

Doc. 300.1.1

Date: September 15, 2022

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution: The Cyprus Institute of Marketing**

- **School/Faculty (if applicable): n/a**

- **Department/ Sector: n/a**

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

In Greek:

Μεταπτυχιακό στη Διοίκηση Ανθρώπινου Δυναμικού

In English:

Master of Science in Human Resource Management

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

- **Programme's status: Active**

- **Concentrations (if any):**

In Greek:

1. Μεταπτυχιακό στη Διοίκηση Ανθρώπινου Δυναμικού και την

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

Εταιρική Στρατηγική (14 Μήνες FT / 24 Μήνες PT)

2. Μεταπτυχιακό στη Διοίκηση Ανθρώπινου Δυναμικού και την Εταιρική Διακυβέρνηση (14 Μήνες FT / 24 Μήνες PT)

In English:

1. Master of Science in Human Resource Management and Corporate Strategy (14 Months FT / 24 Months PT) (90 ECTS)
2. Master of Science in Human Resource Management and Corporate Governance (14 Months FT / 24 Months PT) (90 ECTS)

A. Introduction

This part includes basic information regarding the onsite visit.

The evaluation of the MSc in Human Resource Management (HRM) took place on the 23rd of August 2022. Due to COVID restrictions, the evaluation was conducted online via Zoom. The committee was initially introduced to the history, structure and philosophy of CIM by the CEO and subsequently discussed aspects of the programme through several sessions with staff and students. It is noteworthy that this MSc builds on the strong tradition of postgraduate degree programmes offered by CIM in the Cypriot market since 1988 while this very programme was first offered in 2014. It should also be noted that 1) this MSc stands out in being the only one in the Cypriot market to combine HRM and strategy and that 2) it is fully accredited by the US society for HRM. The committee was given the opportunity to ask numerous questions across a range of issues and felt satisfied with the answers it received. In addition, the committee applauds CIM senior management and staff for their professionalism and particularly open-minded engagement with the comments raised by the committee. As it will become obvious throughout the remarks of the following sections, the committee has absolutely no reservation that this is a high-quality programme that should continue to run. Accordingly, the committee will make some recommendations only in the spirit of further improving and strengthening the existing programme and the adjustments proposed thereof (e.g. corporate governance concentration).

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Stratos Ramoglou	Professor	University of Southampton, UK
Fida Afiouni	Associate Professor	American University of Beirut, Lebanon
Teerooven Soobaroyen	Professor	University of Essex, UK
George Nikolaou	student	TEPAK
Name	Position	University
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) sub-areas*
 - (b) standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- **The report may also address other issues which the EEC finds relevant.**

1. Study programme and study programme's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

1.1 Policy for quality assurance

1.2 Design, approval, on-going monitoring and review

1.3 Public information

1.4 Information management

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*

- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*

- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*
- *Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?*
- *Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?*
- *How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?*
- *How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?*
- *What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?*
- *How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?*

- ***How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?***
- *What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?*
- *Is information related to the programme of study publicly available?*
- *How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?*
- *Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*
- *What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

CIM offers a Master of Science in Human Resource Management with an optional concentration in Corporate Strategy OR Corporate Governance in both Nicosia and Limassol campuses. It is offered in a full-time format for a duration of 14 months or in a part-time format for a duration of 24 Months totalling 90 ECTS.

The program caters for working professionals and offers a good blend of theory and practice that helps students develop their knowledge and skills in HRM. The program has 9 learning objectives and 19 learning outcomes.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The feedback from current students is excellent; they could see a link between their own work and materials taught in class. The employability rates are high and students are able to find good jobs immediately after graduation.
- The program is well-tailored for working professionals with full time and part-time options in both Limassol and Nicosia campuses
- The program covers core functional areas in HRM and is one of the few programs to offer a concentration in strategy.
- The small size of CIM allows to deliver high levels of customized support to students.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

To ensure that students learn what they are supposed to learn at the end of the program, it is important to have a clear curriculum map and assessment plan. The curriculum map is important. It is a table that lists all the learning outcomes and the courses in which these learning outcomes will be addressed and assessed. This is an important exercise to make sure that each learning outcome is assessed at least once, and equally to avoid over assessing a specific learning outcome. It is also important because it ensures that the program's aims, learning outcomes, and specific course objectives are aligned. The curriculum map helps ensure that the learning assessment tools allow you to measure the level of student's learning for each course objective, and then collectively for the program's learning objectives. This is important to ensure learning is taking place in line with the programme objectives; it will enable you to know whether students actually learned what they were supposed to learn in each course, and in the overall program.

