

Date: 14/8/2025

Higher Education Institution's Response

- **Higher Education Institution:**
Mediterranean Institute of Management
- **Town:** Nicosia
- **Programme of study**
Distance Learning Master of Business Administration
(3 Semesters, 90 ECTS)

In Greek:

Εξ αποστάσεως Μάστερ στη Διοίκηση Επιχειρήσεων
(3 εξάμηνα, 90ECTS)

In English:

Distance Learning Master of Business Administration
(3 Semesters, 90 ECTS)

- **Language(s) of instruction:** English/Greek
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: N/A

In English: N/A

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

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 300.1.1/1 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. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
A more explicit and consistent approach to quality processes. A quality assurance manual outlining all internal quality processes would be helpful.	In response to the recommendation, MIM has developed a comprehensive Quality Assurance Manual (See Attachment 1) that outlines all internal quality processes in a clear and consistent manner. This manual provides detailed and practical guidance making it a useful resource for staff, faculty, and other stakeholders. It ensures that quality standards are consistently applied and easily understood across all units within the institution. The Manual was reviewed and approved by the Internal Quality Committee. It will be periodically reviewed and updated to reflect changes in educational practice, regulatory standards, and stakeholder feedback	Choose level of compliance:
To improve the monitoring of the programme of study, the institution could identify and measure important key performance indicators (KPIs) on an annual basis.	MIM has identified and established Key Performance Indicators (KPIs) to support the effective monitoring of its programmes of study. These KPIs are incorporated in the institution's Strategic Plan (see Attachment 2, Appendix 2). They are reviewed and measured on an annual basis to ensure continuous improvement and alignment with the institution's strategic objectives.	Choose level of compliance:
KPIs or similar metrics need to be specified for the online programme as they will be quite different from the conventional programme.	MIM has identified and established key performance indicators (KPIs) specifically for the online programme. These KPIs are incorporated in the institution's Strategic Plan (see Attachment 2, Appendix 2). They are reviewed and measured annually to ensure continuous improvement and alignment with institutional objectives.	Choose level of compliance:
Criteria regarding student performance and final awards should be communicated more effectively.	Information regarding student performance criteria and final awards is included in the Internal Rules of Operation and the Student Manual. To improve accessibility and communication, the relevant information is now clearly presented	Choose level of compliance:

	and easily accessible to all students via the institutional website .	
Consider bringing sustainability, innovation and futures thinking more to the fore in the curriculum.	MIM has integrated sustainability, innovation, and futures thinking more prominently within the existing MBA curriculum by embedding relevant themes across current courses. Course content has been enriched with sustainability-oriented case studies, real-world challenges, and practical examples. Assignments and group projects encourage students to apply innovative and long-term thinking to contemporary business issues, with an emphasis on environmental and social responsibility. Guest lectures, industry webinars and collaborations with sustainability-focused organizations will further expose students to practical insights and emerging trends. In addition, faculty members are supported through the MIM's CPD initiatives (e.g. Attachments 3a and 8) to enhance their capacity to integrate such themes into their teaching, ensuring a consistent and meaningful emphasis on sustainability, innovation, and futures thinking across the programme	Choose level of compliance:
Leverage the MIM brand for more effective domestic and international recruitment.	MIM is implementing targeted initiatives to enhance its brand visibility and impact as Cyprus's only public institute dedicated exclusively to management education since 1976, with strong links to both the public and private sectors, particularly in relation to the launch of the new Distance Learning MBA programme. These initiatives include strengthening its digital presence, refining brand messaging to emphasize the programme's flexibility, international orientation, and professional relevance, and engaging alumni as ambassadors. In addition, MIM has already identified suitable international recruitment agents and is ready to engage them immediately upon receiving programme accreditation, ensuring	Choose level of compliance:

	a swift and targeted approach to expanding our international student reach. All initiatives are outlined in the Strategic Plan (see Attachment 2).	
Consider an International Advisory Board to bring a global perspective to programme design.	With the aim of incorporating valuable global perspectives into programme design and development MIM has prepared the Terms of Reference (See Attachment 2, Appendix 5) for the establishment of an International Advisory Board and has identified potential members. The process of inviting them to join the Board is currently underway.	Choose level of compliance:

