



Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report

Program of Study

**Institution: ...Cyprus International Institute of Management
(Nicosia)....**

**Program of Study: ...MSc. in Education, Management and
Leadership.**

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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 |
|-------------------|---------------------|-------------------------------------|
| Izhar Oplatka | Professor | Tel Aviv University |
| Paul Miller | Professor | University of Huddersfield |
| Manolis Koutouzis | Associate Professor | Hellenic Open University |
| George Economides | Student | University of Cyprus |
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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 documents we used were as follows:

1. The application for evaluation/accreditation program of study – MSc in education, leadership and management, Cyprus International Institute of Management (Nicosia).
2. Supplementary materials provided by the program director during the on-site visit. These materials outline revisions in the program's curriculum and content conducted recently.
3. A presentation slides given by the program director that sums up the major topics indicated in the program's material.
4. Several students guides.

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 application submitted by the CIIM is an adequate representation of quality and competence. The applicant provided all the necessary information concerning the structure, contents, and processes of the program and responded enthusiastically to our enquiries.

During the on-site visit, the EEC members met with the chairman of the institute, the director of the institute, the assistant director, the chief financial officer, the program director, the library and information services manager, and the IT manager. We also met with the faculty members, administrative/technical staff, alumni and students of the programs.

The EEC members were well-received by the managers, director, the administrative/ technical staff, the faculty members, and the students and the members visiting staff participated via Skype. This was a very good procedure that enabled us to better evaluate and understand the program's organization, structure, and curriculum.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

Organization of Teaching Work

The program has a total of 90 ECTS credits, comprised as follows: 66 core credits and 24 electives. Modules cover a range of interrelated topics and themes which focuses on a range of content in education, teaching, information technology, and leadership & management. The program is arranged via different modules, and students are able to start at different points during an academic year. Although the content of modules are interrelated, the fact that students can join the overall program at different points, coupled with the variety and heterogeneity of the modules, has potential to create an undue burden on faculty and other students, in helping and enabling other students to be brought up to speed.

Teaching

Teaching is varied and is usually arranged in intensive blocks of 1 to 2 weeks per module. Assignments are usually handed in approximately one month after a module end. This creates an overlap between a recently ended module and a newly started module. Further, although the arrangements for teaching in blocks may be effective in terms of offering students flexibility, this compressed format may not allow (sufficient time for) reflection and active learning.

Modules are assessed primarily through a combination of individual or group presentations and written assignments, which allows shows differentiation and acknowledgement of the range of learners. Furthermore, this approach to teaching and assessment allows students a great degree of flexibility, whilst also providing them opportunities to develop critical skills such as communications, problem-solving, negotiating, time and self-management. Not all students do a thesis/ dissertation, which therefore denies them an important opportunity to deploy their skills and knowledge in research learnt through at least two modules on the program.

Teaching is informed by research, although it is worth noting that the publications of faculty do not always reflect any connection to educational leadership and management. In addition, although the CIIM has an agreement in place with the University of Cyprus, which allows students and staff to borrow books and other reading material, there is still concern that material available (e-books, journal papers), in the main, are either completely unrelated to educational leadership & management or not available. For example, a search of the University of Cyprus' database did not produce any result for major educational leadership journals such as: Education Administration Quarterly, Educational Management Administration and Leadership, School Leadership, School Leadership and Management and/or the Journal of Educational Administration. Although it could be assumed that all students received academic mentoring, there was no expressed reference to this in any conversation with faculty and/or students. For example, current and former students suggested they would have/ liked guidance on further (doctoral) study, but they were often

unclear as to who to turn to, and those to whom they turned, themselves sometimes appeared unclear.

Teaching personnel

There is a strong faculty team, who brings a range of complementary skills to the overall program. Many of these have been on the program for several years, many of whom are from allied disciplines such as Management, Human Resource Management, Psychology, and Environmental Management, Philosophy of Education and Comparative Education. Many faculty have publications and research experience in their fields, although it is to be noted that there are approximately twice the number of part time faculty compared with full time faculty. Although Visiting Faculty, and those from allied fields can and do offer students several different experiences, and the potential for opportunities that may otherwise not be afforded, given the ratio between full time faculty and part time faculty, and given the ratio between specialist and non-specialist faculty members, we feel it would be of great benefit to the integrity of the program if more full time faculty with appropriate specialist research and experience in educational leadership & management be employed. Additionally, it may also be of benefit to the overall program if a small number of former or retired school principals were contracted to the program.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

Purpose and Objectives and learning outcomes of the Program of Study

The purpose and the objectives of the Program are well defined and known to both academic staff and students. It serves the reputation of the program as a market-oriented and well managed program.

