

Doc. 300.2.2

Date: 19/11/2019

External Evaluation Report (Institutional)

- **Higher Education Institution:**

Mediterranean Institute of Management

- **Town:** Nicosia

- **Institution's status**

New Institution:

Currently operating:

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 and 2016” [N. 136 (I)/2015 and N. 47(I)/2016].

A. Introduction

This part includes basic information regarding the onsite visit.

The EEC were provided with extensive documentation which included the original application and detailed module outlines as well as marketing material. During the visit the team met with full-time executive staff, adjunct faculty, students, administrative support staff and the internal quality assurance committee. The visit included a tour of facilities and a detailed examination of the document submitted by the Institution in relation to the buildings. A meeting took place with the committee’s civil engineer and the civil engineer appointed by the Institution accompanied by a representative civil engineer from the Public Works Department. Detailed conversation was held with the EEC’s student welfare member and the welfare support staff.

B. External Evaluation Committee (EEC)

Name	Position	University
Robert Dixon	Professor of Management Accounting	Durham University
Peter Turnbull	Professor of Management and Industrial Relations	School of Management at University of Bristol
Yannis Georgellis	Professor of Management	Kent Business School at University of Kent
Katerina Evangelou	Expert in student welfare issues	University of Cyprus
Alexis Valiantis	Expert in matters of building and technological infrastructure - Civil Engineering	ETEK
Loizos Prodromou	Student	University of Cyprus

C. Building facilities- Student welfare services –Infrastructure

- Note whether the building facilities, the student welfare services and the infrastructure that are mentioned below are considered satisfactory/sufficient for the Institution to function properly and to achieve its objectives.*

- *The EEC must justify the answers provided for the the building facilities, the student welfare services and the infrastructure by specifying (if any) the deficiencies.*

1. BUILDING FACILITIES

INFORMATION AND EVIDENCE		YES / NO/ UNSATISFACTORY- POOR
1.1	<p>The following should be copies from the original building permit. On the copies, there should be a visible official stamp of approval from the respective authorities.</p> <ul style="list-style-type: none"> • A topographical plan which displays in a clear manner the extent of the development. • A general site plan which marks the building facilities, allocated parking spaces (for students, academic and teaching personnel, visitors and disabled individuals), sports premises and outdoor areas. 	<p>UNSATISFACTORY¹</p> <p>UNSATISFACTORY²</p>
1.2	<p>LICENCES</p> <ul style="list-style-type: none"> • An operating license, issued by the Local Authorities • The following operating license certificates, duly completed: <ul style="list-style-type: none"> a) Visual Inspection Form E.O.E. 102 b) Visual Inspection for the Building's Seismic Sufficiency Form E.O.E.Σ.E.K 103 c) Audit Certificate Form 104 d) Fire Safety Certificate, issued by the Fire Department e) Certificate for Adequate Electrical and Mechanical Installations, issued by the Electromechanical Department. 	<p>NO</p> <p>YES YES</p> <p>NO YES YES</p>
1.3	<p>Number of teaching rooms and their respective areas, capacity and the percentage of daily occupancy for all units.</p> <p><u>Teaching Rooms</u></p> <ul style="list-style-type: none"> • Lecture Room A (Central Building): 84sqm, capacity 38, daily usage 50% • Major Lecture Rooms B & C (Central Building): 140sqm (56+84), capacity 80 (28+52), daily usage 100% • Room A and B in the wing of the former Technical Vocational Training building / CPC: 120sqm (60+60), capacity 47 (17+30), daily usage 2% 	

