

**Cyprus Agency of Quality Assurance and Accreditation in  
Higher Education**

**Republic of Cyprus**

**External Evaluation Report  
Program of Study**

**Institution: Cyprus Institute of Marketing  
Program of Study: MSc HRM and Corporate Strategy  
(Limassol)**

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## **INSTRUCTIONS:**

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 2016” [N. 136 (I)/2015].

**The document is duly completed by the External Evaluation Committee for each program of study. The ANNEX (Doc. Number 300.1) constitutes an integral part of the external evaluation report for the external evaluation accreditation of a program of study.**

**EXTERNAL EVALUATION COMMITTEE:**

<b>NAME</b>	<b>TITLE</b>	<b>UNIVERSITY / INSTITUTION</b>
Amanda Shantz	Associate Professor	Trinity College Dublin
Fida Afiouni	Associate Professor	American University of Beirut
Fabian Homberg	Associate Professor	University of Southampton
Elena Christodoulou	Student	University of Cyprus

## INTRODUCTION:

### I. The External Evaluation procedure

- Short description of the documents that have been studied, of the on-site visit meetings, and of the on-site visit to the infrastructures.

The visit was very well organized and staff at the Cyprus Institute of Marketing (CIM) were very friendly and welcoming. In advance of the visit all EEC members studied the application documents and initial impressions were briefly discussed on Monday morning at the hotel before visiting CIM.

#### *Day 1 – CIM Nicosia*

We met with the team running CIM and the specific MSc in HRM & Corporate Strategy. The meeting kicked off with an introduction of the Institute and then we discussed the application in detail with the CIM members. The CIM team made a large set of additional documents available (e.g. Lecturer Handbook, Academic Regulations, PDP, Quality Assurance Handbook, Assessment Regulations etc.). The meeting continued with a Q&A by the EEC and concluded with a tour of the facilities.

In the evening the EEC met at the hotel and went through all sections of this report document for an initial discussion. This led to a number of clarification questions that the EEC raised on day 2.

#### *Day 2 - Limassol*

We met essentially with the same team, a few new staff members involved with Limassol program were also present. The atmosphere was again very friendly and welcoming. The EEC was able to ask all questions identified on day 1 and also had the opportunity to see the online learning environment and library resources at work. The day concluded with a tour of the Limassol facilities.

### II. The Internal Evaluation procedure

- Comments concerning the quality and the completeness of the application submitted by the institution of higher education (Doc. Number 200.1), as well as concerning the overall acceptance of and participation in the quality assurance procedures, by the institution in general and by the program of study under evaluation in particular.

Overall, we had the impression that the evaluation procedure is very well organized. In particular, our contact George Aletraris was very clear when sending upfront instructions and when meeting us in the hotel. He was always accessible during our stay which made our lives easy. The documents submitted appear to be complete. Pick-up from airport was organized well and also communications pre-travel (as we had some weather issues in the UK and Ireland) were handled well. We would have liked to have a bit more information on the hotels in the early stages of the process.

However, it would be nice also to have some of the supporting documents that were made available during our visit and are mentioned in the application document upfront (e.g. the feasibility study, some benchmarking information, teaching & learning strategy – these are important documents and were given to us during the visit but could have been studied in advance, too).

One comment on the application form: It becomes repetitive from Annex 7 onwards – maybe the Agency wants to review this for future accreditations.

Another recommendation is to formally schedule a 1.5/2 hours pre-meeting for the EEC members on day 1 before going to the site. In our case, we had a brief opportunity to discuss matters upfront, and since we were mainly aligned in our views it did not take long, but the may be different on other occasions.

## **FINDINGS:**

### **1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES**

- **Organization of Teaching Work**
- **Teaching**
- **Teaching personnel**

#### **Organization of Teaching Work**

Professional and academic staff have very close and frequent contact with students. From our meetings with the students, we learned that students feel empowered to contact lecturers anytime should they have questions or if they want to raise other issues. For students who are underperforming, there are procedures in place to identify them early, and then to remediate the situation through support and extra attention.

The number of students in each class is relatively small; we believe that this is beneficial to the classroom environment. Students also suggested in our meeting that the small group sized enabled a more interactive classroom environment.

The teaching sessions are staffed with lecturers based on both sites (Nicosia & Limassol) but not always is the same module taught by the same staff. We were told that this is due to regulation requiring a max 60% overlap in staff on the two sites. Nonetheless, as this is a new program we recommend that CIM looks into the allocation of modules to staff members in order to identify efficiencies. We also acknowledge that the current setup facilitates double grading for all forms of assessment and that the teaching team works very closely together in coordinating teaching activities.

There was good evidence that feedback loops closed are closed through lecture self-evaluation & student evaluation, ongoing contact & listening, and flexible implementation arrangements. This was also confirmed in meetings with students on both sites.