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>There needs to be explicit underlying principles for the e-learning modality. MIM's philosophy is mainly based on what they experienced during the pandemic, and this is not a recommendable starting point for designing a consistent e-learning model.</p>	<p>Both the MIM management team and faculty have participated in workshops focused on distance learning pedagogical philosophy, e-learning methodology, and instructional design organized in June – July 2025 (See Attachments 3a and 3b). These workshops were delivered by distinguished experts in distance education—one specializing in digital education, instructional design, and microlearning strategies, and the other, a university professor with extensive expertise in instructional technology, technology-enhanced learning, and teacher education. Drawing on their combined experience in curriculum development, faculty training, and educational innovation, the workshops covered both established theoretical and pedagogical frameworks and practical tools tailored to the needs of distance learning. As a result, MIM has developed a set of explicit pedagogical principles (see Attachment 2, Appendix 3 and Attachment 5, Appendix 18) that now guide the design and delivery of its e-learning programmes. These principles promote a student-centred approach that emphasizes learner autonomy, authentic engagement, and collaborative knowledge construction. Importantly, the collaborative process of developing these principles has also strengthened the overall readiness of MIM's management and faculty teams to effectively implement and support the delivery of the new Distance Learning programme. The pedagogical principles will be published on our website as soon as</p>	<p>Choose level of compliance:</p>

	the distance learning programme is accredited	
The systems in MIM are tailored to conventional delivery. More specific guidelines on e-learning expectations for staff and students are needed. There is also a need to consider how to address the specific needs of online students and more consideration of this is required.	<p>The Student Manual and Teaching Staff Handbook provide a comprehensive outline of these guidelines (see Attachments 4 & 5, respectively) based on the pedagogical principles developed. Staff have already benefited from workshops on pedagogical philosophy, e-learning methodology, and instructional design (Attachments 3a & 3b), enhancing their readiness to support online learners both via asynchronous and synchronous sessions. Additionally, the Teaching Standards (Attachment 5, Appendix 13) have been revised to include practical guidance specifically for online delivery.</p> <p>To further strengthen the student experience, we are working to expand and tailor support structures to the needs of online learners. This includes the provision of dedicated academic support through assigned faculty advisors, technical assistance via the IT helpdesk for issues related to access and use of digital platforms, and structured use of the Learning Management System (LMS) to ensure consistent communication, organized presentation of learning materials, timely feedback, and clear tracking of student progress. Additional staff development initiatives are also planned for the coming months to ensure the delivery of high-quality, inclusive online learning experiences.</p>	Choose level of compliance:
Currently, the role of the teachers is that of “transmitters of knowledge”, and more emphasis is required on strategies to support online learners, “and become a guide on the side”.	The pedagogical philosophy of the Distance Learning MBA (Attachment 2, Appendix 3) promotes a learner-centred model, emphasizing learner autonomy, authentic engagement, and collaborative knowledge construction. As mentioned above to support this transition, both faculty and management have participated in targeted workshops focused on pedagogical philosophy, e-learning methodology, and instructional	Choose level of compliance:

