



Doc. 300.1.2

Date: 03/07/2023

Higher Education Institution's Response

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

- **Town:** Nicosia

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

In Greek:

**ΕΞ ΑΠΟΣΤΑΣΕΩΣ ΜΕΤΑΠΤΥΧΙΑΚΟ ΣΤΗ ΔΙΟΙΚΗΣΗ
ΕΠΙΧΕΙΡΗΣΕΩΝ (18 ΜΗΝΕΣ / ΜΕΤΑΠΤΥΧΙΑΚΟ)**

In English:

**DISTANCE LEARNING MASTER OF BUSINESS
ADMINISTRATION (18 MONTHS)**

- **Language(s) of instruction:** English
- **Programme's status:** Currently not operating
- **Concentrations (if any):**



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

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

Strengths include the following:

1. Some lecturers have experience teaching online and this is a significant plus as face to face and online teaching require different skills and training.
2. Some training in using GATE has been offered to lecturers. There is a plan to further train lecturers to teach online and for this to be a continuing process.
3. The programme is already shaping up well. The GATE platform is up and running, subject to improvements, the allocation of modules to lecturers is completed and the like.
4. The proposed DL programme is broadly aligned with the strategy and overall philosophy of CIM to be a selective boutique business school.
5. Quality assurance is in place with specific steps outlined from the onset.

CIM

We would like to openly and explicitly express our sincere appreciation to the EEC for recognising the work that has been done for this programme and to thank them also for recognising the expertise and commitment towards the success of this programme of our faculty.

EEC

➤ Areas of improvement

Areas of improvement include the following:

1. The pilot of the GATE platform appears to be functional and largely aligned with expectations. At present, it is structured in a way that students proceed to forthcoming material horizontally by clicking on a "next" arrow. This is not always user friendly. Instead, CIM may consider changing the layout to a "scroll down" option where new information is presented vertically. This is typically more user friendly and indeed this is the approach adopted by leading DL programs abroad.
2. The Entrepreneurship and Innovation module is offered as an elective. However, matching the practical importance of innovation and entrepreneurship, most leading DL programmes include such module as required. CIM is encouraged to consider following suit.

CIM

We again thank the EEC for their diligence in reviewing the platform and syllabus and thank them for their suggestions, both of which we warmly endorse.

1. As regards the current layout of the learning material on GATE, we have asked our developers to offer two options for students: view as slide show (horizontally) and view in one long document (vertically). This change has already been implemented. Our own research has showed that a horizontal layout makes the learning material appear less daunting so we would like to keep that

option as well, giving students the opportunity to switch between the two and see which suits them the best.

2. As regards the second comment, concerning Entrepreneurship & Innovation, we have adapted the syllabus accordingly so that this Term 2 module is offered as compulsory and not as elective. Students will now have the option to choose one out of 5 possible elective modules. **Please see Appendix 1.**

2. Student – centred learning, teaching and assessment

(ESG 1.3)

EEC

➤ Strengths

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

Strengths include the following:

1. CIM runs a successful face to face MBA programme and this has provided a number of insights that are being transported to the DL version. For example, the modules offered are well thought off and consistent with expectations.
2. Students are involved in research to the degree possible. For example, they are encouraged to publish their work in the in-house CIM journal.
3. There is pastoral care for students when needed. There are specific protocols but at the same time there is also personal touch and flexibility.
4. Student feedback is taken seriously and responded to.
5. The students are exposed to more recent research and this allows them to appreciate the latest tools, theories and frameworks. This is achieved via the quality assurance process which evaluates syllabi and module material for every module. That said, as noted below there is space for improvement on that front.
6. The capstone project appears carefully designed, exploits the rich network of CIM and offers practical training to students.
7. There is an induction video in place for students.

CIM

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

EEC

➤ Areas of improvement

Areas of improvement include the following:

1. The proposed program is set up in a way where students enrol in multiple modules (3 or 4) per term. While such choice offers some flexibility it is also likely that it confuses students as they have to cover different material concurrently. Instead, CIM may want to consider offering modules sequentially, within the same term, in a compact manner. For example, a module may run for 4.5 weeks where students can enrol in 3 modules per term. That way, they can zoom in on the taught material of one module without having to juggle between material of different modules. Indeed, this is common practice in leading DL programs abroad.

