

Doc. 300.1.1

Date: Date.

External Evaluation Report (Conventional-face-to-face programme of study)

- **Higher Education Institution:**
University of Limassol
- **Town:** Limassol
- **School/Faculty (if applicable):** CIIM Business School
- **Department/ Sector:** Department/Sector
- **Programme of study- Name (Duration, ECTS, Cycle)**

In Greek:
MBA

In English:
MBA
- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating
- **Concentrations (if any):**

In Greek: Concentrations
In English: Concentrations



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. Introduction

The on-site visit to evaluate the totally redesigned Conventional-face-to-face *A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.*

The on-site visit to the CIIM Business School of the University of Limassol took place on Thursday, the twenty fifth of June, 2026. It involved a number of meetings between the committee members and various internal and external stakeholders and activities that aimed to provide a better understanding of the MBA programme I and the practices of the University.

The visit started at 09:00, with a brief introduction of the members of the External Evaluation Committee, followed by a meeting with the Rector of the University (Prof Theodore Panayotou), the Vice Dean of the CIIM Business School, Chairperson of the Department of Management, Program Director of the MBA and MPSM programs (Dr Paris Cleanthous) and the Vice chair of the Department of Education, Program Director of the MSc in ELM and Member of the University Internal Quality Committee (Dr Maria Karamanidou) that lasted until 9:45. During this time, the University structures were presented.

The committee then met with the Dean of the CIIM Business School (Prof. Doron Sonsino) and Dr Paris Cleanthous until 11:45 and the department of management and the MBA structure and procedures were discussed.

The evaluation continued with a structured sequence of stakeholder interviews and data-gathering sessions:

- 11:45 – 12:45: Meeting with the teaching staff, consisting of seven appointed faculty members who are slated to teach all courses in the proposed program.
- 13:45 – 14:30: Meeting with external stakeholders, which included five external stakeholders and one part-time faculty member.
- 14:30 – 15:10: Meeting with four current students and eight program graduates.
- 15:25 – 15:55: Meeting with twelve members of the administrative staff.
- 15:55 – 16:25: A physical tour and inspection of the institution's premises.

The visit concluded with a private meeting among the EEC members to synthesize their findings and discuss any needed clarifications. The day ended with an exit discussion from 16:40 to 17:10 with Prof. Doron Sonsino and Dr. Paris Cleanthous.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Cleopatra Veloutsou	Professor	University of Glasgow, Scotland
Pedro de Faria	Professor	University of Groningen, The Netherlands
Dimitrios Spyridonidis	Professor	The University of Warwick, England
Timotheos Pierou	Student	Frederick University, Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

- *The external evaluation report follows the structure of assessment areas.*
- *At the beginning of each assessment area there is a box presenting:*
 - (a) *sub-areas*
 - (b) *standards which are relevant to the European Standards and Guidelines (ESG)*
 - (c) *some questions that EEC may find useful.*
- *The questions aim at facilitating the understanding of each assessment area and at illustrating the range of topics covered by the standards.*
- *Under each assessment area, it is important to provide information regarding the compliance with the requirements of each sub-area. In particular, the following must be included:*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Strengths

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

Areas of improvement and recommendations

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

- *The EEC should state the compliance for each sub-area (Non-compliant, Partially compliant, Compliant), which must be in agreement with everything stated in the report. It is pointed out that, in the case of standards that cannot be applied due to the status of the HEI and/or of the programme of study, N/A (= Not Applicable) should be noted.*
- *The EEC should state the conclusions and final remarks regarding the programme of study as a whole.*
- *The report may also address other issues which the EEC finds relevant.*

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

Sub-areas

- 1.1 Policy for quality assurance**
- 1.2 Design, approval, on-going monitoring and review**
- 1.3 Public information**
- 1.4 Information management**