	<p>design (Attachments 3a & 3b). These workshops have enhanced staff ability to take facilitator and mentor roles fostering active participation and reflective inquiry., and move away from traditional content delivery</p> <p>Through practical training in active learning strategies and the use of tools such as Moodle, Zoom breakout rooms, Padlet, and Mentimeter, instructors are now fully equipped to design and deliver interactive, inclusive, and engaging online learning experiences. The programme's focus on flexibility, intercultural collaboration, and digital fluency—as reflected in models such as COIL and the Community of Inquiry framework—underpins this shift. Further staff development initiatives are planned to continue building capacity and embedding these learner-centred practices in the ongoing delivery of the Distance Learning programme. In addition to tools currently in use, MIM is exploring the adoption of more collaborative and reflective platforms such as Miro, Trello, Flip, and VoiceThread to further support learner autonomy, intercultural collaboration, and reflective inquiry. Tools like H5P will be incorporated within Moodle to enhance interactive content delivery, while Gather and Wonder.me are being considered to enrich synchronous engagement and informal collaboration. These tools have been carefully selected to support our pedagogical focus on inclusivity, flexibility, and fostering a sense of community among learners. They will be integrated alongside staff development initiatives to ensure faculty are well-equipped to use them effectively in the learning environment.</p>	
MIM's model is described as "autonomous learning", but it is really not, it is more related to "independent learning" which leaves	As already mentioned above MIM has revisited and refined its pedagogical approach (Attachment 2, Appendix 3) with input from specialist instructors during targeted	Choose level of compliance:

<p>the students solely responsible for progressing their studies.</p>	<p>workshops on e-learning methodology, instructional design, and pedagogical philosophy. This process has led to a clearer articulation of our model as a self-directed learning approach with structured support, rather than independent learning. Guided by this expert advice, we have enhanced academic support structures and strengthened guided interaction between faculty and students. Specific actions include the development of structured learning pathways within Moodle (e.g. progression tracking), regular virtual check-ins (through synchronous sessions, office hours, and one-to-one appointments), and expanded formative and summative assessment practices with detailed feedback to support student progress (articulated in MIM Teaching Standards, Attachment 5, Appendix 13). An initial orientation supports students in developing effective study habits and navigating the distance learning environment from the outset. Faculty training has focused on designing learning activities that combine flexibility with structured support, including interactive forums, scaffolded assignments, and peer collaboration tasks. These measures ensure that students are empowered to take initiative in their learning while receiving continuous guidance and support.</p>	
<p>Study guides are not consistent or complete enough. They should integrate all the necessary information for someone who is unable to attend the synchronous meetings. In addition, inconsistencies like the number of hours that should be allocated to study per week should be revised.</p>	<p>Following the workshops (Attachments 3a & 3b) and the development of the pedagogical philosophy and guiding principles all faculty was asked to revise the study guides so that they align with the new e-learning model. Through this process the indication of study hours across all guides is standardized to provide clear and accurate guidance to students regarding time allocation. An experienced Instructional Designer has been identified who supports the Teaching staff to</p>	<p>Choose level of compliance:</p>

	<p>update all the Study Guides to include all essential information (weekly study expectations, detailed learning activities, and assessment guidelines). The Instructional Designer will provide comprehensive support services to faculty in all phases from course design to implementation. These services are detailed in Attachment 7. Examples of the revised guides can be seen in Attachments 6a-e). Other guides are in the process to be revised along the same lines.</p>	
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3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>The over-reliance on adjunct as opposed to full-time faculty could be a problem in the future (i.e., sustainability of this particular model). This creates a risk in continuity, accountability, and consistent instructional quality, particularly problematic in the more self-directed and support-intensive environment of online education. This should be considered in terms of workforce planning.</p>	<p>MIM recognises the potential challenges associated with a reliance on adjunct faculty, yet we view this as an opportunity to leverage their professional expertise for the benefit of our programmes. Almost all our adjunct faculty have been collaborating with MIM for many years, creating a unique situation where adjuncts function with many of the characteristics of a permanent teaching team—demonstrating strong institutional commitment, understanding of our academic culture, and continuity in teaching. This advantage is now being formalized by strengthened onboarding processes (e.g. Distance Learning Induction Course – Attachment 3a), expanded professional development opportunities, clearer performance expectations (Key Performance Indicators: Attachment 2, Appendix 2), and improved teaching quality processes (Teaching Standards: Attachment 5, Appendix 13). Our long-standing adjunct faculty are fully included in all staff development activities, such as workshops and training sessions, ensuring alignment with our pedagogical approach and quality standards.</p>	<p>Choose level of compliance:</p>
<p>Although MIM have started to provide some short workshops to their teachers, this is not enough. More investment in e-learning training for delivery of online teaching is required. Specifically, investment in systematic professional development focused on digital teaching, including certification in online pedagogy and the use of LMS tools is recommended. The belief that they know how to deliver fully online</p>	<p>As noted above, MIM has implemented measures to strengthen staff capabilities in e-learning. Specifically, two intensive workshops were organized in June and July 2025, each with a total duration of 10 hours, targeting both management and academic staff (Attachments 3a & 3b). These sessions were delivered by two external specialists in distance education, instructional design, and quality assurance. The first expert holds a Ph.D. in Emerging</p>	<p>Choose level of compliance:</p>