2. The proposed program is set up in a way where recorded lectures are presented to students separately to asynchronous material such as case studies (both in the GATE platform but not part of the same narrative). This may present an obstacle in that there is no seamless integration between the different components of the taught material and students may not see the links between them. An alternative way would be to integrate the recorded lectures within the asynchronous material text. For example, there could be 15 minutes of recording followed by a case study, then another chunk of recorded lecture followed by asynchronous material and the like. This approach is likely more challenging as it requires alignment between asynchronous material and recorded lectures but it is also more likely to boost student learning.
3. The online forum does offer opportunities for students to network. That said, CIM may consider additional opportunities for online students to meet each other and create networks. There are some efforts towards that end already such as events but more would be welcome as arguably the main limitation of nearly any DL programme is the limited networking between students.
4. The EEC encourages CIM to further boost the research efforts of its faculty members as a means to inform their teaching. The research budget and the opportunities offered by CIM are noteworthy but the course guides indicate that faculty bring in little, if any, of their own research, in their modules. To the degree possible, this can be remedied. For example, CIM may sponsor research trips of their faculty visiting lecturers from abroad (perhaps from universities that CIM has contacts already) for joint research.

CIM

All four points that EEC makes here are warmly received.

1. As regards the first point, about offering block sessions instead of running simultaneously several modules, this was a dilemma considered at length by our DL unit prior to finalising the programme. Although we see the benefits of offering block sessions, we would like to continue with the structure as is. Moreover, the advice provided by the Cyprus Quality Assurance Agency is to avoid block sessions. Based on this, we believe the pedagogical merits of allowing students time to develop their learning (rather than fast-tracking it, as if it were intensive training) and of seeing useful overlaps between the different modules outweigh the disadvantages mentioned by the EEC (it can feel overwhelming). So we will continue with the programme as is and we will review, factoring also student feedback, at our usual annual programme review.
2. On the issue of further integrating recorded lectures with asynchronous material (what we call 'independent study'), this is again a point that finds us in agreement. That was always the original thinking and as can be viewed from the material already on GATE, we divide recorded lectures to 10-min snippets and mix recorded lectures with reflective exercises and turn-and-think e-tivities. Designing further material, we will take this into further consideration and ensure that the 2 hours of asynchronous work (made up of recorded lecture and independent study) become one. The decision to break down learning into three segments (recorded lecture, independent study, live webinar) was in line with our three-part methodology (Investigate, Apply, Consolidate). But we see and accept the EEC's recommendation and we have already brought the material closer together. We thank them for this suggestion.
3. We again thank the EEC for this suggestion. CIM organises annually several events (e.g. academic conference, a Summit and several guest lectures). We will be offering our DL students the opportunity to attend these sessions online. We will also schedule online networking sessions and we have already decided that our Student Union opens up special positions for DL MBA student representatives and that the budget assigned to the Student Union (5,000 euro per year) increases to 7,000 euro to cover online activities. There might also be the possibility for in-person events, depending on where we recruit students from.

4. We once more thank the EEC for this suggestion. CIM already offers opportunity for joint research projects and encourages research activities (see, for example, joint and single-author publications by our staff: www.cim.ac.cy/research) but further efforts will be undertaken by the Dean, the Director of Research (Dr Constantinos Constantinou), and our Erasmus Co-ordinator (Dr Katerina Pavlou) to bolster research activities at CIM.

3. Teaching staff

(ESG 1.5)

EEC

➤ Strengths

Strengths include:

1. All the faculty members are qualified, experienced academics and professionals.
2. The faculty is familiar with the DL schemes to be presented to the students.
3. The teaching staff provides real-world case studies to the students.
4. There is a direct connection between the faculty and the local industry, bringing real business experience and practical knowledge to the students.
5. There are research budget allowances for the faculty with regards to research output, which is also related to their promotion criteria.
6. Teaching in local universities to enhance the academic experience of the teaching staff seems to be acceptable and welcomed by the administration.
7. The student to teaching staff ratio of approximately 8:1 (300 students and 36 permanent, full and part-time lecturers) is adequate for a boutique business school.

CIM

We value greatly our staff – our biggest asset – and we thank the EEC for recognising both our efforts to recruit and maintain excellent faculty and our own faculty's strengths.