According to the documents examined the objectives of the Program are:

- ✓ Knowledge and critical understanding of the terms, theories and practices of Education, Leadership and Management of schools
- ✓ Use of appropriate research methods to conduct research related to Education, Leadership and Management.
- ✓ Assessment of the practical application of theories, models and techniques in Education, Leadership and Management of schools
- ✓ Cultivation of innovative and entrepreneurial spirit as well as skills of creating new teacher education and organizational models.
- ✓ Effective communication using a variety of tools.
- ✓ Initiative taking, Responsibility and Effective Cooperation.
- ✓ Recognition and resolution of ethical dilemmas in Education, Leadership and Management

According to the managers of the program, its main purpose is to contribute to the improvement of education in Cyprus, support its quality and in turn improve the local economy. To this end, during the initial stages of the program, its founders invited leading scholars in the field of educational management to help them in writing the curriculum and to teach in the program. Moreover, an initial needs analysis was conducted gathering relevant information and data by visiting schools, interviewing local policy-makers, principals, teachers, officials in local trade unions, etc.

The program's content, as well as the methods of assessment, are compatible with the expected learning outcomes to some extent. During the visit the Committee expressed its concerns about the lack of distinction between the particular program and a program of general management. Moreover, the content of the program has to be realigned with the new scholarly development, practice, and new streams of research in the field of educational management/leadership. These points are going to be further elaborated below.

Structure and Content of the Program of studies

Generally speaking, the program is organized around core courses such as introduction to education, leadership and management, educational policy and strategic planning, leadership and strategic human resources management as well as around electives such as school self-evaluation, philosophy of education, innovation and entrepreneurship in education and so on. It is well organized and current and former students have confirmed they are comfortable with its structure. But, as the program stands now, and despite a process of revision reported by the program director, its main weakness lies in its disconnection from current knowledgebase in the field of educational management/leadership.

From a first glimpse, the courses are relevant to educational management program (p. 71 of the application form sent by email to the committee members). This is supported by references to journals in the field in some courses (e.g., development of policy and strategic planning (p. 95), organizational effectiveness and improvement (p. 98), program and personnel evaluation and appraisal (p. 108), school self-evaluation (p. 138), Innovation and Entrepreneurship in Education (p. 164)).

But, a closer look at the content reveals a gap between current knowledge base in the field of educational management/leadership and some courses in the program. More specifically:

1. Major books are from business administration rather than from educational management (p. 89, p.103, p.114, p.123, p.170). Thus, instead of requiring students to read books and journal papers written about educational leadership and school management, students are expected to read references that describe and analyze organizations that differ considerably from the school as an organization. This may result in teaching less relevant of theoretical and practical knowledges to many of the students who are mostly school teachers and middle managers in the educational system. Unfortunately, some faculty members did not convince the committee that their courses are sufficiently distinctive to a program in educational management/leadership.
2. Major courses in the field such as introduction to education, leadership and management ignores major textbooks in the field (e.g., Hoy and Miskel, 2008) or newer conceptualizations of educational leadership such as leadership for social justice, instructional leadership, distributive leadership, and so on.
3. There are courses about teaching and teacher education. They should be limited to one or two (e.g., 152, 156). The program should be very careful not to be another teaching education program in many respects. For ex. the course in classroom management ignores instructional leadership to a satisfactory extent.
4. The committee members question the relevance of courses about accounting, corporate finance and the like (see pages 188, 192, 196) in a program in a highly centralized educational system. Courses from the MBA are less suitable to those who study educational management due to the large differences between business organizations and educational organizations.
5. Unfortunately, many references are old-dated and ignore recent conceptual and empirical developments in the field of educational management and leadership.
6. The practical orientation is weak according to students although the director claimed its uniqueness is in its practical orientation.
7. There are some overlaps in the curriculum. For example,

B2 Exploitation of theories in the management, evaluation and development of school class and courses.

C1 Implementation of theories and models of Leadership and Management to improve programs and increase efficiency in an administrative entity, school or other.