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *is a part of the strategic management of the program.*
 - *focuses on the achievement of special goals related to the quality assurance of the study program.*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*
 - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
 - *integrates employer surveys to adapt to evolving workplace demands.*
 - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
 - *is published and implemented by all stakeholders.*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *is designed by involving students and other stakeholders*
- *benefits from external expertise*
- *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
- *is designed so that it enables smooth student progression*
- *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
- *defines the expected student workload in ECTS*
- *includes well-structured placement opportunities where appropriate*
- *is subject to a formal institutional approval process*
- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*
 - *collaborates with industry experts for curriculum development.*
 - *conducts joint reviews with external academic specialists to maintain academic rigor.*
 - *performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.*
 - *establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.*
 - *conducts regular feedback sessions with local community leaders for societal relevance.*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*

- *qualification awarded*
- *teaching, learning and assessment procedures*
- *pass rates*
- *learning opportunities available to the students*
- *graduate employment information*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
 - *industry trend analysis.*
 - *feedback mechanisms from external partners/stakeholders*
 - *data exchanges with professional networks*
 - *employer insights concerning career readiness*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

- *What is the procedure for quality assurance of the programme and who is involved?*
- *Who is involved in the study programme's design and development (launching, changing, internal evaluation) and what is taken into account (strategies, the needs of society, etc.)?*
- *How/to what extent are students themselves involved in the development of the content of their studies?*

- Please evaluate a) whether the study programme remains current and consistent with developments in society (labour market, digital technologies, etc.), and b) whether the content and objectives of the study programme are in accordance with each other?
- Do the content and the delivery of the programme correspond to the European Qualifications Framework (EQF)?
- How is coherence of the study programme ensured, i.e., logical sequence and coherence of courses? How are substantial overlaps between courses avoided? How is it ensured that the teaching staff is aware of the content and outputs of their colleagues' work within the same study programme?
- How does the study programme support development of the learners' general competencies (including digital literacy, foreign language skills, entrepreneurship, communication and teamwork skills)?
- What are the scope and objectives of the foundation courses in the study programme (where appropriate)? What are the pass rates?
- How long does it take a student on average to graduate? Is the graduation rate for the study programme analogous to other European programmes with similar content? What is the pass rate per course/semester?
- **How is it ensured that the actual student workload is in accordance with the workload expressed by ECTS?**
- What are the opportunities for international students to participate in the study programme (courses/modules taught in a foreign language)?
- Is information related to the programme of study publicly available?
- How is the HEI evaluating the success of its graduates in the labor market? What is the feedback from graduates of the study programme on their employment and/or continuation of studies?
- Have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?
- What are the reasons for dropping out (voluntary withdrawal)? What has been done to reduce the number of such students?
- How and to what extent are external stakeholders involved in the quality assurance process of the program?
- How is external stakeholder feedback gathered, analyzed and implemented,?
- In what ways do external stakeholders assist in making program information publicly available?
- How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment outcomes?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The MBA programme at the University of Limassol is a conventional, 18-month, 90-ECTS degree positioned within the CIIM Business School, Department of Management, and delivered in English on the Limassol campus. It is a currently operating, accredited programme with its next review due in Spring 2027, indicating a baseline of regulatory compliance and established quality-assurance processes. The general profile and feasibility sections show a clear strategic intent: to offer a face-to-face, practice-oriented MBA that leverages CIIM's reputation to attract both local and international students seeking high-quality management education.

The curriculum is compact and coherent, consisting of nine 10-ECTS core modules that span financial management, managerial economics and statistics, communication and negotiation, digital transformation, leadership, ethics and sustainability, operations and logistics, strategic and digital marketing, strategic decision making and planning, and an applied business research project. This structure provides good horizontal integration across functional, leadership, and strategic domains, with explicit attention to digital transformation and sustainability, which aligns well with contemporary labour-market demands. Learning outcomes are mapped to EQF Level 7, with a strong emphasis on advanced knowledge, critical thinking, interdisciplinary problem-solving, and the evaluation of ethical, social, and environmental implications of business decisions.

The programme's connection to the labour market appears robust. The application cites sustained demand from the local market, high employability of MBA graduates, and strong employer perceptions of UoL alumni, including rapid promotions and placement into mid- and senior-management roles. The Careers Office provides structured support through an online recruiting system, collaborations with recruitment agencies, career counselling, and skills workshops, complementing the programme's practice-oriented teaching. Class sizes of 25–30 students per cohort are deliberately chosen to support interactive, discussion-based learning and manageable supervision, which is consistent with an executive-education style of delivery.