EEC

➤ Areas of improvement

The EEC encourages CIM to:

1. Provide further clarity with regards to promotion criteria and research requirements for permanent faculty. The criteria must be clear, objective and well communicated to all staff old and especially the new ones.
2. Provide further clarity on its hiring strategy. That is, is there a mid- or long-term (2-4years) plan for recruitment or is hiring managed primarily on an *ad hoc* basis?
3. Enrich the training for the permanent and adjunct faculty and tailoring it to the specific areas of the programme, such as platform applications, platform management, and module requirements. There is already work towards that front, including the induction video, but more would be welcome. For example, all teaching staff involved with the proposed (and possibly future) DL programme could attend a short training course that would inform and clarify to the participants the issues involved in DL, the main ideas behind it and more importantly the differences of DL learning with respect to

traditional learning. This can be offered internally by the DL coordinator. This training should be updated and repeated yearly for all staff to keep up with changes and improvements in DL.

4. Encourage faculty to continuously update the material provided to the students and involve their own or other state-of-the-art research in the coursework and assessments. It is important at the master's level that students have an adequate exposure to research, academic journal papers and application of the new ideas in their studies, assignments, and projects. Again, there is effort towards that end primarily via the quality control assurance but further efforts would help. That is, while, as described above, faculty tend to update material with recent research, they do not bring in their own research heavily into that material.

CIM

We thank the EEC for their comments.

1. Criteria for promotion are laid out clearly in our Lecturers Handbook as are the different ranks and timelines for promotion (**see Appendix 2**). However, we accept the EEC's recommendation and we have taken steps to clarify further criteria and requirements (**see Appendix 3**).
2. The CIM hiring strategy is already laid out in the Lecturers Handbook (**see Appendix 4**). However, we accept the EEC's recommendation and we have taken steps to clarify further our hiring strategy (**see Appendix 5**). CIM does have a hiring strategy in place and we make appointments in line with new programmes launched and areas needing strength.
3. CIM thanks the EEC for their comment and will continue to provide training to its faculty. The Head of e-Learning has already planned a training weekend in September for all staff linked to the DL MBA. All staff have also been invited to apply to attend a DL conference of their choice (EADL, EDEN, etc). CIM is closely connected to EADL (European Association for Distance Learning) and is playing a big part in the association's 2024 conference in Prague. CIM staff have already been attending EADL webinars and presenting at them (Dr Maria Charalambous, February 2023).
4. CIM's new DL Unit is responsible for training staff to create engaging and effective learning material and will continue to oversee this process. CIM has already a contract for content enhancement by expert video producers and learning technologists (MOTI).

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

EEC

➤ **Strengths**

Strengths include:

1. The students had good levels of communication with the faculty who always provided support with regards to the students' assessments or exams.
2. The student admission requirements as well as the programme's ILOs seem to be clear to all students and in line with the criteria set by CIM.

3. The students felt supported by the CIM, in terms of teaching materials, IT support, and library access.
4. The flexibility of the courses is an advantage that is further extended in the new DL programme.
5. A diverse group of students in terms of their educational and professional backgrounds.
6. There seems to be a scholarships-financial assistance scheme in place that covers fully or partially the tuition fees of some students based on merit.
7. The requirement for students to complete a capstone project at the end of the MBA program is a valuable addition.
8. Some of the current MBA students in the traditional face-to-face programme expressed their interest in participating in a wholly distant or hybrid programme with lectures that will combine some face-to-face attendance with DL lectures.
9. The main reason for this interest was the time wasted for some of them that reside away from Nicosia to drive back and forth for the lectures (2-3 hours per lecture day). This is a strength for the program under consideration and evaluation by the EEC, but it may be a weakness for the traditional MBA programme that may be cannibalized by the new DL MBA.
10. The admission of new students seems selective with a goal to maintain a small (approximately 25-30) number of students per programme and an overall student enrolment of approximately 300 students. This is in line with the "boutique", "family-like" feel that the CIM seems proud to identify with and project as a comparative advantage to market of prospective students and employers.

CIM

We thank the EEC for their kind comments and for recognising the work we do for our students. We note their concern about 'cannibalisation' of our on-campus MBA, which we share with them and for which we have already taken measures (having termly modules for our MBA, Capstone project) to distinguish online and on-campus programmes. We will also factor this in in our marketing strategy.

EEC

➤ **Areas of improvement**

The EEC can identify minor issues based on discussions with the students.