And the modules:

ED710 School self-evaluation and action research

ED730 Organizing and managing the teaching process and the classroom

Quality Assurance of the Program of studies

There seems to be an effective quality assurance policy in the program. Members of both the academic and the administrative/technical teams seem to be aware of this policy.

The program team seems to be aware of the regulations and have in place adequate checks and balances to ensure robustness of the program without affecting student experience and quality of content and overall provision.

Management of the Program of Study

The program director is relatively new in post. However, he is well supported by a motivated team of staff (academic, technical and professional), as well as by the CIIM's senior management.

All relevant information concerning the program, such as course descriptions, program structure, admission requirements, assessment procedures are known to students and staff and are clearly stated in various documents as well as in the program's web site.

In general the Committee feels that the management of the program is among its strengths.

International Dimension of the Program of Study

The content of the program is quite broad. Reading lists comprise researchers from across the world, and staff are located in several countries across the world, which enables them to bring a range of examples and case studies to stimulate students' thinking (albeit, not necessarily in educational leadership and management due to current staffing). However, making the program more responsive to global trends and issues in educational leadership and management is an area that will benefit from the introduction of a module on "Leadership for Social Justice: A Comparative Approach". Additionally, further updating and diversifying of reading lists will provide excellent opportunities for students to foreground international and global perspectives in their studies/ research.

The overall program could benefit from some forms of exchange (e.g., ERASMUS, exchange programs), as suggested by some faculty members.

Connection with the labor market and the society

This program has a distinct link and relevance to teaching and leadership of educational institutions and systems particularly in Cyprus. This seems to be one of the strong points of the program. Apparently the program has a good reputation in the country and both former and current students expressed that.

The committee took notice of the proposed changes in the content of the program presented at the day of the visit which are on the right direction. However, the committee could not consider it as the official document and based its evaluation on the documents sent to the members via email by the Agency.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

Research Teaching Synergies

There is evidence that faculty members are publishing in their fields of interest/ expertise. There is also evidence that faculty members are using research in their teaching (based on examination of reading lists). Note, academic staff publish in international journals to a large extent, but not all of them and not a lot.

In other words, this is an area for further development since much of the current research is not directly related to educational institutions, as many staff are specialists in allied areas such as general Education, psychology, and Business Management. Besides, there are some weaknesses that merit some attention:

1. Lack of relevant evidence which shows connection of research conducted in the Institute with teaching.
2. Internal funding for staff research appears to be rather limited
3. Students are involved in research through their final dissertation, however this concerns only a relatively small number of students as dissertation is not compulsory.

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

Administrative Mechanisms

The systems in place (admission, marketing, student services) are fairly comprehensive and robust, and students speak very highly, of how hands on staff are, from enrolment through to completion. However, the admission interview seems to be a kind of registration procedure, as there are not specific criteria (e.g., English language requirements and minimum standards for degree classification on entry).

Infrastructures / Support

Like other growing institutions, CIIM has excellent technological support. The physical space available to students is adequate, both teaching and study spaces. Although the library is not large, it has an impressive online catalogue in partnership with Ebsco-Host. Furthermore, CIIM's library has an arrangement with other local institutions where students and staff can borrow books and material that may not be available in its catalogue. There is however an apparent shortage of up-to-date hard copy books, e-books and disciplinary specific international journals, which needs to be addressed in order to protect the interests of students and the integrity of the program. In addition, many books are old dated and major databases like ERIC are not available.

Financial Resources

Students are fee paying, unless they have secured a scholarship from CIIM, and many of them do. CIIM's target is to recruit 20 students per year, and currently, there are 33 students at the Nicosia campus, which means it has exceeded this target.

5. DISTANCE LEARNING PROGRAMS

N/A

The program does not currently have a distance learning modality. However, being able to complete the program via a blended learning approach is something that was raised by students.



6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

The program under evaluation has been established in order to meet specific needs of the educational community in Cyprus as these were indicated by teachers, educational leaders, administrators and professional bodies. The program seems to enjoy good reputation and both current students and alumni expressed this. It is a well-managed program with enthusiastic and highly qualified staff.

During the evaluation procedure the committee noticed several strengths of the program which include the professional and friendly atmosphere in the program, its high reputation, and the flexibility of the program (e.g., blocks of courses). Students also expressed their satisfaction concerning the content of the courses such as organizational diagnosis and innovation and transformational leadership.