	<u>Library / Study Room</u> <ul style="list-style-type: none"> 94sqm, capacity 15 persons 	
1.4	Number of offices for teaching staff and their respective areas and capacity. <ul style="list-style-type: none"> 19 Rooms of a total area of 320sqm and a capacity of 23 persons 	
1.5	Number of laboratories and their respective areas and capacity. <ul style="list-style-type: none"> 2 Computer Laboratories 126sqm (50+76), capacity 37 persons (20+17) 	
1.6	Number of rooms/offices for directors/administrators and their respective areas and capacity. <ul style="list-style-type: none"> 2 Rooms of a total capacity of 50sqm, (32+18) and a total capacity of 2 persons. 	
1.7	Number of rooms/offices for administrative services and their respective areas and capacity. 4No Rooms of a total area of 78sqm and a total capacity of 4 persons.	
1.8	Parking spaces designated for students <ul style="list-style-type: none"> 59 spaces and 4 spaces for Persons with Disabilities 	
1.9	Parking spaces designated for academic and teaching staff Number: 10	

Justify the answers provided for the building facilities by specifying (if any) the deficiencies.

NOTES AND REMARKS

Notes 1 & 2:

Document submitted, but without stamp proving that it is part of the original building permit.

Submitted documentation

The Primary Investigation documents submitted, yield negative results regarding the building's seismic resistance. No Audit Certificate Form 104 has been submitted by the Civil Engineer appointed by the institute. During the CYQAA inspection session on 18/11/2019, the Institute invited their appointed civil engineer, Mr. Aris Phinikarides, and PWD (Public Works Department) representative Civil Engineer Mr. Michalis Kouparis, who explained to us there is a currently on-going process of Secondary Investigation as per the procedures of CYQAA, but the process is not finished yet. Therefore, the results of this Secondary Investigation are not available at the time of the writing of this report.

Conclusions

The Institution has not submitted a valid Audit Certificate Form 104, which is essential part of the evaluation. Additionally, the drawings submitted, do not bear stamps of the respective

authorities. We understand that the Institution is in the process of carrying out a Secondary Inspection through their appointed civil engineer and with consultations with PWD. It is up to CYQAA, if it is willing to grant an extension of time to MIM to complete the Secondary Investigation and submit a duly signed Audit Certificate Form 104, supported with the required studies as per the requirements of CYQAA.

2. STUDENT WELFARE SERVICES

INFORMATION AND EVIDENCE		YES / NO/ UNSATISFACTORY- POOR
2.1	Special access for students with disabilities (PWD)	YES
2.2	Recreation areas	YES
2.3	Policy and statutes for academic student support	YES
2.4	Policy and statutes for financial student support	YES
2.5	Counselling services	YES
2.6	Career office	YES
2.7	Service linking the Institution with business	YES
2.8	Mobility office	YES
2.9	Student clubs/organisations/associations	YES
2.10	Other services	YES

Justify the answers provided for the student welfare services by specifying (if any) the deficiencies.

The administration staff that supports the student welfare services appears to be adequate for the number of students enrolled. The Student Welfare Service of the Mediterranean Institute of Management (MIM) reports to the Administrative Services of the School and is staffed by two Officers and one secretary. The Student Welfare Service, through its Staff, serves as a communication channel between the students and the School's Management.

As stated, there are around 80-100 students for the 3 Master Programmes. Due to the fact that around 90% of the students are working full time jobs and most of them have families, they are generally not interested in student life such as student clubs, sports or any other entertaining activities.

1. Special access for students with disabilities:

MIM has procedures for admitting students with disabilities (PwD) and ensures equal access to academic studies. PwD can explain in their application form what kind of disability or health problem they have and what special requirements they need during their studies. The student welfare officer will then cooperate with the social worker to make an assessment in order to decide on the learning support for each student. If there is a need for a qualified psychologist to make the assessment then they will contact one from the Ministry of Labor, Welfare and Social Insurance.

2. Recreation areas:

The Institution has a small cafeteria, located on the ground floor, which can be used by student, staff and visitors daily. There is not a canteen where they can buy food and beverage, but there is a coffee machine and also vending machines. Outside the classrooms there is also a big kiosk with benches that students can use during their breaks. Students of MIM can also use for free, the sports centre at the University of Cyprus that is only 5 minutes away.