1. The students mentioned that the late courses (up to 22:00) leave them feeling fatigued. A solution is to increase/be replaced with Saturday courses. However, this is something to be carefully considered prior to the launch of the new programme.
2. The students emphasized the importance of having a clear understanding of the workload (group projects for example) in advance, so they can effectively manage their personal and professional commitments.
3. Although there is diversity in the educational and professional backgrounds of the MBA students, the EEC found no evidence of internationalization in terms of ethnic origins and nationalities beyond Cyprus. This may be the result of the size, and limited advertisement of the program in Cyprus and abroad - there was no interest to advertise and attract students from other countries. This is not

necessarily a weakness, due to the small size and local focus of the CIM, but it is a factor to be considered in the strategic development goals of the CIM in the future as Cyprus is a multicultural society and a multinational business environment.

CIM

We yet again thank the EEC for the valuable comments.

1. We note that this is one of the reasons we decided to launch a DL MBA; the demographic we cater for (in-career, family people) is particularly well-suited for online studies.
2. We have also taken this justified need in account when developing the programme; our platform calculates how much time it would take a student to go through the learning material, gives them the percentage covered throughout, and students can go in and out of the material. We have also programmed the platform in a way that students see on their dashboard the material they have for that week only (earlier lectures/material are automatically stored and easily accessible) so as not to overwhelm students and help them with managing their studies.
3. Again, internationalisation currently missing from some on-campus programmes is one of the reasons that led us to develop this online programme, opening the possibility for students of different cultures coming together.

5. Learning resources and student support

(ESG 1.6)

EEC

➤ Strengths

Strengths include:

1. There is a well-designed platform (GATE) for hosting online material and supporting student interaction and communication. This is accompanied by general study information hosted in the intranet of the institution.
2. The library enables students to access online material for their study.
3. There is a comprehensive plan of student support for both academic and personal issues, including a disability and ethics policy.

CIM

We thank the EEC for their kind comments.

EEC

➤ Areas of improvement

1. The assessment of proposed DL modules needs to be reconsidered; a percentage of the final grade (e.g. 20%) should be allocated to participation and completion of interactive online activities such as forums, online activities.
2. There should be a clear policy (and accompanying training) detailing to lecturers how material should be designed to meet the DL requirements, to ensure consistency between weeks (of a module) and across modules.

- It is suggested that data analytics from the GATE platform are used to understand how students are interacting with online material (what material they read, for how long etc). This information could give lectures indications of how students are progressing and enable them to provide proactive support when needed.

CIM

- We note the omission and we have rectified it. Assessment has been adapted to include 20% of the final mark on interactive online e-tivities (online activities). **See Appendix 6.**
- All learning material must get final approval by our DL Unit, who include the Dean, Programme Coordinator, Director of e-Learning, and the learning technology team. Training has already been undergoing since 2022.
- The platform already harnesses data and offers the option to export several reports; we will monitor all data closely. This is the responsibility of the Programme Coordinator and the Director of e-Learning. This data will also be squared with feedback gathered at the end of each week by students (already part of the learning journey).

Final comments

CIM

The accreditation visit was a hugely productive and rewarding exercise and everyone at CIM would like to thank the EEC and the CYQAA for this opportunity to present work being done and to learn from the EEC's valuable feedback.

We would like to thank all accreditors, the student representative, and Mr Costas Constantinou from CYQAA for organising and facilitating the evaluation process.

CIM Online MBA Team

Name	Position	Signature
Dr Christos Hadjiyannis	Dean	<i>Christos Hadjiyannis</i>
Dr Roman Puchkov	Director of e-Learning	<i>Roman Puchkov</i>
Dr Christiana Charalambidou	Programme Co-ordinator	<i>Christiana Charalambidou</i>
Dr Konstantinos Kalligiannis	External DL Consultant	<i>Konstantinos Kalligiannis</i>
Dr Constantinos Constantinou	Director of Research	<i>Constantinos Constantinou</i>

3 July 2023

Appendix 1

A/A	Course Type	Course Name	Course Code	Periods per week	Period duration	Number of weeks/ Academic semester	Total periods/ Academic semester	Number of ECTS
1.	Optional	Academic Skills Development	ASD850	4	55	4	28	n/a
2.	Compulsory	Organisational Behaviour	ORB851	3	55	13	39	12
3.	Compulsory	Strategic Management	STM852	3	55	13	39	12
4.	Compulsory	Research Methods	REM860	1.5	55	26	39	12
5.	Compulsory	Economics & Financial Management	EFM854	3	55	13	39	12
6.	Compulsory	Entrepreneurship & Innovation	ENI859	3	55	13	39	12
7.	Elective	Ethics & CSR	ECSR856	3	55	13	39	12
8.	Elective	International Trade	INT858	3	55	13	39	12
9.	Elective	Operations Management	OPM857	3	55	13	39	12
10.	Elective	Strategic Marketing	STM853	3	55	13	39	12
11.	Elective	International HRM	IHR855	3	55	13	39	12
12.	Compulsory	Capstone Project	CAP861	2	55	15	30	18