Students are provided with access to all learning materials (i.e. academic calendar, module slides, etc.) for each module on an online platform. Being a forerunner in the use of Turn-it-in on Cyprus is commendable. There is also an interactive electronic platform. Further it was easy to find resources.

A grading rubric is provided to students so that they understand the requirements of each form of assessment, and how it will be assessed.

Overall, the EEC is in agreement that given the size of the institution the organizational aspects of teaching are excellently handled by CIM.

#### **Teaching**

The teaching runs throughout the full academic year and modules are assessed by two assignments and one exam. The faculty makes extensive use of interactive discussions, examples and case studies in class. Assessment criteria are clear and provided to the students.

There is an opportunity to expand the range of teaching methods used to become more skills oriented and increase the problem-based nature of activities, e.g. by including in-class challenges, role plays, group work, flipped classroom approaches and problem-based activities (e.g. creating a job description) which are geared towards building practical (HRM) skills.

Judging from our meetings with students, there is a desire on behalf of the students to receive more training on skill development in the areas of public speaking, negotiation and presentation skills. All areas which are relevant for an MSc in HRM & CS.

Access to journals is appropriate for the size of the institution and facilitated by collaboration with UWL in the UK but could be expanded in the long run. Suggested readings would benefit from stronger alignment with module content. Lists of many textbooks on module descriptions may be confusing for students (i.e. focus on one core, and one alternative only). Readings need updating on all module descriptions.

### **Teaching personnel**

The staffing of the course with the current personnel is a primary area of concern for the EEC members. Only one PT staff member is trained with a PhD in HRM; all other staff members have their specialty in other areas (e.g. Marketing or General Business) which means that staff need more preparation time than usual and unable to design and teach the material for a Masters level course in HRM. However, it needs to be acknowledged that the team delivers excellent pastoral support and feedback to the students.

With regards to the strategy component of the program, there appears to be adequate teaching personnel (both full and visiting professors).

The CIM Director is actively engaged in identifying and recruiting faculty with the expertise to grow the programs. Although they plan to recruit for this program, on the date in which we wrote this report, there are no opening positions on their website for an academic staff member in HRM.

### **The below points outline several significant concerns:**

- Although we are confident that the program can be effectively managed (logistics, coordination of activities and students) by current staff, we share concerns that the academic oversight of this program is lacking. Those who are responsible to ensure that the content of the program is adequate are not sufficiently experienced/knowledgeable about HRM scholarship and practice to do so.

- We therefore strongly recommend that CIM seek out experienced and knowledge individuals who will provide oversight of the program design and delivery.
- We are concerned that the delivery team is unable to design and deliver the materials that are needed to demonstrate mastery in HRM. This is because no fulltime academic staff have recognized/accredited PhDs in HRM, and none to our knowledge, have work experience in the field of HRM.
- We strongly recommend that CIM works with an experienced and PhD holder in HRM (i.e. external examiner) in redesigning the program.
- We also strongly recommend that CIM engages in capacity-building by hiring HRM qualified teaching personnel in order to guarantee the quality of the program in the long run.

## 2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- **Purpose and Objectives and learning outcomes of the Program of Study**
- **Structure and Content of the Program of studies**
- **Quality Assurance of the Program of studies**
- **Management of the Program of Study**
- **International Dimension of the Program of Study**
- **Connection with the labor market and the society**

### **Purpose of Objectives & Structure and Content of Program**

When designing a program, it's important to ensure that the program's aims, learning outcomes, and specific course objectives aligned. It's also important to ensure that the learning assessment tools allow you to measure the level of student's learnings for each course objective, and then collectively, for the program's learning objectives. This is important to ensure learning takes place; it will enable you to know whether students actually learned what they were supposed to learn in each course, and in the overall program.

We suggest that you design 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.

At present, such information is not available and it becomes hard to visualize how the program's aims and learning outcomes will be met. Furthermore, we strongly urge you to reformulate your program's aims and learning outcomes in clearer ways and focus on key areas pertaining to both HRM and strategy, that represent the core focus of the program. Other issues such as communicating in various media are not core objectives and should not feature centrally in the aims of the programs.

More specifically, we recommend that you identify 4 or 5 learning goals, and then translate each into 2 or 3 learning objectives. It's also important to provide a number and label and a clear succinct description for each goal.

Below is an example of how you can make your learning goals clearer and more relevant, and how you can translate them into learning outcomes and link them to a particular course.

For example, one possible learning objective for your program, given its focus on both HRM and strategy could be:

**L.G.1. Aligning People Management Strategies:** Graduates of this degree will be able to understand that human resource management is invariably a strategic concern and appreciate how HR strategies need to be integrated with other management functions and with the overall strategy of the firm.

**LG2: Core Areas of HRM:** Graduates of this degree will be knowledgeable in the core areas of human resource management and possess the capabilities to manage a range of functions within organizations effectively.