However, the Institution might consider creating more recreation areas for its students, which may include a pool table, ping pong table, a TV room or other games.

3. Policy and statutes for academic student support:

Due to the small number of students, instructors have direct contact with students offering them immediate academic support. Moreover, if students are facing a problem and do not want to discuss it with the instructor, they can discuss it with the student welfare officer and/or with the director of the Institution.

However, the Institution might consider having a responsible Academic Advisor for each student, who will provide them with all the necessary academic advice and guidance throughout their studies.

4. Policy and statutes for financial student support:

The MIM offers scholarships to the candidates with the highest scores in the admission exam for the study programmes. In addition, the MIM may grant an award to students who graduate with a Distinction. The awards vary depending on the sponsorship funds raised.

Also, if students have difficulties in paying off their tuitions the Institution will offer them more flexible payment methods. Moreover, students can apply for various Awards during their studies.

5. Counseling services:

Students in need of psychological or other counselling services can contact the student welfare officer for private guidance and support. As stated, if the student welfare officer decides there is a need to contact qualified practitioners then she will contact the social worker or a psychologist from the Ministry.

The Cyprus Productivity Centre (CPC) also organises workshops or events on various issues that challenges students such as stress, safe access to the internet etc.

6. Career office:

The student welfare officer offers the appropriate information to students and graduates on any work vacancies and also provides essential services in personal guidance and development. The officer guides students how to prepare for a job interview, how to write a personal statement or a CV. As stated, due to the fact that MIM students already have a job they do not have much use of this service.

7. Mobility office:

The MIM has been awarded the Erasmus Charter for Higher Education for ERASMUS+ Programme. Students can participate in mobility actions up to 12 months per academic cycle or go abroad for internship. The Erasmus office help the students to decide which option is the best for them. To date, very few students have taken up the opportunities provided by this Programme.

8. Student clubs/organisations/associations:

The Institution tries to involve students in various social activities such as volunteering. MIM won the first prize for the environmental volunteering clean-up campaign 'Let's do it Cyprus'. The MIM also organizes events such as blood donations and Orientation Days.

The MIM is willing to support students if they are interested to create any student club or other entertainment events.

There is also a student representative in each classroom and an Alumni association.

9. Other services:

Visa for foreign Students

The Student Welfare Office guides the prospective foreign students in relation with all necessary documents that need to be filled out and the procedures to be followed through the government authorities.

Student Identity Card

The Student Identity Card is issued for all MIM students and offers a number of benefits, for example discounts in shops/restaurants and a 50% discount on bus fares.

3. INFRASTRUCTURE

INFORMATION AND EVIDENCE		YES / NO/ UNSATISFACTORY- POOR
3.1	Library	YES
3.2	Computers available for use by the students	YES
3.3	Technological support	YES
3.4	Technical support	YES

Justify the answers provided for the infrastructure services by specifying (if any) the deficiencies.

The library is satisfactory because students have access to the University of Cyprus library with their student card. The MIM is seeking additional library resource in the form of librarians.

The MIM has an appropriate educational platform.

MIM pays for external technical support at an appropriate level.

D. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas and sub-areas.*
- *For each assessment area there are quality indicators (criteria) to be scored by the EEC on a scale from one (1) to five (5), based on the degree of compliance for the above mentioned quality indicators (criteria). The scale used is explained below:*

1 or 2: *Non-compliant*
3: *Partially compliant*
4 or 5: *Compliant*

- *The EEC must justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.*
- *It is pointed out that, in the case of indicators (criteria) that cannot be applied due to the status of the Department, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the Department's corresponding policy regarding the specific quality indicator.*
- *In addition, it is important to provide information regarding the compliance with the requirements. In particular, the following must be included:*

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - 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 followed by or linked to the recommendations of how to improve the situation.