An assessment plan is also important. It lists how each learning outcome will be assessed. Usually, it is recommended to have at least 2 direct measures and 1 indirect measure of each learning outcome.

We suggest that you design a curriculum map, consisting of a table showing how the program's aims are translated into learning outcomes, and how these learning outcomes are distributed across the various courses, and how each of these learning outcomes will be assessed within each course, and when (Assessment Plan)

At present, such information is not available and it becomes hard to visualize how the program's aims and learning outcomes will be met. Furthermore, we strongly urge you to reformulate your program's aims and learning outcomes in clearer ways and focus on key areas pertaining to both HRM and strategy, that represent the core focus of the program. We also recommend that you use Bloom's taxonomy to determine the level of difficulty of each learning outcome (see table inserted below)

Furthermore, there are too many learning objectives and learning outcomes. We advise you to focus on a maximum of 6 learning objectives and 12 learning outcomes. It is important to formulate the learning outcomes from students' learning perspective, and not from the program's offering perspective. I am including the table below that gives you examples of verbs you need to include in the formulation of the learning outcome depending of the level of learning you expect from the student, from the most simple and easy (knowledge) to the most complex and difficult (evaluation). When writing your learning outcomes, you need to balance between the difficulty levels. For a masters degree, these are usually at the level of application, analysis, and synthesis).

Cognitive Domain

(Thinking, Knowledge)

				Synthesis	Evaluation
Knowledge	Comprehension	Application	Analysis		
<p>Definition: Remembers previously learned material</p> <p>Sample Verbs:</p> <ul style="list-style-type: none"> - Define - Identify - Label - List - Name - Recall - State - Memorize - Repeat - Underline 	<p>Definition: Grasps the meaning of material (lowest level of understanding)</p> <p>Sample Verbs:</p> <ul style="list-style-type: none"> - Describe - Discuss - Explain - Paraphrase - Give example - Translate - Restate - Tell 	<p>Definition: Uses learning in new and concrete situations (higher level of understanding)</p> <p>Sample Verbs:</p> <ul style="list-style-type: none"> - Apply - Carry out - Demonstrate - Illustrate - Solve - Use - Compute - Dramatize - Practice - Sketch - Operate 	<p>Definition: Understands both the content and structure of the material</p> <p>Sample Verbs:</p> <ul style="list-style-type: none"> - Analyze - Categorize - Compare - Contrast - Differentiate - Outline - Categorize - Critique - Debate - Classify - Infer 	<p>Definition: Formulates new structures from existing knowledge and skills</p> <p>Sample Verbs:</p> <ul style="list-style-type: none"> - Combine - Construct - Design - Develop - Formulate - Generate - Plan - Propose - Assemble - Compose - Create - Produce - Set-up - Integrate - Generalize 	<p>Definition: Judges the value of material for a given purpose</p> <p>Sample Verbs:</p> <ul style="list-style-type: none"> - Assess - Argue - Conclude - Defend - Convince - Evaluate - Interpret - Justify - Support - Appraise - Estimate - Grade - Measure - Rate - Revise - Value - Recommend - Summarize

In terms of structure and content of the program, we found that the concentration in corporate governance does not really offer corporate governance-related courses, or at the most, the coverage is quite limited. Furthermore, it is relatively hard to delineate between strategy and corporate governance, which usually go together. Governance implies oversight of executive management together with a strategic outlook to guide management. Furthermore, most of the proposed courses offered in the corporate governance concentration pertain less to corporate governance, and more to sustainability, diversity, inclusion and ethics.

We therefore recommend that you keep your concentration in strategy and revamp the other proposed concentration into one focusing on ESG or on Ethics & Sustainability. Given the current international trends, we believe there is scope for a distinctive concentration focusing on aspects such as sustainability, CSR, ethics, ESG, diversity and inclusion.



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*
- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of*

the degree of achievement of the intended learning outcomes)?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

CIM provided a very detailed set of policies with regards to putting student learning at the centre of the offering, be it in relation to staff recruitment, staff guidance, and teaching and learning techniques to be adopted that privileges interaction and constructivist learning styles. From a discussion with students, there is a clear process for them to make representations and provide suggestions to CIM.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

There is evidence of a varied range of activities (case studies, groupwork, guest lecture events, presentations) thereby allowing students to pursue their individual learning journey.

Students commented favourably on the support and feedback provided by academic and administrative staff.

The policy to have a given number of guest lectures for each module (supported by company visits where possible) is to be commended.