This is an example of how you can translate the learning goal 2 into specific learning outcomes.

On successful completion of this degree students will be able to:

- Define the organization's staffing needs and apply appropriate recruitment and selection tools in responding to them (where assessed: HRM course)
- Define the organization's training and development needs and apply tools in responding to them (where assessed: HRM course)
- Understand an organization's performance management and compensation needs and design a compensation system that is suited to those needs (where assessed: HRM course)

In terms of structure and content of the program, we recommend that you work closely with external examiners and to invite an academic expert with previous experience in running Master in HRM programs as a consultant to help you rethink the program's goals and learning outcomes, and to help you redesign the structure of the program (compulsory/elective) and the content of each course. For instance, including Strategic HRM as a core module is recommended. We also recommend changing the name of Human Capital and Organizations to something that is more mainstream, such as Organizational Behaviour, or Organizational Behaviour and Design.

For each course, we recommend that you carefully identify a recent and relevant textbook, and some additional readings that will not be redundant with what is available in the textbook, but rather complement them. It's also important to structure the course content in a way that is more aligned with the textbook, and structure the content into key sections. It's also important to ensure that there is no redundancy in the coverage across courses.

For example, for the HRM course, this could be a possible course structure based on Dessler's Book Dessler G. (2017). Human Resource Management, 15th Global Edition, Prentice Hall

<b>Course Coverage</b>
Introduction to HRM (Ch 1)
HRM Strategy and Analysis (Ch 3)
<b><u>Recruitment, Placement, and Talent Management</u></b>
Job Analysis and the TM Process (Ch 4)
Personnel Planning and Recruiting (Ch 5)
Employee Testing and Selection (Ch 6)
Interviewing Candidates (Ch 7)
<b><u>Training and Developing</u></b>
Training and Developing Employees (Ch 8)
Performance Management and Appraisal (Ch 9)
Managing Careers and Retention (Ch 10)
<b><u>Compensation</u></b>
Establishing Strategic Pay Plans (Ch 11)
Pay for Performance and Financial Incentives (Ch 12)
<b><u>Enrichment Topics in Human Resource Management</u></b>
Managing Global Human Resources (Ch 17)
Managing Human Resources in Small and Entrepreneurial Firms (Ch 18)
Course Wrap up and take aways

CIM has liaised with the Cyprus HRM Association and the Cyprus Employers and Industrialists Federation about this program to receive industry input. Hence, they have done due diligence to reach out to the practitioner community for support.

We appreciate that the program is offered on both a full and part-time basis. This provides students with needed flexibility. Electives are also offered, which again promotes student empowerment. Notwithstanding, we share the concern that if this program is taught on a full-time basis, that concepts operating as preconditions do not precede the teaching of other more complex concepts because all modules are taught at the same time.

### **Quality Assurance**

We are very confident that there are robust mechanisms in place for Quality Assurance. The head of Quality Assurance has produced convincing supporting

evidence and appropriate supporting procedures are in place. Several individuals and stakeholders (including students and administrative staff) are included in the processes.

### **Management of Program**

We applaud the annual procedures used to ensure that there is adequate feedback informing the management of the program. In fact, we do not question the ability of the current management team to manage the program.

### **International Dimensions**

There are opportunities for international collaboration (i.e. Erasmus). The institute has demonstrated its ability to collaborate with international institutions on the MBA program, and we therefore deduce that they will do the same with a Master in HRM and Organizational Strategy.

### **Connection with labor market and society**

In their feasibility study, the CIM sought input from HR professionals on the types of skills they expect from graduates. The institute has good connections with several organizations and this can be a boon to students who want to do their dissertations in the organizations. Connections with industry will also enable future graduates from this program to find internships/employment.

## **3. RESEARCH WORK AND SYNERGIES WITH TEACHING**

### **Research Teaching Synergies**

The progress that CIM is making toward research is laudable. The introduction of the research center coupled with the funding that is made available to staff is a good start in developing a research culture at CIM which will inevitably improve the quality of learning in the program. It is also noteworthy that an e-bulletin is sent to alumni to disseminate research findings, and external speakers are sought out in the organization of research conferences.

Although CIM suggests that they have a 'distinctive approach to research-led teaching', our review suggests that little of the teaching is research-led. There are currently no full-time faculty who are involved in research in Human Resources, however this does not preclude the academic staff from including high quality research into the curriculum for the program. However, as it stands, research is not adequately incorporated into the module descriptors. Many of the 'key articles' are classic papers that will be summarized for the students in the textbook readings. Key articles should complement the required readings, and not duplicate them. Key readings should also be current and derived from high quality journals in the field. We also noted that some 'key readings' were not related to the subject being taught. For instance, in the International Human Resource Management module descriptor, key readings included those focused on corporate culture, not national culture. For a list of high quality journals in Human Resource Management, CIM can look to the Association of Business School list of journals. In short, new research results do not appear to be embedded in the content of the program.