Quality assurance processes were described by faculty in line with CYQAA standards, including external stakeholder involvement in curriculum design and periodic evaluation. Industry leaders, employers, and alumni contribute to programme review, helping maintain alignment with evolving business practice and leadership competencies. From the onsite perspective (as implied by the detailed labour-market and careers narrative), there is evidence of strong integration between academic content and real-world application, with faculty who have consulting and executive-education backgrounds and who use case analysis, applied projects, and data-driven decision-making in their teaching.

Beyond the formal documentation, the faculty is well-placed to integrate AI into teaching efforts, particularly within Digital Transformation, Managerial Economics & Statistics, Strategic Decision Making, and the Applied Business Research Project. These modules can incorporate AI-enabled analytics, decision-support tools, and generative-AI applications as part of the learning design, which would further strengthen students' readiness for AI-mediated management work. Similarly, the Leadership, Ethics & Sustainability module provides a natural anchor for ESG engagement: environmental and social impact, governance issues, and sustainability pressures are already positioned as key themes in the programme's narrative about contemporary labour-market needs. Systematic integration of ESG casework, impact measurement tools, and stakeholder-engagement projects across the curriculum would deepen this orientation and align the programme with global trends in responsible management education.

Strengths

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

Coherent, focused curriculum covering core functional areas, digital transformation, leadership/ethics/sustainability, and strategic decision-making, with an integrated applied research project rather than fragmented electives.

Clear alignment with EQF Level 7 and well-articulated learning outcomes that emphasise advanced knowledge, critical thinking, and the evaluation of ethical, social, and environmental implications.

Strong labour-market connection evidenced by employer feedback, high employment and promotion rates for graduates, and active collaboration with recruitment agencies and an online recruiting system.

Small cohort size and face-to-face delivery, supporting interactive learning, peer exchange, and a “learning community” atmosphere typical of high-end MBA and executive-education programmes.

Industry and external stakeholder involvement in curriculum design and quality assurance, helping keep content responsive to contemporary practice.

Practice-oriented pedagogy using case analysis, applied projects, and data-driven decision-making, supported by faculty with consulting and executive-education experience.

Natural platforms for AI integration in Digital Transformation, statistics, strategy and research modules, enabling the embedding of AI tools for analytics, scenario planning and innovation.

ESG engagement potential anchored in Leadership, Ethics & Sustainability and the programme’s stated concern with ethical, social and environmental implications of business decisions; this can be expanded through cross-module ESG projects and impact-focused assessments

Areas of improvement and recommendations

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

For this MBA proposal, the main areas for improvement are programme design flexibility, international/executive appeal, and deeper ESG/industry integration.

a) Delivery model – from 36 hours/12 weeks to block teaching

The current conventional delivery (36 hours over 12 weeks per course) may be perceived as pedagogically sound but less attractive to senior executives and international students who often prefer intensive block formats (e.g. 3–5 day residencies, blended with online follow-up).

To address this, consider a dual delivery model: retain the semester-long format for local, early-career students, but redesign selected modules (Digital Transformation, Leadership, Ethics & Sustainability, Strategic Decision Making) as block-taught “executive tracks” that can be offered in concentrated periods.

Block teaching would make it easier to bring in visiting professors from partner schools and international industry experts, who can commit to short, high-impact teaching windows rather than weekly sessions. It also enables international students to attend modular intensives, potentially stacking blocks into a full MBA over time.

b) Electives and specialisations

The current curriculum is entirely core, which provides coherence but limits differentiation and student choice. Prospective students increasingly look for clear thematic tracks (e.g. Digital & AI, ESG & Responsible Finance, Entrepreneurship & Innovation).

