

Doc. 300.1.2

Date: 31/10/2022

### Higher Education Institution's Response

- Higher Education Institution:  
The Cyprus Institute of Marketing

- Town: Nicosia

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

In Greek:

Μεταπτυχιακό στη Διοίκηση Ανθρώπινου Δυναμικού  
(14 Μήνες FT / 24 Μήνες PT) (90 ECTS)

In English:

Master of Science in Human Resource Management  
(14 Months FT / 24 Months PT) (90 ECTS)

- Language(s) of instruction: English
- Programme's status: Currently Operating and Accredited
- Concentrations (if any):

In Greek: Εταιρική Στρατηγική / Εταιρική  
Διακυβέρνηση

In English: Corporate Strategy / Corporate  
Governance



**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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].**

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*
- *In particular, under each assessment area, the HEI must respond on, without changing the format of the report:*
  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc.300.1.1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4).*
- *In case of annexes, those should be attached and sent on a separate document.*

## 1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

### EEC

#### ➤ Strengths:

- *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.*

### CIM

We would like to express our sincere appreciation to the EEC for their kind words.

### EEC

#### ➤ Areas of improvement:

- *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.*

### CIM

We have followed the recommendation of the EEC and have established an even clearer curriculum map and assessment plan which can be viewed in the updated Curriculum and Assessment Plan attached.

### EEC

- *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.*

### CIM

We have followed the recommendation of the EEC and have updated the learning objectives and learning outcomes (Updated Handbook attached).

### EEC

- *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.*

### **CIM**

We express our appreciation to the EEC for their valuable feedback. We have thus followed the recommendation and revamped the “Corporate Governance” concentration to “Corporate Sustainability” to include aspects such as *sustainability, CSR, ethics, ESG, diversity and inclusion* (Updated Handbook Attached).

## 2. Student – centred learning, teaching and assessment

(ESG 1.3)

### EEC

#### ➤ Strengths:

- *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*

### CIM

We would like to express our sincere appreciation to the EEC for their kind words and for identifying a series of strengths for our programme.

### EEC

#### ➤ Areas of improvement:

- *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.*

### CIM

We have followed the advice of the EEC and we now have established an even clearer assessment mapping and plan. Moreover, we have reduced summative assessments from 4 to 3 per module. As it is apparent from the updated course Handbook attached, we have adapted the assessment load and have increase the use of formative assessment for activities that can foster learning and interaction.

### EEC

- *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.*

### **CIM**

We have now crystallised the rule that students opting for a concentration would need to choose their research study relating to this concentration. This is a general CIM rule that applies also to other programmes that provide for an optional concentration.

### **EEC**

- *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.*

### **CIM**

- As explained to the EEC, the Nicosia and Limassol faculty are fully aligned, and all assessments are identical at both Nicosia and Limassol.
- Lecturers in Nicosia and Limassol meet at least once per week and some of the lecturers teach at both campuses to ensure full coordination and cohesion.
- The student cohorts meet occasionally.

### **EEC**

- *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.*

### **CIM**

- The rule of attendance at 80% applies for both local and overseas students so we have now made it clearer in the Handbook.

### 3. Teaching staff (ESG 1.5)

#### EEC

##### ➤ Strengths:

- *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.*

#### CIM

- We would like to express our appreciation to the EEC for identifying this substantial number of strengths and examples of best practice, proof, we believe, of the success of the programme and the balance achieved between academic theory and experiential learning.

#### EEC

##### ➤ Areas of improvement:

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

#### CIM

- We already have transparent incentives for publications at established international journals. These incentives are presented by the in-house Cyprus Centre for Business Research and are attached as Annex to this report e.g. research time in lieu of work, promotion etc.



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

##### EEC

###### ➤ Strengths:

- *The processes of enrolment and progression are 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).*

##### CIM

- We are delighted to note that the EEC is satisfied with our student processes. At CIM, we strive to provide academic excellence, and the students processes are at the epicentre of our operations.

##### EEC

###### ➤ Areas of improvement:

- *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

- We have already dealt with this issue as mentioned above and in the updated course handbook.

##### EEC

###### ➤ Areas of improvement:

- *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.*

##### CIM

- We fully agree with the recommendation of the EEC and we have now renamed the "Contemporary HRM" module to "Critical issues in HRM".

##### EEC

###### ➤ Areas of improvement:

- *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.*

### CIM

- We have already dealt with this issue as mentioned above and in the updated course handbook.

## 5. Learning Resources and student support

(ESG 1.6)

### EEC

#### ➤ Strengths:

- *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.*

### CIM

- We are delighted to note that the EEC was impressed with the quality of our students. At CIM, we strive to provide academic excellence, and the comments of our students fill us with confidence of the success of the programme and the continued appeal of CIM.

### EEC

#### ➤ Areas of improvement:

- *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.*

### CIM

- Our Institution caters for both the needs of part-time and full-time students. Both part-time and full-time students are usually working professionals and, on many occasions, have families.
- Interaction between full-time and part-time students is constant e.g. Guest Lectures, workshops and other extra-curriculum activities.

### EEC

#### ➤ Areas of improvement:

- *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.*

### CIM

- Coursework is submitted via the online portal using the “Turnitin” software.
- We have several reporting tools on our online portal which provide data analytics so we can closely monitor student activities. We keep on upgrading our online portal on a yearly basis.



**6. Additional for doctoral programmes**  
(ALL ESG)

**N/A**



## 7. Eligibility (Joint programme) (ALL ESG)

N/A

## B. Conclusions and final remarks

### EEC

#### ➤ Strengths:

- *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*

### CIM

- We would like to express our appreciation to the EEC for identifying such a large number of strengths and examples of best practice.

### EEC

#### ➤ Areas of improvement:

- *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.*

### CIM

- We have already dealt with this issue as mentioned above and in the updated course handbook.

### EEC

- *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)*

### **CIM**

- We have already dealt with this issue as mentioned above and in the updated course handbook.

### **EEC**

- *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.*

### **CIM**

- We have already dealt with this issue as mentioned above and in the updated course handbook.

### **EEC**

- *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.*

### **CIM**

- We have already dealt with this issue as mentioned above and in the updated course handbook.

### **EEC**

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

### **CIM**

- We have already dealt with this issue as mentioned above and in the updated course handbook.

### **EEC**

- *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.*

### **CIM**

- We have several activities that bring together students from Nicosia and Limassol for the benefit of all programmes e.g. workshops, company visits, Guest lectures etc.

### **EEC**

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

### **CIM**

- We already have transparent incentives for publications at established international journals. These incentives are presented by the in-house Cyprus Centre for Business Research and are attached as Annex to this report e.g. research time in lieu of work, promotion etc.

### **EEC**

- *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.*

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### **EEC**

- *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.*

### **CIM**

- Our Institution caters for both the needs of part-time and full-time students. Both part-time and full-time students are usually working professionals and, on many occasions, have families.
- Interaction between full-time and part-time students is constant e.g. Guest Lectures, workshops and other extra-curriculum activities.

### **EEC**

- *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*

### **CIM**

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## Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Dr Myria Kkali</b>	Academic Director	
<b>Prof George Zachariades</b>	Programme Leader (Limassol)	
<b>Prof Marios Georgiou</b>	MBA Director	
<b>Dr Georgia Thrasyvoulou</b>	Programme Leader (Nicosia)	
<b>Dr Christos Hadjiyannis</b>	Dean	
<b>Dr Constantinos Constantinou</b>	Director of Research	

**Date:** 31/10/2022