The students are provided with access to some books and some journals, although some key journals in the field of Human Resources and Management in general, are missing. It is highly recommended that CIM invest resources in more journals in the long run, such as Sage and EBSCO Business Source, as these two providers have excellent journals in the field of Human Resource Management and Organizational Strategy.

Academic personnel perform very little research and attend few conferences, and none of which are in the field of HR. We recommend that CIM recruits a new member of staff in the field of HR who is able to oversee the program, conduct research in this area, and contribute to the development of this field of study. In fact, it is highly improbable that new research can be incorporated into this program of study if a faculty member is not recruited who has expertise in HRM.

There is a great opportunity for CIM academics to conduct research due to their relationships with organizations in Cyprus.

CIM is actively trying to source funding, and they have adequate internal funding, for research activities.

The students must complete a dissertation wherein they must collect primary data. Academic staff, on the other hand, do not appear to be involved in research activities that lead to publishable outcomes in the field of HRM.

Student training in research is sufficient. The students are taught one module in research methods, and they are provided with ad hoc workshops when needed.

One idea for creating synergy between research and teaching is to provide students with an opportunity to write a teaching case study for their dissertation (write a literature review + case + teaching note) that brings together the literature in a particular area, showing how this research generalizes (or not) to the Cypriot context. These can be used for teaching purposes in future, and also published by faculty.

#### **4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK**

- **Administrative Mechanisms**
- **Infrastructures / Support**
- **Financial Resources**

##### **Administrative Mechanisms**

The pastoral support provided to students is very good. The academic and professional staff are highly supportive of students when they face administrative and personal issues. There are dedicated academic and professional staff, and the students we interviewed also shared that if they need help, they feel comfortable asking any member of staff. Students are also given a tutor who provides guidance and support.

Attendance is monitored regularly (electronically). Student grades are also monitored so that they are able to ensure that issues related to student welfare are addressed in a timely fashion.

The criteria upon which the administrative mechanisms are assessed is via student grades and attendance. This is adequate.

### **Infrastructure/Support**

There are suitable books and a dedicated library space that support the program. However, not all high-quality journals in the field of management are accessible. Hence, we recommend investing in more academic databases so that the students have access to a broader range of journals in the long run. If new hardcopy books are required, it is straightforward for academic staff to request them. Requests are nearly always approved.

There is a supportive internal communication platform. The bespoke online platform suits the needs of students and staff.

The facilities are adequate in both number and size. The equipment used is also adequate.

Teaching personnel are provided with regular pedagogical training, including presentations. However, given our assessment of the module descriptors (the content and structure), the staff require additional training in module development, and alternative teaching strategies (see above).

CIM should invite different academics to be external examiners on their program. They should request the assistance of two academics who have experience in managing HRM programs, and who have doctorates in HRM.

### **Financial Resources.**

Given the information that was provided to us, the management and allocation of the financial resources is sound, and is in the remit of the appropriate person. The remuneration, we are told, is commensurate with others in Cyprus.

Student tuition fees are lower than that of respective institutions in Cyprus. The students informed us that this sends two signals. First, it suggests that the quality of the provision may not be high. Second, it suggested to them that CIM cares about the community, and so a lower cost is suitable to a particular segment of the community. Although we are aware that CIM has no authority to increase the tuition, our intention in writing this section is to suggest that the government allows CIM to increase the tuition so that it is more in line with its competitors.

## **5. DISTANCE LEARNING PROGRAMS**

**NA**

## **6. DOCTORAL PROGRAMS OF STUDY**

**NA**

## CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE<sup>1</sup>

- The present situation of the program, good practices, weaknesses that have been detected during the external evaluation procedure by the external evaluation committee, suggestions for improvement.

### Program Strengths

- The organization of teaching work, including the number of students in each class, the course web portal, and the facilities, are excellent
- 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 excellent; they could see a link between their own work and materials taught in class
- The level of pastoral care is laudable (i.e. tutors, welfare)
- The administrative policies and procedures are thoroughly documented and transparent, including quality assurance
- A well-tailored program for working professionals with full time and part-time options.
- Sufficient administrative support for the program

### Program Weaknesses

- *Program design.* Academic oversight of the program design is lacking. Those who are responsible to ensure that the content of the program is adequate are not sufficiently experienced/knowledgeable about HRM scholarship and practice to do so. We therefore strongly recommend that CIM seek out experienced and knowledgeable individuals who will provide oversight of the program design for resubmission to this accreditation body. Although the resubmission must address all points that we have asserted in this document, we emphasize the following:

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<sup>1</sup> It is highlighted, at this point, that the External Evaluation Committee is expected to justify its findings and its suggestions on the basis of the Document num.: 300.1. The External Evaluation Committee is not expected to submit a suggestion for the approval or the rejection of the program of study under evaluation. This decision falls under the competencies of the Council of the Agency of Quality Assurance and Accreditation of higher education.