Appendix 2

Existing criteria for promotion (as taken from 2022 Lecturers Handbook)

Policy for Promotion of Teaching Staff

Promotion

CIM has developed an academic employment framework, giving two distinct career streams for academic staff, with up to five levels within each stream. Permanent members and Visiting members are eligible for the same promotions and operate and are rewarded under the exact same standards (academic and research):

Lecturer: This rank is appropriate for new faculty, preferably candidates fresh out of their PhD. The time in the rank of Lecturer before promotion is 1-2 years.

Senior Lecturer: Generally, a Senior Lecturer meets the requirements for appointment as Lecturer and has demonstrated exceptional teaching ability and extraordinary value to the Institute. An appointee to the rank of Senior Lecturer shall hold a Doctorate and 1-2 years of teaching experience, while they will have also shown an ability to conduct research. There shall be evidence of potential for excellence in teaching, publications from their doctorate or other research. The time in the rank of Senior Lecturer before promotion is 3 years.

Assistant Professor: In addition to having the requirements for the Senior Lecturer rank, the appointee should have qualities suggesting high level of teaching ability in the relevant academic field and should provide evidence of potential superior research, scholarship, and professional creativity in their field. The time in the rank of Senior Lecturer before promotion is 3 years.

Associate Professor: In addition to having the requirements for the Assistant Professor rank, the appointee should have a high level of competence in teaching and advising in the relevant academic field, should have demonstrated significant research and scholarship leading ideally to international recognition in his/her field and show promise of continued productivity, and competence to direct and promote research. In addition, the appointee should have served the profession or the community in useful ways. The time in the rank of Associate Professor before promotion is 3 years.

Professor: In addition to having the requirements for the Associate Professor rank, the appointee should have an established, internationally recognised reputation for research, scholarship and distinguished record of teaching. There must be also evidence of continuing relevant and effective professional service.

CIM runs an annual process for academic promotions at all levels but reserves the ability to limit successful applications based on financial current constraints; any member of staff who meets the criteria but is turned down on the basis of financial constraints shall receive consideration in the next promotions round as a priority.

Promotion is on the merit of the case considered against the Criteria for Promotion published in the Lecturer's Handbook. Criteria fall under four headings summarised in the framework:

- learning and teaching

- research and scholarship
- enterprise and engagement
- academic and professional leadership.

In all cases, account is taken of how applicants for promotion contribute, and will contribute, to realising the objectives set out in the strategic plan for CIM.

Promotion is often linked to predetermined objectives and targets and rewards research, public engagement and service, and collegiality and teaching.

Fair and equitable process

CIM and its Academic Committee conduct the assessment method and decision-making process according to the principles of equality of opportunity and so that they are free from direct or indirect discrimination. There is an appeal procedure in place, as again described in the Lecturers Handbook. There are also procedures covering eligibility; confidentiality of information; disability and other mitigating factors such as career breaks/parental leave; and notification of results.

Appendix 3

Additional criteria for promotion (on the DL MBA's EEC's recommendations)

All faculty at CIM are expected to conduct research. It is expected that all staff will engage annually in at least TWO research activities and that they are able to document these. These may include: work on a journal article; work on a book chapter; work on a book; research project; research design; participation at a research conference and presentation of new research.

All staff must submit at the end of the year to the Director of Research a portfolio detailing their research activities and plans.

Although it is not a requirement that staff publish/conclude a research project within a year, they must still show evidence of research-led work in progress as well as evidence that they bring this research to the module(s) they teach.

Every FOUR years, staff will be expected to show that they have carried out/brought to completion at least TWO projects/publications.

All staff are automatically allowed funding through the Cyprus Centre for Business Research. Every FOUR years, staff can also apply to be relieved of teaching/admin duties for a period between 3 and 6 months.

As part of interviews for promotion, staff must submit a research portfolio.