<p>programmes because they pivoted to online during the pandemic is a “false friend”.</p>	<p>Technologies and Education and a Master’s degree in Computational Linguistics, bringing advanced expertise in human-centred design, responsible artificial intelligence, gamified learning experiences, and the study of human interaction in social media environments. The second expert holds a Ph.D. in Instructional Systems Technology and has extensive experience in instructional design, technology-enhanced learning, and online pedagogy.</p> <p>The first workshop, “Understanding Distance Education: Pedagogical and Methodological Foundations” (see outline in Attachment 3a), provided participants with a structured understanding of distance learning models, active learning strategies, inclusive digital design, and quality assurance frameworks, helping align institutional practices with national standards. The second workshop (see outline in Attachment 3b), delivered by an expert from the University of Cyprus, offered practical training in interactive and collaborative teaching methods, digital content creation, and tools for assessment and feedback, highlighting the transition from emergency remote teaching to a purpose-built e-learning model. These sessions were part of a broader institutional strategy to reframe MIM’s pedagogical philosophy, address previously informal practices, and establish a sustainable foundation for high-quality distance learning delivery. Faculty and management participants have gained rich theoretical knowledge and practical skills, supported by specialist guidance and feedback during the workshops.</p> <p>New advanced workshops are planned (Attachment 8), and certification options will be explored.</p>	
<p>Recruit dedicated instructional designers or establish partnerships</p>	<p>Recognising the need for instructional designer services</p>	<p>Choose level of compliance:</p>

<p>with third-party providers to enhance content design.</p>	<p>throughout the program beyond internal training for the faculty, MIM has identified an appropriate external partner for ongoing support in instructional design. (see Attachment 7). This partnership provides MIM with expert support in designing, developing, and refining high-quality online learning content aligned with best practices and quality assurance standards.</p> <p>Through this dual approach—capacity building within the institution and engagement of an external instructional design specialist—MIM aims to ensure the systematic development of pedagogically sound and engaging distance learning content.</p>	
<p>Compulsory induction on an established MIM e-learning model should be a requirement for all teachers. Teaching online is not only having communication strategies in a virtual environment, but learning resource creation and learning scenario design.</p>	<p>A structured induction course has now been incorporated into the institution's Continuous Professional Development (CPD) guidelines, (See Attachment 5, Appendix 14) making participation mandatory for all teaching staff involved in online programme delivery—whether newly recruited or transitioning to distance learning for the first time.</p> <p>To ensure the quality and relevance of this induction, MIM has engaged an external partner with expertise in instructional design and online pedagogy to develop and deliver the course. The structure and content of the induction course is shown in Attachment 3a. The induction focuses not only on communication strategies in virtual environments but also on essential areas such as digital resource creation, online learning scenario design, and interactive content development—all aligned with MIM's established pedagogical principles and quality standards.</p> <p>This structured approach will ensure that all instructors possess a consistent, practical understanding of online teaching requirements, supporting the delivery of high-quality, learner-centred experiences across all distance learning programmes.</p>	<p>Choose level of compliance:</p>