- *Learning outcomes and programs goals must be revised; these need to be aligned to the course content*
- *Course content needs to be redesigned to avoid redundancy across modules and ensure that all core functional HRM areas are sufficiently covered, in addition to current thinking in strategic HRM, which is noticeably absent from the module content areas*
- *Readings need to be updated to reflect current research in the area of both HR and strategy*
- *Revise which modules are compulsory versus elective; make decisions based on program goals and learning outcomes. For instance, we recommend including SHRM as a core module; if the program goals include ethics, then ethics must be a core module or clearly embedded into each module.*
- *Program delivery.* Based on the evidence that we have been provided, the delivery team is unable to deliver the materials that are needed so that students are able to demonstrate mastery in HRM and Corporate Strategy. This is because no fulltime academic staff have recognized/accredited PhDs in HRM, and none to our knowledge, have significant work experience in the field of HRM.
  - We strongly recommend that CIM engages in capacity-building by hiring at least one HRM qualified teaching personnel in order to guarantee the quality of the program in the long run.
  - At the very least, teaching staff should be assigned an external faculty member as a touch-point to assist with discipline specific issues and teaching activities.

## **Quality Standards and Indicators**

### **External Evaluation of a Program of Study**

Institution: Cyprus Institute of Marketing  
Program of Study: MSc Human Resource Management and Corporate Strategy  
Duration of the Program of Study: 14 months FT; 24 months PT  
Evaluation Date: Wednesday March 7, 2018

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 2016”.

The document describes the quality standards and indicators, which will be applied for the external evaluation of programs of study of institutions of higher education, by the External Evaluation Committee.

**DIRECTIONS:** Note what is applicable for each quality standard/indicator.

1. Applicable to a minimum degree
2. Applicable to a non satisfactory degree
3. Applicable to a satisfactory degree
4. Applicable to a very satisfactory degree
5. It applies and it constitutes a good practice

**It is pointed out that, in the case of standards and indicators that cannot be applied due to the status of the institution and/or of the program of study, N/A (= Not Applicable) should be noted and a detailed explanation should be provided on the institution’s corresponding policy regarding the specific quality standard or indicator.**

### Members of the External Evaluation Committee

NAME	TITLE	UNIVERSITY / INSTITUTION
Amanda Shantz	Associate Professor	Trinity College Dublin
Fida Afiouni	Associate Professor	American University of Beirut
Fabian Homberg	Associate Professor	University of Southampton
Elena Christodoulou	Student	University of Cyprus

**Date and Time of the On-Site Visit: Monday March 5, 2018; 9:30am-3.30pm**

**Duration of the On-Site Visit: ...6 hours**

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES						
1.1	Organization of teaching work	1	2	3	4	5
1.1.1	The student admission requirements to the program of study, are based on specific regulations which are adhered to in a consistent manner.					X
1.1.2	The number of students in each class allows for constructive teaching and communication, and it compares positively to the current international standards and/or practices.					X
1.1.3	The organization of the educational process safeguards the quality implementation of the program's purpose and objectives and the achievement of the learning outcomes. Particularly, the following are taken into consideration:					X
1.1.3.1	The implementation of a specific academic calendar and its timely publication.					X
1.1.3.2	The disclosure of the program's curricula to the students, and their implementation by the teaching personnel					X
1.1.3.3	The course web-pages, updated with the relevant supplementary material					X
1.1.3.4	The procedures for the fulfillment of undergraduate and postgraduate assignments / practical training					X
1.1.3.5	The procedures for the conduct and the format of the examinations and for student assessment					X
1.1.3.6	The effective provision of information to the students and the enhancement of their participation in the procedures for the improvement of the educational process.					X
1.1.4	Adequate and modern learning resources, are available to the students, including the following:					X
1.1.4.1	facilities					X
1.1.4.2	library					X
1.1.4.3	infrastructure					X

	1.1.4.4	student welfare						X
	1.1.4.5	academic mentoring						X
1.1.5	A policy for regular and effective communication, between the teaching personnel and the students, is applied.							X
1.1.6	The teaching personnel, for each course, provide timely and effective feedback to the students.							X
1.1.7	Statutory mechanisms, for the support of students and the communication with the teaching personnel, are effective.							X
1.1.8	Control mechanisms for student performance are effective.							X
1.1.9	Support mechanisms for students with problematic academic performance are effective.							X
1.1.10	Academic mentoring processes are transparent and effective for undergraduate and postgraduate programs and are taken into consideration for the calculation of academic work load.							X
1.1.11	The program of study applies an effective policy for the prevention and detection of plagiarism.							X
1.1.12	The program of study provides satisfactory mechanisms for complaint management and for dispute resolution.							X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note, additionally:</p> <p>α) the expected number of Cypriot and International Students in the program of study.</p> <p>β) the countries of origin of the majority of students.</p> <p>γ) the maximum planned number of students per class-section.</p>								
<b>1.2</b>	<b>Teaching</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
1.2.1	The methodology utilized in each course is suitable for achieving the course's purpose and objectives and those of the individual modules.				X			
1.2.2	The methodology of each course is suitable for adults.							X