- ***The parts of the report written in blue font must be erased when drafting the report, so that each assessment area consists of the standards, findings, strengths, areas of improvement and recommendations, the justified scores of the quality indicators (criteria) and the overall compliance for the particular assessment area.***
- ***The report may also address other issues which the EEC finds relevant.***

1. INSTITUTION'S ACADEMIC PROFILE AND ORIENTATION

Sub-areas

1.1 Mission and strategic planning

1.2 Connecting with society

1.3 Development processes

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
1.1 Mission and strategic planning		1 - 5
1.1.1	The Institution has formally adopted a mission statement which is available to the public and easily accessible.	5
1.1.2	The Institution has developed its strategic planning aiming at fulfilling its mission.	5
1.1.3	The Institution's strategic planning includes short, medium-term and long-term goals and objectives, which are periodically revised and adapted.	5
1.1.4	The offered programmes of study align with the aims and objectives of the Institution's development.	5
1.1.5	The academic community is involved in shaping and monitoring the implementation of the Institution's development strategies.	4
1.1.6	In the Institution's development strategy, interested parties such as academics, students, graduates and other professional and scientific associations participate in the Institution's development strategy.	5
1.1.7	The mechanism for collecting and analysing data and indicators needed to effectively design the Institution's academic development is adequate and effective.	4

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

MIM has a range of committees that involve stakeholders in the development of its strategy.

1.2 Connecting with society		1 - 5
1.2.1	The Institution has effective mechanisms to assess the needs and demands of society and takes them into account in its various activities.	4
1.2.2	The Institution provides sufficient information to the public about its activities and offered programmes of study.	4
1.2.3	The Institution ensures that its operation and activities have a positive impact on society.	4
1.2.4	The Institution has an effective communication mechanism with its graduates.	5
<p>Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.</p> <p>There are effective mechanisms to connect with society including the use of contemporary local case studies for teaching.</p> <p>Through a wide range of representatives on the Council there is a significant opportunity for consultation with stakeholders.</p> <p>Many of the other mechanisms are informal but effective.</p>		
1.3 Development processes		1 - 5
1.3.1	Effective procedures and measures are in place to attract and select teaching staff to ensure that they possess the formal and substantive skills to teach, research and effectively carry out their work.	5
1.3.2	The Institution has a two-year growth budget that is consistent with its strategic planning.	5
1.3.3	Planning academic staff recruitment and their professional development is in line with the Institution's academic development plan.	4
1.3.4	The Institution applies an effective strategy of attracting students/ high-level students from Cyprus.	5
1.3.5	The Institution applies an effective strategy to attract high-level students from abroad.	3

1.3.6	The funding processes for the operation of the Institution and the continuous improvement of the quality of its programmes of study are adequate and transparent.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

There is an open competitive application process to recruit adjunct teaching staff.

MIM attracts significant number of applications for its Greek and English courses.

There are few international students on the Institute's programmes.

Additionally, write:

- Expected number of Cypriot and international students
40 on the Greek language courses and 25 on the English language courses.
- Countries of origin of international students and number from each country
Greece:5, Morocco:1, Nigeria:2, India:1, Armenia:1

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Well established public funded Institution with a strong reputation in Cyprus.

Strengths

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

A small cohort size leads to a strong sense of student belonging and well-integrated community. The entrance exam is an effective way to recruit the very best student applicants.

Areas of improvement and recommendations

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

It is difficult to establish a clear pedagogical signature across the programmes delivered. This should be addressed by a system of appraisal and personal development for adjunct faculty. There is a need to strengthen the integration of research and teaching which could be achieved through the developmental training.

The EEC examined marketing material and there is a need to improve it (e.g. module descriptions in the MBA prospectus are both dated and not fully reflective of the core content of some modules).