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Consideration should be given to more flexible student progression processes for the online programme as learner circumstances differ in this modality.</p>	<p>We have taken specific steps to enhance flexibility without compromising academic standards. Our revised pedagogical principles emphasise learner autonomy and inclusivity, promoting differentiated learning pathways and respecting diverse professional and personal contexts. Practically, structured progression features have been introduced within the LMS, such as prerequisite activities, progression tracking, and modular sequencing, allowing students to manage their workload more flexibly while maintaining clarity over their progress. Synchronous sessions and individual academic support (through one-to-one appointments and office hours) provide structured opportunities for students needing additional guidance, while the expanded use of formative assessments offer continuous feedback to help students monitor and adapt their learning pace. At the programme level, MIM is also exploring further adaptations to progression policies, including:</p> <ul style="list-style-type: none"> ▪ More flexible assessment deadlines in justified cases. ▪ Opportunities for modular progression in future programme iterations. <p>Additionally, the institution is formalising these principles in the forthcoming Continuous Professional Development Induction course for teaching staff (Attachment 3a) and Extended Faculty Upskilling course (Attachment 8), ensuring instructors consistently apply supportive, flexible teaching strategies while preserving academic rigor. Recognizing the different realities faced by online learners, MIM remains committed to further</p>	<p>Choose level of compliance:</p>

	refining its progression processes as part of its continuous improvement approach, aligned with both student feedback and quality assurance standards.	
Not enough consideration has been given to the possible heterogeneity of an international intake, especially since admission criteria are broad. Time-zone issues around synchronous online delivery also needs to be considered.	<p>As part of the admissions process, we have introduced a requirement for a Personal Statement, helping us assess applicants' motivation, communication skills, and overall fit for the programme. In addition, interviews will be conducted when necessary—particularly when English language proficiency results are borderline—to evaluate academic communication skills more directly. While we welcome all international applicants, our primary target group comprises students from Cyprus and the surrounding geographical region, including Greece, Egypt, Lebanon, Syria, and other parts of North Africa and the Eastern Mediterranean. Our student support services, and pedagogical approaches are specifically designed to reflect the cultural, educational, and professional characteristics of the regional cohort we serve. To address potential challenges arising from linguistic and cultural diversity within our student intake, we prioritise personalised support through one-on-one academic advising, regular office hours, and access to dedicated academic coaches. A dedicated training course has been designed, in collaboration with an experienced external partner, for the MIM support staff, to address all these issues (See Attachment 9)</p> <p>We also support faculty in adopting inclusive, culturally responsive teaching methods, with sensitivity to the linguistic and educational backgrounds common in our target region. Monitoring of engagement and satisfaction data—disaggregated by student demographics—will help us identify and address barriers to participation proactively.</p>	Choose level of compliance:

<p>As the delivery of the online programme requires consistent feedback and more effective communication between faculty and students, a standardisation of processes around this in the online MBA programme should be considered.</p>	<p>Standardised key processes to ensure timely, constructive feedback and clear communication between faculty and students have been collated in the Quality Assurance Manual (Attachment 1). These standards include defined expectations for feedback turnaround times (e.g., within a week for summative assignments, and within 48 hours for responses to student queries), the consistent use of rubrics or feedback templates for essay-based assessments, and faculty training on delivering actionable, specific feedback. In alignment with these processes, the Teaching Staff Handbook (Attachment 5) and the Student Manual (Attachment 4) have been updated accordingly to reflect and reinforce these expectations across all courses.</p>	<p>Choose level of compliance:</p>
<p>The planned internationalisation of the programme would benefit the school and the programme itself.</p>	<p>In this context, we have developed an Internationalization Strategy, outlined in our Strategic Plan (See Attachment 2), which aims to enhance the global profile of the Mediterranean Institute of Management (MIM), attract a more diverse student body, and foster international academic and professional collaborations. We have prioritised the establishment of an International Advisory Board as a key step toward advancing this objective. We have prepared the Terms of Reference for the Board (Attachment 2, Appendix 5) and are currently in the process of inviting and onboarding members we have identified as suitable based on their international academic and professional expertise. Once constituted, the International Advisory Board will provide strategic guidance, support curriculum relevance in a global context, and advise on strengthening cross-cultural engagement within the programme. This initiative represents a concrete step towards enhancing the global profile of the Mediterranean Institute of</p>	<p>Choose level of compliance:</p>