1.2.3	Continuous-formative assessment and feedback are provided to the students regularly.					X
1.2.4	The assessment system and criteria regarding student course performance, are clear, adequate, and known to the students.					X
1.2.5	Educational activities which encourage students' active participation in the learning process, are implemented.				X	
1.2.6	Teaching incorporates the use of modern educational technologies that are consistent with international standards, including a platform for the electronic support of learning.					X
1.2.7	Teaching materials (books, manuals, journals, databases, and teaching notes) meet the requirements set by the methodology of the program's individual courses, and are updated regularly.			X		
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>1.3</b>	<b>Teaching Personnel</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.3.1	The number of full-time academic personnel, occupied exclusively at the institution, and their fields of expertise, adequately support the program of study.			X		
1.3.2	The members of teaching personnel for each course have the relevant formal and fundamental qualifications for teaching the course, as described by the legislation, including the following:			X		
1.3.2.1	Subject specialization, preferably with a doctorate, in the discipline.			X		
1.3.2.2	Publications within the discipline.	x				
1.3.3	The specializations of Visiting Professors adequately support the program of study.					X
1.3.4	Special Teaching Personnel and Special Scientists have the necessary qualifications, adequate work experience and specialization to teach a limited number of courses in the program of study.					X
1.3.5	In every program of study the Special Teaching Personnel does not exceed 30% of the Teaching Research Personnel.					X

1.3.6	The teaching personnel of each private institution of tertiary education, to a percentage of at least 70%, has recognized academic qualification, by one level higher than that of the program of study in which he/she teaches.					X
1.3.7	In the program of study, the ratio of the number of courses taught by full-time personnel, occupied exclusively at the institution, to the number of courses taught by part-time personnel, ensures the quality of the program of study.					X
1.3.8	The ratio of the number of students to the total number of teaching personnel is adequate for the support and safeguarding of the program's quality.					X
1.3.9	The academic personnel's teaching load does not limit the conduct of research, writing, and contribution to the society.				X	
1.3.10	Future redundancies / retirements, expected recruitment and promotions of academic personnel safeguard the unimpeded implementation of the program of study within a five-year span.				X	
1.3.11	The program's Coordinator has the qualifications and experience to efficiently coordinate the program of study.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

<b>2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS</b>						
<b>2.1</b>	<b>Purpose and Objectives and learning outcomes of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.1.1	The purpose and objectives of the program of study are formulated in terms of expected learning outcomes and are consistent with the mission and the strategy of the institution.			X		
2.1.2	The purpose and objectives of the program and the learning outcomes are utilized as a guide for the design of the program of study.			X		
2.1.3	The higher education qualification and the program of study, conform to the provisions of their corresponding Professional and Vocational Bodies for the purpose of registration to these bodies.					X

2.1.4	The program's content, the methods of assessment, the teaching materials and the equipment, lead to the achievement of the program's purpose and objectives and ensure the expected learning outcomes.			X		
2.1.5	The expected learning outcomes of the program are known to the students and to the members of the academic and teaching personnel.			X		
2.1.6	The learning process is properly designed to achieve the expected learning outcomes.			X		
2.1.7	The higher education qualification awarded to the students, corresponds to the purpose and objectives and the learning outcomes of the program.					X
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>2.2</b>	<b>Structure and Content of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.2.1	The course curricula clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.					X
2.2.2	The European Credit Transfer System (ECTS) is applied and there is true correspondence between credits and workload per course and per semester for the student either he / she studies in a specific program or he/she is registered and studies simultaneously in additional programs of studies according to the European practice in higher education institutions.					X
2.2.3	The program of study is structured in a consistent manner and in sequence, so that concepts operating as preconditions precede the teaching of other, more complex and cognitively more demanding, concepts.			X		
2.2.4	The higher education qualification awarded, the learning outcomes and the content of the program are consistent.					X
2.2.5	The program, in addition to the courses focusing on the specific discipline, includes an adequate number of general education courses.					X
2.2.6	The content of courses and modules, and the corresponding educational activities are suitable for achieving the desired learning outcomes with regards to the knowledge, skills, and abilities which should be acquired by students.			X		