Introduce a small elective portfolio in Semester 3 (e.g. 2–3 electives of which students choose one), aligned to emerging market demands and faculty strengths such as Digital & AI in Business (advanced analytics, generative AI, automation strategy), ESG & Sustainable Finance / Responsible Business or Entrepreneurship, Innovation & Corporate Venturing

Over time, formalise these into named concentrations (e.g. “MBA with specialisation in Digital Transformation” or “MBA with specialisation in ESG Leadership”) to increase market visibility and allow differentiation in recruitment messaging.

c) Stronger industry and ESG guest engagement

While external stakeholders and employers already contribute to QA and curriculum design, the documentation does not yet evidence a systematic guest-speaker and practitioner-in-residence strategy.

Build an ESG and AI practitioner series integrated into core modules:

- In Leadership, Ethics & Sustainability, schedule structured sessions with ESG officers, sustainability consultants, and regulators on topics such as climate risk, social impact measurement, and governance failures.
- In Digital Transformation and Strategic Decision Making, invite AI leaders (from fintech, insurtech, or platform firms) to show how AI and data are reshaping managerial decision-making.

Make these engagements assessed and reflective (e.g. students write short critical reflections linking guest insights to theory and to their project work). This strengthens learning impact and provides evidence for accreditation that industry input is embedded in teaching, not just peripheral

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
1.1	Policy for quality assurance	Compliant
1.2	Design, approval, on-going monitoring and review	Compliant
1.3	Public information	Compliant
1.4	Information management	Compliant

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

Sub-areas

2.1 Process of teaching and learning and student-centred teaching methodology

2.2 Practical training

2.3 Student assessment

2.1 Process of teaching and learning and student-centred teaching methodology

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

2.2 Practical training

Standards

- *Practical and theoretical studies are interconnected.*
- *The organisation and the content of practical training, if applicable, support achievement of planned learning outcomes and meet the needs of the stakeholders.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*
- *The criteria for the method of assessment, as well as criteria for marking, are published in advance.*
- *Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.*
- *Assessment, where possible, is carried out by more than one examiner.*
- *A formal procedure for student appeals is in place.*
- *Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.*
- *The regulations for assessment take into account mitigating circumstances.*
 - *The time allocation for each assessment task is explicitly stated in course outlines, ensuring students are aware of the expected workload.*
 - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

You may also consider the following questions:

- *How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).*
- *How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?*
- *How is the development of students' general competencies (including digital skills) supported in educational activities?*
- *How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?*
- *Is the teaching staff using new technology in order to make the teaching process more effective?*
- *How is it ensured that theory and practice are interconnected in teaching and learning?*

- *How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?*
- ***Are students actively involved in research? How is student involvement in research set up?***
- *How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?*
- ***Do students' assessments correspond to the European Qualifications Framework (EQF)?***
- *How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?*
- *How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Teaching, learning and assessment in the MBA are broadly consistent with ESG 1.3 and the EQF Level 7 profile, but still evolving towards a fully student-centred model. The programme is delivered face-to-face in small cohorts, with an emphasis on interaction, case discussions and applied projects, which supports students' individual and social development and enables flexible learning paths for a diverse, largely working-professional student body. Course descriptions and alignment templates specify learning outcomes, teaching methods and indicative student workload, including hours for lectures, self-study and group work, and ECTS weighting is used to balance activities across the curriculum, although the explicit communication of time allocation in course outlines could be strengthened further.

Evidence from the application and onsite visit suggests that teaching staff generally base their methods and assessments on clearly defined learning objectives, with internal QA and programme-level oversight monitoring consistency. Innovative methods are used in several modules, including digital tools, data-driven decision-making exercises and AI-enabled analytics in Digital Transformation and Managerial Economics & Statistics, as well as ESG-related cases in Leadership, Ethics & Sustainability. Theory–practice integration is achieved through case analysis, applied business research projects and links to industry practice, though formalised “practical training” in the narrow sense (placements, internships) is limited given the MBA's nature; instead, practice is brought into the classroom via projects, simulations and guest speakers.