	Management, aligning the programme with international standards and perspectives, and supporting efforts to attract a more diverse student body over time.	
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5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Develop and implement a formal e-learning strategy aligned with MIM's mission, including KPIs, review mechanisms, and resource planning.	We have formalised a comprehensive Distance Learning Strategy as part of our Strategic Plan (Attachment 2) that aligns with MIM's mission to deliver relevant, innovative, and high-standard programmes in business and public administration. The Strategy is founded on established pedagogical frameworks and promotes a learner-centred model, emphasizing learner autonomy, authentic engagement, and collaborative knowledge construction. Clearly defined Key Performance Indicators (KPIs) (Attachment 2, Appendix 2) are established to monitor both learning effectiveness and student engagement, alongside a structured framework for regular review and continuous improvement to ensure adaptability and relevance over time.	Choose level of compliance:
There is a lack of specifically dedicated learning resources (materials) for the proposed online programme. There is a lack of innovation, as the learning resources are limited to e-books, journal articles, generic videos, and recorded sessions.	As mentioned above MIM organized in June – July 2025 two dedicated workshops attended by faculty and management staff, focusing on pedagogical philosophy, e-learning methodologies, and instructional design, with the aim of building internal capacity to create more engaging, learner-centred digital learning experiences. In addition to these workshops, we have an agreement (See Attachment 7) with an experienced instructional design expert to support faculty members to enrich course-specific materials by developing interactive case studies, simulations, and practical, real-world assignments to enhance engagement and relevance.	Choose level of compliance:
Recalibration of the administrative staff should be taken into consideration, especially if they expect to have foreign students, who will face different kinds of problems, many of which will be determined by	We have taken steps in this direction, including the following actions: <ul style="list-style-type: none"> ▪ Provide intercultural competence, communication student-centred service delivery training to 	Choose level of compliance:

<p>geography and culture. The existing support services may need to be augmented.</p>	<p>frontline administrative staff (See course outline in Attachment 9).</p> <ul style="list-style-type: none"> ▪ Equip staff with the skills to handle geography- and culture-related challenges, such as remote learning expectations, and different academic norms (See course outline in Attachment 9). ▪ Develop standard procedures and FAQs for common international student issues (e.g., enrolment, documentation, technical support). See Attachment 5, Appendix 17. ▪ Online induction/orientation programmes tailored to support international students. 	
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6. Additional for doctoral programmes
(*ALL ESG*)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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7. Eligibility (Joint programme)
(ALL ESG)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
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B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The key issue here is to decide on an underpinning online education philosophy based on the current existing literature. Everything else about the online programme will flow from this.	We have developed a set of explicit pedagogical principles (see Attachment 2, Appendix 3), which now guide the design and delivery of our e-learning programmes. These principles now guide the development of all the elements of our Distance Learning Programmes as outlined in the Institute's Documentation (Attachments 1, 2, 4 and 5)	Choose level of compliance:
A further recommendation might be for MIM to consider delivery in English to start with as the demands of getting the programme fully online in English and Greek will be burdensome.	MIM will offer the English-language program in February 2026. The Greek-language program will be offered in September 2026	Choose level of compliance:
Finally, there are ways to bring a more international perspective to MIM, for example, an International Advisory Board, appropriately constituted, could develop online education expertise and recruitment channels.	With the aim of incorporating valuable global perspectives into programme design and development MIM has prepared the Terms of Reference (See Attachment 2, Appendix 5) for the establishment of an International Advisory Board and has identified potential members. The process of inviting them to join the Board is currently underway.	Choose level of compliance:
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C.

D. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Maria Nicolaou Christou	MIM Director	
Christopher Markides	MIM Manager	
Click to enter Name	Click to enter Position	
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Date: 14/08/2025