The standards and criteria for student assessment are clearly set out and applied fairly.

Companies and other organisations provide possible research dissertation topics which can be very motivating and impactful. This will ensure students develop research experience.

The CIM's online learning platform is very intuitive and integrated from the student's perspective,

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The number of (summative) assessment points varies between modules, with some appearing to have four points and others less. Even for a yearly module, 4 assessments may be a high assessment load. Without an assessment mapping and plan, it is very difficult to clearly appreciate the amount and timing of efforts required of students at a given point of time and whether some of these assessments could be rationalised. There appears to be limited use of formative assessment for activities that can foster learning and interaction, without necessarily requiring summative assessment.

While the research methods module is very robust and there is support in terms of supervision/research topics from companies, it is not clear whether students in a given concentration will be expected to carry out a specific research study relating to this concentration (strategy or sustainability). This would ensure the students engage independently and deeply in their chosen area. Also, it was not entirely clear from the discussions whether there was ample synergy between the Nicosia and Limassol student cohorts, even if they are studying on the same course. Lastly, the documentation sets out clear attendance rules for overseas students (80%) but not for others. While it is understandable that CIM has to enforce relevant rules set by authorities, there is no corresponding attendance requirement for local students which would help ensure attendance and participation.

We recommend, on the basis of the assessment plan, a review of the number of (summative) assessment points per module and correspondingly foster more formative assessments.

We recommend that the dissertation module specifies that a subject specific dissertation topic will have to be selected for students pursuing either concentration.

We recommend that CIM develop collaborative events (e.g. along the lines of team-building activities) to further connect these two groups of students. This could involve joint visits to company offices.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

3.1 Teaching staff recruitment and development

3.2 Teaching staff number and status

3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*
- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is*

encouraged.

- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

There are 13 full-time academics teaching in the MSc in HRM. Six of them teach in the Limassol campus and 7 in the Nicosia campus. In addition, five of the academics teaching in the former campus and seven teaching in the latter hold PhDs. All the PhDs have been granted by recognized international universities. It is also noteworthy that some of the staff teaching in both campuses conduct research in the domains of HRM and strategy. Last but not least, the teaching of the full-time staff is complemented by seminars offered by practitioners with strong experience in the Cypriot market. As a policy, each course includes two seminars delivered by practitioners.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The major strengths are as follows:

- The close communication between staff teaching in two campuses (beyond informal communications channels there are also monthly - minuted - meetings to formally ensure the alignment of programme delivery across the two campuses),
- The balance between academic and practical knowledge, and
- The close relationships developed and maintained between staff and students.
- Funding support for academics to attend conferences.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee would encourage senior management to consider the development of more transparent incentives for publications at established international journals.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

4. Student admission, progression, recognition and certification (ESG 1.4)

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

There is transparency in the regulations and criteria of enrolment and progression. In addition, the advanced intranet system of CIM facilitates the effective monitoring of student performance. Due to discussions with students the committee could also verify that processes work smoothly and that there is no mismatch between what the programme is expected to deliver and what it actually delivers.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

- The processes of enrolment and progression and transparent, sensible and fair.
- There are processes in place to effectively monitor student performance and ensure that graduates of this programme will have acquired the essential knowledge and skills.
- Strong IT support mechanisms to effectively monitor student performance and improve student experience (e.g., intranet feeds to CIM's mobile application; well customised learning platform).

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

The committee recommends that CIM colleagues rethink the *raison-d'être* of the current titles of the concentrations. In particular, it is advised that the second concentration is renamed from “corporate governance” to something that more accurately captures what this pathway offers. For example, the committee thought that a concentration on “Sustainability”, “Business Ethics”, ESG, and/or “Corporate Social Responsibility” might be more suitable.

CIM staff are encouraged to rethink the title of the “Contemporary HRM” course, since this inadvertently nourishes the impression that other HRM-related courses may not be contemporary and/or relevant to contemporary settings. Perhaps “Critical issues in HRM” or something similar would work better.

In addition, there is scope for improvement in the clarity of the learning outcomes and the overall pedagogical rationale of the programme as mentioned in the 1st section of the present report.



Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*

- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

CIM operates the course in two locations (Limassol and Nicosia) and provides appropriate facilities and administrative structures in both places. There is a library in each location with ample resources. This is supplemented by online resources such as e-journals and other e-publications.

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

The online one-stop-shop portal is very useful and ensures students can readily access academic and administrative resources.