Despite the strengths of the program, the committee suggest some amendments as follows:

Comment no. 1: The program should be more tightly linked to educational management and school leadership (core courses – introduction to educational management should be based on textbooks in the field, educational leadership rather than leadership with papers published about educational leadership – leadership for social justice, participative leadership, distributive leadership, etc.). For ex. new contents in the field such as emotion, career, critical theory, could be considered. More specifically:

- 1.1. Skills of Communication and Conflict Resolution could be embedded within all existing modules and be replaced by a module such as “Educational Leadership for Social Justice: A Comparative Approach”. Such a module introduces social justice into the curriculum, and opens up the program to international, comparative and cross-cultural knowledges from different societies globally.
- 1.2. Skills of Communication and Conflict Resolution could be embedded within all existing modules and be replaced by a module such as “Educational Leadership for Social Justice: A Comparative Approach”. Such a module introduces social justice into the curriculum, and opens up the program to international, comparative and cross-cultural knowledges from different societies globally.
- 1.3. Organizing and Managing the Teaching Process and the Classroom could be rolled into the module “School Self-Evaluation and Action Research”, OR removed, thereby making way for another **core** module on “Instructional Leadership”.
- 1.4. Introduction to Education, Leadership and Management could be revised and retitled as “Educational Leadership & Management: Theories and Perspectives” or “Principles of Educational Leadership & Management” or similar.

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.

- 1.5. The course in Technology needs to be more directly related to educational contexts and processes rather than mainly to general technology.
- 1.6. The course organizational effectiveness and improvement should be taken at later stages and includes a project component (e.g., improvement project).

Comment No. 2: The syllabi should contain updated references from the field's books and journals. The committee will be happy to provide some suggested references if required.

Comment no. 3: It may be a good idea to consider revising hand-in dates in order to minimize, if not eliminate, cross-over between starting a new module and students continuing to working on an existing module.

Comment No. 3: The program should be more explicitly aligned with contextual and policy issues in Cyprus. For example, the syllabi should be connected to overarching policy such as EU 2020, local legislative agendas, current problems in Cypriot schools, and the like.

Comment No. 4: Core courses should be taught by faculty members whose orientations and expertise are in educational leadership and management rather than other disciplines or fields of management, whose publications appear in the field's referred journals.

Quality Standards and Indicators

External Evaluation of a Program of Study

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|---|
| Institution: ...Cyprus International Institute of Management..... |
| Program of Study: ...Education, Leadership and Management..... |
| Duration of the Program of Study: ...14 months full time or two years part time |
| Evaluation Date:.....2 July 2018..... |

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 |
|-------------------|---------------------|----------------------------|
| Izhar Oplaka | Professor | Tel Aviv University |
| Paul Miller | Professor | University of Huddersfield |
| Manolis Koutouzis | Associate Professor | Hellenic Open University |
| George Economides | Student | University of Cyprus |
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Date and Time of the On-Site Visit:2/ July/ 2018.....

Duration of the On-Site Visit:9am to 5pm.....

| 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: | | | | X | |
| 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 |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study. There are no international students at this program.</p> <p>β) the countries of origin of the majority of students. Cyprus only</p> <p>γ) the maximum planned number of students per class-section. 20 students per cohort</p> | | | | | | |
| 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. N/A | | | | | |
| 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 | | | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Some of the data required for making judgment in this section were not provided.</p> <p>1.2.7 – many references in the syllabi are out dates, many of which are older than twenty years. This shortcoming should be handled.</p> | | | | | | |
| 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: | | | | | X |
| 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 | | | | |
| 1.3.5 | | In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel. | N/A | | | | |
| 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 safeguarding of the program's quality. | | | | | X |
| 1.3.9 | | The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society. | N/A | | | | |
| 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 |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>1.3.1 – The Institute should consider increasing the number of full time specialists in the field of educational management/leadership/policy in order to bolster the program's overall effectiveness and core content coverage.</p> <p>1.3.2 – no doubt, each faculty member is expert in the course s/he teaches. But, as we indicated above, a number of them are not experts in the field of educational management and leadership /policy.</p> <p>1.3.4-5 – There is no Special Teaching Personnel in this program</p> | | | | | | | |

1.3.9 – we don't know as many of the faculty members in the program are visiting professors.

| 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. | N/A | | | | |
| 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>2.1.3 – Graduates of this program are not required to register to any professional or vocational body related to educational leadership.</p> <p>2.1.4 The content of the program has to be realigned with the new scholarly development, practice, and new streams of research in the field of educational management/leadership.</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 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. | | | | | X |
| 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. | | | | X | |
| 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 |

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

2.2.6-7 As we indicated above, there seems to be imbalance in terms of underrepresentation of modules related to educational leadership and management while at the same time, there are too many courses which are not directly related to the field.