Appendix 4

Existing hiring criteria & strategy (as taken from 2022 Lecturers Handbook)

Policy for Hiring of Teaching Staff

Recruitment

There are a number of key stages in the recruitment and selection of an appropriate candidate for a post. The CIM procedure for recruiting teaching staff follows the below key stages. Further advice and guidance are available on our extended Policy, available through our Director of Human Resources.

Preparation Stage

The recruitment and selection process commences after a full evaluation of the need for the role as well as following budget review. The recruitment of staff takes into account the Institute's needs for teaching as well as for new ideas and approaches. It should also support CIM's commitment to ensuring a diverse workforce. Recruitment should be agreed by the Academic Committee.

Job Description & Person Specification

A job description and person specification must be produced or updated for any vacant post that is to be filled by the Academic Director(s) and be approved by the Academic Committee.

The job description should accurately reflect the elements of the post. The person specification should state both the essential and desirable criteria in terms of skills, aptitudes, knowledge, and experience for the job, all of which should be directly related to the job and applied equally to all applicants. Care should be taken when writing the person specification to ensure that criteria used do not indirectly discriminate against certain groups of applicants.

Advertising

All positions must be widely advertised if possible. This will help maximise equality of opportunity and provide staff with opportunities for career development, thus maintaining the skills and expertise of existing staff. It is also allowed to use recruitment agencies, as the field in Cyprus is often difficult in terms of attracting world-class talent. Adverts should provide prospective applicants with sufficient information to make an informed decision regarding their suitability for the role as well as a specific person within CIM they can contact to learn more about the job.

Selection & Interview

All redeployment candidates who meet the essential criteria for the post (as set out in the person specification) will be offered an interview and an opportunity to teach in front of a panel of experts. The interview and teaching presentation should normally be carried out by a minimum of four people, one of whom should be the Director of HR and the other an expert on the subject. It is recommended that a range of selection methods, suitable for assessing both the essential and desirable criteria in the person specification, are established as this will enhance objective decision making which is difficult through interview alone. Interview questions and the structure of the interview should be consistently applied to all candidates and should be based on the person specification. Notes recording the salient points of the interview on the standard questionnaire issued by CIM should be taken by the interviewers,

so that they can refer to these when assessing candidates against the person specification and making decisions.

Referees

Two references will be taken up. Information sought from referees should be structured around the requirements of the job and the job description should be provided. If the appointment is urgent, the Director of HR may seek to obtain a verbal/telephone reference for the successful candidate provided that standard procedures for doing so are followed.

Making the appointment

It is recognised that in many cases it is desirable to make a verbal offer very shortly after the selection process to enhance the Institute's ability to recruit the selected candidate. All formal offers must be made in writing and signed by the Dean. All appointments must be finally approved by the Board

Appendix 5

Additional details for hiring strategy (on the DL MBA's EEC's recommendations)

It is the responsibility of the Academic Committee to present to the Board every year a mid- and long-term (2-4years) plan for recruitment.

In deciding the strategy, the Academic Committee must pair existing programme with staff teaching on it and the Programme Coordinator and add rank, timeframe of retirement, possible threats/likelihood of leaving CIM.

The criteria and strategy already in place is not superseded but the Academic Committee must link all new hirings to strategy.

Appendix 6

Adjustment of Assessment

ALL modules (with two exemptions – please see below) will be assessed as follows:

- 1 Case Study Assignment (weighed at 20%)
- 4 E-tivities (weighed at 5% each, total of 20%)
- 1 Final Examination (weighed at 60%)

Assessment topics are proposed by lecturers and approved by the Programme Coordinator. This includes a combination of case study, group work and presentations and essay-type assessments. E-tivities are short weekly exercises that involve independent thinking/forum discussion. They are approved by the DL Unit and are uploaded under Resources and also part of independent learning material. Examination questions are set by the course team and are approved by the Board of Examiners. Examination questions, which take the form of essay questions, are not only based on the lectured material, but also include judgment questions, questions that are based on acquired sense and questions that test students' knowledge of the subject matter.

Exemptions are:

Research Methods

- 1 Academic Journal Paper Review (weighed at 10%, due end of Term 1)
2. Individual poster presentation (weighed at 20%, due late Term 2)
3. Two e-tivities (10% each, total 20%)
3. Research Proposal (weighted 50%, end of year)

Capstone Project

Summative assessment:

Assessment 1 - A Pecha Kucha of the skill development and learning gained through the project (10%)

Assessment 2 - The Capstone Project Report (90%)