According to the student representatives and documentation, the online delivery during the pandemic period was very efficient. This ensures CIM can be resilient to other interruptions and may help replace any face-to-face events in unexpected circumstances, provided added consideration is made with the two cohorts.

Counselling and career development support are available to students.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

It is not clear how the needs of both part-time and full-time students are considered, and how could one encourage more interaction between them. We would recommend further efforts on this front.

The online portal could be improved to enable the institution develop learner data analytics about how students learn, attempt tasks, log on to the platform and submit coursework for example. This would help lecturers and managers plan activities and tasks accordingly.

Please select what is appropriate for each of the following sub-areas:

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*

- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

NOT APPLICABLE

Strengths

A list of strengths, e.g. examples of good practices, achievements, innovative solutions etc.

Click or tap here to enter text.

Areas of improvement and recommendations

A list of problem areas to be dealt with, followed by or linked to the recommendations of how to improve the situation.

Click or tap here to enter text.

Please select what is appropriate for each of the following sub-areas:

Sub-area	<i>Non-compliant/ Partially Compliant/Compliant</i>
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6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

This MSc builds on the strong tradition of postgraduate degree programmes offered by CIM in the Cypriot market since 1988. Since the inception of this program in 2014, it stood out in being the only one in the Cypriot market to combine HRM and strategy and in being accredited by the US society for HRM. The committee was overall pleased with the program content, delivery and learning outcomes and does not have any serious reservations for this program to continue running.

The key strengths of the program identified by the committee are:

- The program is well-tailored for working professionals with full time and part-time options in both Limassol and Nicosia campuses with proper communication and alignment between the two campuses.
- The program covers core functional areas in HRM and is one of the few programs to offer a concentration in strategy.
- The small size of CIM allows to deliver high levels of customized support to students such as Counselling and career development
- There is evidence of a varied range of activities (case studies, groupwork, guest lecture events, presentations) thereby allowing students to pursue their individual learning journey.
- The CIM's online learning platform is very intuitive and integrated from the student's perspective. the online delivery during the pandemic period was very efficient.
- The organization of teaching work, including the number of students in each class, the course web portal, and the facilities, are excellent
- There are processes in place to effectively monitor student performance and ensure that graduates of this programme will have acquired the essential knowledge and skills.
- The support for research and plans for the future in terms of research are good
- The dedication and passion of full-time faculty is impressive
- The feedback from current MBA students is very good; they could see a link between their own work and materials taught in class
- The administrative policies and procedures are thoroughly documented and transparent, including quality assurance
- Sufficient administrative support for the program

The main areas in need of development identified by the committee are:

- We recommend keeping the concentration in strategy and revamp the corporate governance concentration into one focusing on ESG or on Ethics & Sustainability. Given the current international trends, we believe there is scope for a distinctive concentration focusing on aspects such as sustainability, CSR, ethics, ESG, diversity and inclusion.
- We suggest that you design a curriculum map, consisting of a table showing how the program's aims are translated into learning outcomes, and how these learning outcomes are distributed across the various courses, and how each of these learning outcomes will be assessed within each course, and when (Assessment Plan)
- Furthermore, there are too many learning objectives and learning outcomes. We advise you to focus on a maximum of 6 learning objectives and 12 learning outcomes. It is important to formulate the learning outcomes from students' learning perspective, and not from the program's offering perspective.
- We recommend, on the basis of the assessment plan, a review of the number of (summative) assessment points per module and correspondingly foster more formative assessments.
- We recommend that the dissertation module specifies that a subject specific dissertation topic will have to be selected for students pursuing either concentration.
- We recommend that CIM develop collaborative events (e.g. along the lines of team-building activities) to further connect these two groups of students. This could involve joint visits to company offices.
- The committee would encourage senior management to consider the development of more transparent incentives for publications at established international journals.
- CIM staff are encouraged to rethink the title of the "Contemporary HRM" course, since this inadvertently nourishes the impression that other HRM-related courses may not be contemporary and/or relevant to contemporary settings. Perhaps "Critical issues in HRM" or something similar would work better.
- It is not clear how the needs of both part-time and full-time students are considered, and how could one encourage more interaction between them. We would recommend further efforts on this front.
- The online portal could be improved to enable the institution develop learner data analytics about how students learn, attempt tasks, log on to the platform and submit coursework for example. This would help lecturers and managers plan activities and tasks accordingly.



E. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Stratos Ramoglou	
Teerooven Soobaroyen	
Fida Afiouni	
George Nikolaou	
Click to enter Name	
Click to enter Name	

Date: 14 September 2022