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.

| 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 | | | | | X |
| | 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> | | | | | | |
| 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: | | | | | | X |
| 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. | N/A | | | | | |
| 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>2.4.6 The committee members have not seen this document, although we believe its features coincides this requirement.</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 homecountry of the institution which awards the higher education qualification <p>There is no practical training in this program</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 |

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

2.5.3 – this has been noticed by one of the visiting professors during our meeting with the faculty. He said that exchange opportunities are to be increased for students.

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.

| 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 |

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

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>2.1.2 Much research referred to in the syllabi is old-dated or unrelated to the study of educational management/leadership.</p> <p>3.1.6 Whereas the allowance available for travel and participation in conferences appears generous, it is not immediately clear how much is available in the CIIM's Research Development Fund- for which faculty can bid for grant funding.</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. | | | | | | |
| 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. | | | | | | |

4.2.1 Many books published in recent years in the field of educational management are not available in the library, neither in hardback or e-books. The same can be said about journals in the field.

4.2.6 – see our comment no. 4/2/1

4.2.7 – We have not heard anything about training opportunities for the staff

| 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. | N/A | | | | |
| 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. | N/A | | | | |
| 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.

4.3.2 We didn't evaluate the other departments in the Institute.

4.3.3 We cannot comment on that issue/

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. | n/a | | | | |
| 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. | n/a | | | | |
| 5.3 | Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process. | n/a | | | | |
| 5.4 | Student performance monitoring mechanisms are satisfactory. | n/a | | | | |
| 5.5 | Adequate mentoring by the teaching personnel, is provided to students, through established procedures. | n/a | | | | |
| 5.6 | The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree. | n/a | | | | |
| 5.7 | Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured. | n/a | | | | |
| 5.8 | Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly. | n/a | | | | |
| 5.9 | The program of study has the appropriate and adequate infrastructure for the support of learning. | n/a | | | | |
| 5.10 | The supporting infrastructures are easily accessible. | n/a | | | | |
| 5.11 | Students are informed and trained with regards to the available educational infrastructure. | n/a | | | | |
| 5.12 | The procedures for systematic control and improvement of the supportive services are regular and effective. | n/a | | | | |
| 5.13 | Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally. | n/a | | | | |
| 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. | n/a | | | | |
| 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. | n/a | | | | |

| | | | | | | | | | | | | |
|--|---|-----|--|--|--|--|--|---|---|-------------------------------|--|---|
| 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%. | n/a | | | | | | | | | | |
| <p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>There is distance learning courses in the program</p> <p>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:</p> <table border="1" data-bbox="259 609 1404 1050"> <tr> <td data-bbox="259 609 1266 693">The maximum number of students per class-section, should not exceed 30 students.</td> <td data-bbox="1266 609 1404 693">√</td> </tr> <tr> <td data-bbox="259 693 1266 913">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.</td> <td data-bbox="1266 693 1404 913">No final exam in every course</td> </tr> <tr> <td data-bbox="259 913 1266 1050">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.</td> <td data-bbox="1266 913 1404 1050">√</td> </tr> </table> | | | | | | | 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. | No final exam in every course | 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 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. | No final exam in every course | | | | | | | | | | | |
| 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. | n/a | | | | |

| | | | | | | |
|-----|--|-----|--|--|--|--|
| 6.2 | The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies. | n/a | | | | |
| 6.3 | The number of academic personnel, which is going to support the doctoral program of study, is adequate. | n/a | | | | |
| 6.4 | The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations. | n/a | | | | |
| 6.5 | The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory. | n/a | | | | |
| 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. | n/a | | | | |
| 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. | n/a | | | | |

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

There is no doctoral program in the Institute

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.

FINAL REMARKS – SUGGESTIONS

The committee recommends the accreditation could proceed subject to the amendments outlined in our report.

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

| Name: | Signature: |
|-------------------|------------|
| Izhar Oplatka | |
| Paul Miller | |
| Manolis Koutouzis | |
| George Economides | |
| | |

Date: ...4/July/2018.....