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

Sub-area	Non-compliant	Partially compliant	Compliant
1.1 Mission and strategic planning			✓
1.2 Connecting with society			✓
1.3 Development processes			✓

2. QUALITY ASSURANCE

Sub-areas

- System and quality assurance strategy
- Ensuring quality for the programmes of study

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

1 or 2: Non-compliant

3: Partially compliant

4 or 5: Compliant

Quality indicators/criteria		
2.1 System and quality assurance strategy		1 - 5
2.1.1	The committee and the internal quality assurance system work systematically and effectively.	5*
2.1.2	Quality assurance policies are being developed with the active engagement of interested parties.	5
2.1.3	The quality assurance system adequately covers all the functions and sectors of the Institution's activities:	
2.1.3.1	The teaching and learning	5
2.1.3.2	Research	3
2.1.3.3	The connection with society	4
2.1.3.4	Management and support services	5
2.1.4	The quality assurance system promotes a culture of quality.	5
Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.		
*There is a need to clarify the exact reporting relationships and accountability of each of the committees in the organogram.		
Module guides need to indicate how research is integrated into teaching.		
2.2 Ensuring quality for the programmes of study		1 - 5

2.2.1	The responsibility for decision-making and monitoring the implementation of the programmes of study offered by the Institution lies with the teaching staff.	4
2.2.2	The system and criteria for assessing students' performance in the subjects of the programmes of studies offered by the Institution are clear, sufficient and known to the students.	5
2.2.3	The quality control system refers to specific indicators and is effective.	5
2.2.4	The results from student assessments are used to improve the programmes of study.	5
2.2.5	The policy dealing with plagiarism committed by students as well as mechanisms for identifying and preventing it are effective.	5
2.2.6	The Institutionalised procedures for examining students' objections/ disagreements on issues of student evaluation or academic ethics are effective.	4
2.2.7	The Institution is ready to publish information related to the programmes of study, credit units, learning outcomes, methodology, student admission criteria, completion of studies, facilities, number of teaching staff and the expertise of teaching staff.	5
2.2.8	The Institution has a clear and consistent policy on the admission criteria for students in the various programmes of studies offered.	5
2.2.9	The Institution ensures that effective methodology is applied in the learning process.	4
2.2.10	The Institution systematically collects data in relation to the academic performance of students, implements procedures for evaluating such data and has a relevant policy in place.	5
2.2.11	The Institution ensures adequate and appropriate learning resources in line with European and international standards and / or international practices, particularly:	
2.2.11.1	Building facilities	4
2.2.11.2	Library	5
2.2.11.3	Rooms for theoretical, practical and laboratory lessons	5
2.2.11.4	Technological infrastructure	5
2.2.11.5	Support structures for students with special needs and learning difficulties	5
2.2.11.6	Academic Support	5
2.2.11.7	Student Welfare Services	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

A more formal process for monitoring and implementing the programmes of study could be adopted.

The grounds on which a student can appeal their mark(s) needs to be clarified. Furthermore, there is a need to further clarify the grounds on which an appeal can be lodged and the processes that would be undertaken.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

This is a small Institution where many of the decision and control processes are informal and rely on personal contacts. This system is generally effective.

Strengths

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

Clear processes to ensure student feedback is responded to (both formal and informal).
There is a very high response rate for the student feedback questionnaires.

Areas of improvement and recommendations

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

There is room for improvement in the informal nature of the programme reviews and there is a need to institute formal programme reviews on a regular basis.

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

Sub-area	Non-compliant	Partially compliant	Compliant
2.1 System and quality assurance strategy			✓
2.2 Ensuring quality for the programmes of study			✓

