module delivery and the wide use of variety of educational methods.

Blended learning also exists (which is a combination between face-to-face and e-learning, e.g. video presentation of lectures in each course and other digital material).

1.3	Teaching Personnel	1	2	3	4	5
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.				X	
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:					
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.					X
1.3.2.2	Publications within the discipline.				X	
1.3.3	The specializations of Visiting Professors adequately support the program of study.					X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study. (N/A- they have visiting professors)					
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel. (N/A- they have visiting professors)					
1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and					X

	safeguarding of the program's quality.					
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.			X		
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.					X
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

There is a sizable number of full-time staff but there are areas that visiting professors are invited (e.g. 'innovation').
 Publications, albeit very satisfactory, could be enriched both in terms of quantity and quality.
 Staff could be given more time to involve in research activities. As to the (considerable) junior faculty staff, their research profile could be enhanced and supported more (i.e. sabbaticals may be introduced as a CIIM policy).

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.					X
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.					X
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X
2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.					X
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.					X
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.					X
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>We felt that there is a highly effective and implemented educational process.</p>						
2.2	Structure and Content of the Program of Study	1	2	3	4	5
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and					X

	workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					
2.2.3	The program 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.					X
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses. <i>(N/A – the MBA is a very specialized programme; the non-existence of general education courses is not a weakness of this programme)</i>					
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.					X
2.2.7	The number and the content of the program’s courses are sufficient for the achievement of learning outcomes.					X
2.2.8	The content of the program’s courses reflects the latest achievements / developments in science, arts, research and technology.					X
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The programme has a large variety of elective courses in order to satisfy all the needs and demands of the students.</p> <p>There is student focus to the courses and good connection to the market.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p> <p>This is expected to be a very small percentage.</p>						
2.3	Quality Assurance of the Program of Study	1	2	3	4	5

2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.						X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for						
2.3.2.1	the members of the academic personnel						X
2.3.2.2	the members of the administrative personnel						X
2.3.2.3	the students.						X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.						X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.						X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>There is AMBA accreditation which warrants high educational quality. There are well-documented educational procedures as they are evidenced on the process engaging the programme director, and the course convener and student feedback.</p>							
2.4	Management of the Program of Study	1	2	3	4	5	
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.						X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.						X
2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.						X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.						X
2.4.5	Information relating to the program of study are posted publicly and include:						

	2.4.5.1	The provisions regarding unit credits						X
	2.4.5.2	The expected learning outcomes						X
	2.4.5.3	The methodology						X
	2.4.5.4	Course descriptions						X
	2.4.5.5	The program's structure						X
	2.4.5.6	The admission requirements						X
	2.4.5.7	The format and the procedures for student assessment						X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.							X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.							X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.							X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Management of the programme of study does not encounter any problems whatsoever. Students timely participate through their feedback in both course and programme quality assessment.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> - The number of credit units for courses and the number of credits for practical training - In which semester does practical training takes place? - Note if practical training is taking place in a country other than the home country of the institution which awards the higher education qualification <p>N/A</p>								
2.5	International Dimension of the Program of Study		1	2	3	4	5	
2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.							X

2.5.2	The program attracts Visiting professors of recognized academic standing.					X
2.5.3	Students participate in exchange programs.					X
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The vast majority of students are employed on a full-time basis. However, from the available information, there seems to be very effective student exchange programs in countries like Spain, Germany, Portugal etc.</p> <p>Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.</p> <p>The CIIM MBA programme compares very positively with relevant programmes offered both in Cyprus and abroad.</p>						
2.6	Connection with the labor market and the society	1	2	3	4	5
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The fact that the graduates occupy managerial positions in big and small firms in Cyprus, supporting also entrepreneurship and the existence of CSR activities are convincing evidence of connection to markets and society.</p>						

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					X
3.1.2	New research results are embodied in the content of the program of study.					X
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.					X
3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.				X	
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.				X	
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.				X	
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.				X	
3.1.9	Student training in the research process is sufficient.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>The findings of the academic personnel's research activity are published in international journals with the peer-reviewing system, international conference proceedings and other publications. However, there is room for improvement.</p> <p>External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad. This funding would need to rise. In addition, the small size of staff/ institution may inhibit bigger-scale applications for research grant applications.</p> <p>There is no established PhD programme, hence there can be relatively limited involvement of students to research grant funding applications.</p>						

4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					x
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					x
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					x

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Administrative mechanisms are very good and efficient. We did not identify any weaknesses.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				x	
4.2.2	There is a supportive internal communication platform.					x
4.2.3	The facilities are adequate in number and size.				x	
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc.) are quantitatively and qualitatively adequate.				x	
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.				x	
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.				x	
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.					x

Justify the answer you have provided and note the additional comments you may

have on each standard / indicator.
 The infrastructure of CIIM is generally very satisfactory. Access to e-resources, journals and databases can be enhanced.

4.3	Financial Resources	1	2	3	4	5
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					x
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					x
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					x
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.					x

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

High market demand for the programme and strong quality of the CIIM MBA programme ensure its financial viability.

The following criterion applies additionally for distance learning programs of study.

5.	DISTANCE LEARNING PROGRAMS	1	2	3	4	5
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance					

	education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					
5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

N/A

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

The following criterion applies additionally for doctoral programs of study.

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies’ supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the					

	continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>N/A – The discussions with the programme committee identified that there is a plan for a joint PhD programme with other universities in Cyprus, which is an initiative highly welcomed.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

The programme overall is of excellent standing, and we were impressed with its quality. Some areas of improvement have been identified above (See ‘Conclusions and Suggestions of the External; Evaluation Committee).

Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Pavlos Dimitratos (Chair)	Professor
Yannis Georgellis (Member)	Professor
Panayiotos Alexakis (Member)	Professor
Evgenios Kleanthous (Member)	Student

Date: 24 May 2017