2.2.7	The number and the content of the program's courses are sufficient for the achievement of learning outcomes.				X	
2.2.8	The content of the program's courses reflects the latest achievements / developments in science, arts, research and technology.			X		
2.2.9	Flexible options / adaptable to the personal needs or to the needs of students with special needs, are provided.				X	
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the expected number of students who will be studying simultaneously at another academic institution, based on your experience so far, regarding students who study simultaneously in the programs of your institution.</p>						
<b>2.3</b>	<b>Quality Assurance of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.3.1	The arrangements regarding the program's quality assurance define clear competencies and procedures.					X
2.3.2	Participation in the processes of the system of quality assurance of the program, is ensured for					X
	2.3.2.1 the members of the academic personnel					X
	2.3.2.2 the members of the administrative personnel					X
	2.3.2.3 the students.					X
2.3.3	The guide and / or the regulations for quality assurance, provide detailed information and data for the support and management of the program of study.					X
2.3.4	The quality assurance process constitutes an academic process and it is not restricted by non-academic factors.					X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						
<b>2.4</b>	<b>Management of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.4.1	Effective management of the program of study with regard to its design, its approval, its monitoring and its review, is in place.					X
2.4.2	It is ensured that learning outcomes may be achieved within the specified timeframe.					X

2.4.3	It is ensured that the program's management and development process is an academic process which operates without any non-academic interventions.								X
2.4.4	The academic hierarchy of the institution, (Rector, Vice-Rectors, Deans, Chairs and Programs' Coordinators, academic personnel) have the sole responsibility for academic excellence and the development of the programs of study.								X
2.4.5	Information relating to the program of study are posted publicly and include:								
2.4.5.1	The provisions regarding unit credits								X
2.4.5.2	The expected learning outcomes								X
2.4.5.3	The methodology								X
2.4.5.4	Course descriptions								X
2.4.5.5	The program's structure								X
2.4.5.6	The admission requirements								X
2.4.5.7	The format and the procedures for student assessment								X
2.4.6	The award of the higher education qualification is accompanied by the Diploma Supplement which is in line with the European and international standards.								X
2.4.7	The effectiveness of the program's evaluation mechanism, by the students, is ensured.								X
2.4.8	The recognition and transfer of credit units from previous studies is regulated by procedures and regulations which ensure that the majority of credit units is awarded by the institution which awards the higher education qualification.								X
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>In the case of practical training, note:</p> <ul style="list-style-type: none"> <li>- The number of credit units for courses and the number of credits for practical training</li> <li>- In which semester does practical training takes place?</li> <li>- Note if practical training is taking place in a country other than the homecountry of the institution which awards the higher education qualification</li> </ul>									
<b>2.5</b>	<b>International Dimension of the Program of Study</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>			

2.5.1	The program's collaborations with other institutions are compared positively with corresponding collaborations of other departments / programs of study in Europe and internationally.					X
2.5.2	The program attracts Visiting professors of recognized academic standing.				X	
2.5.3	Students participate in exchange programs.				X	
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.			X		

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

Also, comment on the degree the program compares positively with corresponding programs operating in Cyprus and abroad in higher education institutions of the same rank.

<b>2.6</b>	<b>Connection with the labor market and the society</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
2.6.1	The procedures applied, so that the program conforms to the scientific and professional activities of the graduates, are adequate and effective.					X
2.6.2	According to the feasibility study, indicators for the employability of graduates are satisfactory.					X
2.6.3	Benefits, for the society, deriving from the program are significant.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

<b>3. RESEARCH WORK AND SYNERGIES WITH TEACHING</b>						
<b>3.1</b>	<b>Research - Teaching Synergies</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.			X		
3.1.2	New research results are embodied in the content of the program of study.			X		
3.1.3	Adequate and sufficient facilities and equipment are provided to support the research component of the program of study, which are available and accessible to the personnel and the students.				X	

3.1.4	The results of the academic personnel's research activity are published in international journals with the peer-reviewing system, in international conferences, conference minutes, publications etc.			X		
3.1.5	External, non-governmental, funding for the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.			X		
3.1.6	Internal funding, of the academic personnel's research activities, is compared positively to the funding of other institutions in Cyprus and abroad.					X
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					X
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.			X		
3.1.9	Student training in the research process is sufficient.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

#### 4. ADMINISTRATION SERVICES, STUDENT WELFARE AND SUPPORT OF TEACHING WORK

4.1	Administrative Mechanisms	1	2	3	4	5
4.1.1	There is a Student Welfare Service that supports students with regards to academic and personal problems and difficulties.					X
4.1.2	Statutory administrative mechanisms for monitoring and supporting students are sufficient.					X
4.1.3	The efficiency of these mechanisms is assessed on the basis of specific criteria.					X

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

4.2	Infrastructure / Support	1	2	3	4	5
4.2.1	There are suitable books and reputable journals supporting the program.				X	