3. ADMINISTRATION

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
3. Administration		1 - 5
3.1	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
3.2	The members of the teaching and administrative staff and the students participate, at a satisfactory degree and on the basis of specified procedures, in the management of the Institution.	5
3.3	Adequate allocation of competences and responsibilities is ensured so that in academic matters, decisions are made by academics and the Institution's Council competently exercises legal control over such decisions.	4
3.4	The Institution applies effective procedures to ensure transparency in the decision-making process.	5
3.5	The Boards of Departments and Schools, as well as the Institutionalised committees of the Institution, operate systematically and exercise fully the responsibilities provided by legislation and / or the constitution and / or the internal regulations of the Institution.	5
3.6	The Council, the Senate as well as the administrative and academic committees, operate systematically and autonomously and exercise the full powers provided for by the statute and / or the constitution of the Institution without the intervention or involvement of a body or person outside the law provisions.	5*
3.6	The manner in which the Council , the Senate and/or and the administrative and academic committees operate and the procedures for disseminating and implementing their decisions are clearly formulated and implemented precisely and effectively.	5*
3.7	The Institution applies procedures for the prevention and disciplinary control of academic misconduct of students, academic and administrative staff, including plagiarism.	5

3.8	The administrative structure is in line with the legislation in force and the Institution's declared mission.	5
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Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

*The small nature of the Institution and its structure within the Ministry of Labour, Welfare and Social Insurance results in there is no Senate.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The Institution has a collegiate system of decision making and this works effectively in ensuring quality delivery but is less effective in ensuring strategic review of curriculum.

Strengths

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

They have an active Council with a broad-based composition representing some very senior stakeholders.

This is a small Institution where decisions are widely discussed in an informal manner. There is a highly engaged and experienced administration staff.

Areas of improvement and recommendations

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

It was not clear to the EEC where legal responsibilities lie. The Internal Rules of Operation need to be clarified in this regard.

The EEC were impressed with the composition of the Council but felt they may wish to consider an environmental champion as a member of the Council.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant	Partially compliant	Compliant
3. Administration			✓

4. LEARNING AND TEACHING

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
4.1 Planning the programmes of study		1 - 5
4.1.1	The Institution provides an effective system for designing, approving, monitoring and revising programmes of study.	4*
4.1.2	An effective mechanism for evaluating programmes of study is ensured by the students and the teaching staff of the Institution.	5
4.1.3	The programmes of study are in compliance with the ESG and the existing legislation and meet the professional qualifications requirements in the professional courses, where applicable.	N/A
4.1.4	The Institution ensures that its programmes of study integrate effectively theory and practice.	4
4.1.5	The assessment and evaluation procedures and content are in compliance with the level of the programme of study (in reference to EQF)	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

* The Institution has a system for designing and approving revisions to programmes but this is rather too informal.

There are no external professional qualifications associated with this programme.

The EEC felt that there is a need to increase the integration of research in teaching.

4.2 Organisation of teaching		1 - 5
4.2.1	The Institution establishes student admission criteria for each programme, which are adhered to consistently.	5
4.2.2	Recognition of prior studies and credit transfer is regulated by procedures and regulations that are in line with European standards and/or international practices.	5
4.2.3	The number of students in the teaching rooms is suitable for theoretical, practical and laboratory lessons.	5
4.2.4	The teaching staff of the Institution have regular and effective communication with their students..	4
4.2.5	The teaching staff of the Institution provides timely and effective feedback to their students.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

It is unclear what the work experience requirements are for admission to the programme of study.

There is a need for systematic checks on the feedback given to students from adjunct faculty.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

Teaching takes place in the evenings which is extremely taxing on students especially if they have four hours in a block on one subject. The timetabling is produced well in advance.

Strengths

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

Adjunct faculty are given an opportunity to feedback to the institute formally through a questionnaire system.

There are clear criteria for entry to the programme.

There are professional relationships between staff and students.

Areas of improvement and recommendations

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

The informal nature of module reviews leads to incremental improvement but does not provide a mechanism for a significant programme review. There is a need to formalise programme reviews and this should include benchmarking against a wide range of MBAs.

There is a concern that four-hour blocks of teaching on a single subject may be counterproductive in achieving learning outcomes and timetabling should be pedagogically justified.