4.2.2	There is a supportive internal communication platform.					X
4.2.3	The facilities are adequate in number and size.					X
4.2.4	The equipment used in teaching and learning (laboratory and electronic equipment, consumables etc) are quantitatively and qualitatively adequate.					X
4.2.5	Teaching materials (books, manuals, scientific journals, databases) are adequate and accessible to students.					X
4.2.6	Teaching materials (books, manuals, scientific journals, databases) are updated regularly with the most recent publications.	X				
4.2.7	The teaching personnel are provided with training opportunities in teaching method, in adult education, and in new technologies on the basis of a structured learning framework.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						
<b>4.3</b>	<b>Financial Resources</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.3.1	The management and allocation of the financial resources of the program of study, allow for the development of the program and of the academic / teaching personnel.					X
4.3.2	The allocation of financial resources as regards to academic matters, is the responsibility of the relevant academic departments.					X
4.3.3	The remuneration of academic and other personnel is analogous to the remuneration of academic and other personnel of the respective institutions in Cyprus.					X
4.3.4	Student tuition and fees are consistent to the tuition and fees of other respective institutions.				X	
Justify the answer you have provided and note the additional comments you may have on each standard / indicator.						

**The following criterion applies additionally for distance learning programs of study.**

<b>5.</b>	<b>DISTANCE LEARNING PROGRAMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
5.1	Feedback processes for teaching personnel with regards to the evaluation of their teaching work, by the students, are satisfactory.					
5.2	The process and the conditions for the recruitment of academic / teaching personnel, ensure that candidates have the necessary skills and experience for long distance education.					
5.3	Through established procedures, appropriate training, guidance and support, are provided to teaching personnel, to enable it to efficiently support the educational process.					
5.4	Student performance monitoring mechanisms are satisfactory.					
5.5	Adequate mentoring by the teaching personnel, is provided to students, through established procedures.					
5.6	The unimpeded long distance communication between the teaching personnel and the students, is ensured to a satisfactory degree.					
5.7	Assessment consistency, its equivalent application to all students, and the compliance with predefined procedures, are ensured.					
5.8	Teaching materials (books, manuals, scientific journals, databases) comply with the requirements provided by the long distance education methodology and are updated regularly.					
5.9	The program of study has the appropriate and adequate infrastructure for the support of learning.					
5.10	The supporting infrastructures are easily accessible.					
5.11	Students are informed and trained with regards to the available educational infrastructure.					
5.12	The procedures for systematic control and improvement of the supportive services are regular and effective.					

5.13	Infrastructure for distance education is comparable to university infrastructure in the European Union and internationally.					
5.14	Electronic library services are provided according to international practice in order to support the needs of the students and of the teaching personnel.					
5.15	The students and the teaching personnel have access to the necessary electronic sources of information, relevant to the program, the level, and the method of teaching.					
5.16	The percentage of teaching personnel who holds a doctorate, in a program of study which is offered long distance, is not less than 75%.					

Justify the answer you have provided and note the additional comments you may have on each standard / indicator.

If the following apply, note “√” in the appropriate space next to each statement. In case the following statements do not apply, note what is applicable:

The maximum number of students per class-section, should not exceed 30 students.	
The conduct of written examinations with the physical presence of the students, under the supervision of the institution or under the supervision of reliable agencies which operate in the countries of the students, is compulsory.	
The number of long distance classes taught by the academic personnel does not exceed the number of courses taught by the teaching personnel in conventional programs of study.	

**The following criterion applies additionally for doctoral programs of study.**

6.	DOCTORAL PROGRAMS OF STUDY	1	2	3	4	5
6.1	The provision of quality doctoral studies is ensured through Doctoral Studies Regulations.					
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.					
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.					
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.					
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.					
6.6	The number of doctoral students, under the supervision of a member of the academic personnel, is apt for the continuous and effective feedback provided to the students and it complies with the European and international standards.					
6.7	The research interests of academic advisors and supervisors are satisfactory and they adequately cover the thematic areas of research conducted by the doctoral students of the program.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>Note the number of doctoral students under the supervision of each member of the academic personnel of the program and the academic rank of the supervisor.</p>						

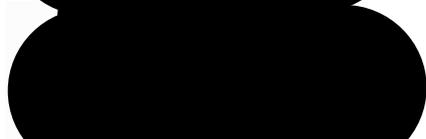
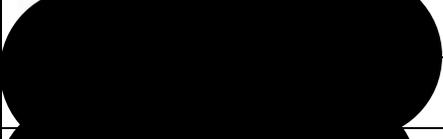
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### FINAL REMARKS – SUGGESTIONS

Please note your final remarks and suggestions for the program of study and/or regarding particular aspects of the program.

See above in the ‘conclusions’ section.

#### Names and Signatures of the Chair and the Members of the External Evaluation Committee:

Name:	Signature:
Amanda Shantz	
Fida Afiouni	
Fabian Homberg	
Elena Christodoulou	

Date: March 7, 2018