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

Sub-area	Non-compliant	Partially compliant	Compliant
4.1 Planning the programmes of study			✓
4.2 Organisation of teaching			✓

5. TEACHING STAFF

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
5. Teaching staff		1 - 5
5.1	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.2	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.3	The Visiting Professors' subject areas adequately support the Institution's programmes of study.	5
5.4	The special teaching staff and special scientists have the required qualifications, sufficient professional experience and expertise to teach a limited number of programmes of study.	N/A
5.5	The ratio of special teaching staff to the total number of teaching staff is satisfactory.	N/A
5.6	The ratio of the number of subjects of the programme of study taught by teaching staff working fulltime and exclusively to the number of subjects taught by part-time teaching staff ensures the quality of the programme of study.	3
5.7	The ratio of the number of students to the total number of teaching staff is sufficient to support and ensure the quality of the Programme of Study.	5
5.8	The number of teaching staff - full-time and exclusive work - and the subject area of the staff sufficiently support the programmes of study.	3
5.9	The teaching staff of the Institution have the relevant formal and substantive qualifications for teaching the individual subjects as described in the relevant legislation.	5
5.10	The visiting Professors' subject areas adequately support the Institution's programmes of study.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The vast majority of teaching is performed by adjunct faculty and the two full-time staff who have some teaching responsibilities, also carry out other functions within the Institution.

Also, write the following:

- Number of teaching staff working full-time and having exclusive work
2
- Number of special teaching staff working full-time and having exclusive work
N/A
- Number of visiting Professors
16
- Number of special scientists on lease services
N/A

Findings

A short description of the situation in the Department based on evidence from the Department's application and the site - visit.

This is a small Institution with two members of staff who do carry out some teaching activity but also have other responsibilities. The programmes delivered rely heavily on adjunct teachers with a mix of backgrounds.

Strengths

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

The adjunct faculty engaged by MIM are appropriately qualified for MBA teaching. They have relevant practical experience which enriches the classroom experience.

Areas of improvement and recommendations

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

The Institution is highly dependent on a restricted number of adjunct faculty, some of whom deliver three modules.

There is a need to diversify the staff base. This would reduce the exposure to risk and improve support for the research thesis.

There is also need to consider that broader teaching approaches including team teaching.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant	Partially compliant	Compliant
5. Teaching staff			✓

6. RESEARCH

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
6. Research		1 - 5
6.1	The Institution has a research policy formulated in line with its mission.	5
6.2	The Institution consistently applies internal regulations and procedures of research activity, which promote the set out research policy and ensure compliance with the regulations of research projects financing programmes.	4
6.3	The Institution provides adequate facilities and equipment to cover the staff and students' research activities.	3
6.4	Through its policy and practices, the Institution encourages research collaboration within and outside the Institution, as well as participation in collaborative research funding programmes.	3
6.5	The Institution uses a policy for the protection and exploitation of intellectual property, which is applied consistently.	N/A
6.6	The results of the teaching staff research activity are published to a satisfactory extent in international journals which work with critics, international conferences, conference proceedings, publications, etc. The Institution also uses an open access policy for publications, which is consistent with the corresponding national and European policy.	2
6.7	The Institution ensures that research results are integrated into teaching and, to the extent applicable, promotes and implements a policy of transferring know-how to society and the production sector.	3
6.8	The Institution provides mechanisms which ensure compliance with international rules of research ethics, both in relation to research activity and the rights of researchers.	4
6.9	The external, non-governmental, funding of research activities of academic staff is similar to other Institutions in Cyprus and abroad.	2
6.10	The policy, indirect or direct of internal funding of the research activities of the academic staff is satisfactory, based on European and international practices.	N/A
6.11	The programmes of study implement the Institution's recorded research policy.	3

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

The Institution has had a focus on practical education and has recently realised there is a need to develop a research strategy to ensure that education within the Institution is appropriately research based.

MIM has recently developed a research policy. There is currently little evidence on the impact of this policy.

The EEC were unable to see any evidence of policies relating to intellectual property.

Given the relatively recent research policy it is not surprising that there is no evidence of Institutional internal funding.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

The Institution has only recently recognised the need to improve its research profile and has now a research policy and research committee. There will be a delay in the impact of these on the Institution. There is an urgent need for improvement in this area.

Strengths

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

The Institution now has a research committee and a research policy. It is necessary to clarify the reporting relationship of this research committee and its accountabilities.

Research dissertations are well underpinned by research methods training and provide opportunities for ultimate publication.

Areas of improvement and recommendations

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

There is evidence that some taught modules do have research components but this is not uniform across the programmes. There is a need to develop pedagogical workshops to encourage greater research led teaching.

Research funding may be in line with other Cypriot institutes but is below international comparators. It will be difficult for an Institution comprised largely of adjunct faculty to overcome this. MIM needs to consider how it can collaborate more effectively with other Institutions.

Please ✓ what is appropriate for the following assessment area:

Assessment area	Non-compliant	Partially compliant	Compliant
6. Research		✓	

7. RESOURCES

Mark from 1 to 5 the degree of compliance for each quality indicator/criterion

- 1 or 2: Non-compliant
3: Partially compliant
4 or 5: Compliant

Quality indicators/criteria		
7. Resources		1 - 5
7.1	The Institution has sufficient financial resources to support its functions, managed by the Council/Senate.	4
7.2	The Institution follows sound and efficient management of the available financial resources in order to develop academically and research wise.	5
7.3	The Institution's profits and donations are used for its development and for the benefit of the university community.	N/A
7.4	The Institution's budget is appropriate for its mission and adequate for the implementation of strategic planning.	4
7.5	The Institution carries out an assessment of the risks and sustainability of the programmes of study and adequately provides feedback on their operation.	4
7.6	The Institution's external audit and the transparent management of its finances are ensured.	5

Justify the numerical scores provided for the quality indicators (criteria) by specifying (if any) the deficiencies.

This is a public organisation and therefore it does not make any profits and any surpluses are utilised by the Ministry of Labour, Welfare and Social Insurance.

Findings

A short description of the situation in the Institution based on evidence from the Institution's application and the site - visit.

This is a public organisation which manages its resources well fully compliant with government rules.

Strengths

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

MIM is doing a good job on limited resources charging relatively low fees for an MBA.

The access to the University of Cyprus library and sports facilities through a student card system is a significant benefit to students.

Areas of improvement and recommendations

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

The Institution provides access to restricted items of software and should secure additional funding particularly for research software e.g. qualitative research software

Please what is appropriate for the following assessment area:

Assessment area	Non-compliant	Partially compliant	Compliant
7. Resources			√

E. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the Institution under review may be achieved.

MIM is a public organisation operating under and benefiting from Ministry of Labour, Welfare and Social Insurance.

The MIM successfully operates in a niche market. Its programmes are well established and widely recognised with a high level of student satisfaction. It is clear from student feedback that MIM provides value for money.

The Institute has a committed executive, administration and adjunct faculty.

The existence of a full research thesis is a key demonstration of masters level work.

The pedagogical approach is highly reliant on individual members of the teaching team.

There is need to ensure there is a consistent pedagogical signature and a stronger component of research led teaching. This can be achieved through more developmental workshops for all staff.

The Institution has excellent relationships with its adjunct faculty but is highly reliant on a small number of people. There is a need to diversify this teaching base to reduce risk and improve the classroom experience.

The curriculum of the masters programme offered would benefit from a benchmarking exercise to ensure latest developments are incorporated in the courses. In particular there is need to increase the international focus of the MBA programmes.

The Institution is small and well run. It perhaps relies too heavily on informal decision making and there is a need to clarify reporting relationships and accountability of committees.

This is an Institution appropriately focused on MBA and MPA teaching.

F. Signatures of the EEC

<i>Name</i>	<i>Signature</i>
Robert Dixon	
Peter Turnbull	
Yannis Georgellis	
Katerina Evangelou	
Alexis Valiantis	
Loizos Prodromou	

Date: 19/11/2019