Student assessment is varied (exams, projects, presentations, group assignments) and mapped to learning outcomes, with marking criteria and regulations aligned to institutional policies and EQF expectations. Assessment procedures, mitigating-circumstances regulations and appeal mechanisms are in place at institutional level, and internal moderation supports fairness and objectivity, although systematic use of multiple examiners across all modules is not yet universal. Feedback is provided through graded work and project supervision, including for the Applied Business Research Project, where students are actively involved in research under structured supervision. Complaints and appeals follow established university procedures, but programme-level communication of these processes to students

could be made more prominent to reinforce transparency. Overall, the HEI is on a positive trajectory towards student-centred learning, with good foundations in interactive pedagogy and assessment design, and clear scope to deepen explicit workload transparency, AI-supported learning, and structured industry-linked practical component

Strengths

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

Small cohorts and face-to-face delivery support interactive, student-centred learning, peer discussion and social development, particularly for working professionals.

Learning outcomes and ECTS weightings are clearly defined and aligned with EQF Level 7, providing a solid basis for outcome-based teaching and balanced workload design.

Teaching is strongly practice-oriented, using case studies, applied projects and data-driven exercises to connect theory and real organisational challenges.

Students are actively involved in research through the Applied Business Research Project, with structured supervision and opportunities to address live business issues.

AI integration is emerging in modules such as Digital Transformation and Managerial Economics & Statistics, where analytics tools and AI-related content support the development of digital competencies and modern decision-making skills.

ESG engagement is embedded through Leadership, Ethics & Sustainability and labour-market framing that emphasises ethical, social and environmental implications of business decisions; this provides a platform for guest speakers from industry, regulators and ESG specialists to contribute to teaching.

Institutional QA processes and course-alignment templates help ensure that teaching and assessment methods are referenced explicitly to learning objectives and that students' achievement of outcomes is monitored systematically

Areas of improvement and recommendations

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

There is a lack of networking opportunities available to students. Increasing both the frequency and variety of networking events would enable students to engage with a broader range of professionals, alumni, employers, and industry experts. These interactions would allow students to gain valuable career insights, learn about emerging trends and opportunities, and develop meaningful professional relationships. Regular networking events can also help students build confidence in professional settings, expand their professional networks, and access potential internships, mentorships, and graduate employment opportunities, ultimately enhancing their career readiness and long-term professional success

The institution should more actively leverage its "where theory meets practice" identity, as this has the potential to become one of its strongest unique selling points in an increasingly competitive higher education market. By consistently demonstrating how academic learning is integrated with real-world application through industry

partnerships, internships, live projects, experiential learning, and practical skills development, the institution can clearly differentiate itself from competitors. This positioning not only appeals to prospective students seeking career-focused education but also reinforces the institution's commitment to producing graduates who are well prepared for the demands of the modern workforce. Emphasising this identity across marketing, curriculum design, and student experiences would strengthen the institution's brand and enhance its attractiveness to both students and employers.

In addition, the curriculum should place greater emphasis on developing strategic leadership capabilities, equipping students with the skills to navigate uncertainty, complexity, and rapid change in today's volatile business environment. This includes fostering systems thinking, adaptive decision-making, resilience, and the ability to lead teams through ambiguity—competencies that are increasingly valued by employers.

By combining practical experience with future-oriented leadership development, the institution can produce graduates who are not only technically proficient but also agile, strategic, and well prepared to succeed in an evolving global marketplace. Emphasising this identity across marketing, curriculum design, and the overall student experience would strengthen the institution's brand and enhance its appeal to both prospective students and employers.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant
2.2	Practical training	Compliant
2.3	Student assessment	Compliant

3. Teaching staff (ESG 1.5)

Sub-areas

- 3.1 Teaching staff recruitment and development
- 3.2 Teaching staff number and status
- 3.3 Synergies of teaching and research

3.1 Teaching staff recruitment and development

Standards

- *Institutions ensure the competence of their teaching staff.*
- *Fair, transparent and clear processes for the recruitment and development of the teaching staff are set up.*

- *Teaching staff qualifications are adequate to achieve the objectives and planned learning outcomes of the study programme, and to ensure quality and sustainability of the teaching and learning.*
- *The teaching staff is regularly engaged in professional and teaching-skills training and development.*
- *Promotion of the teaching staff takes into account the quality of their teaching, their research activity, the development of their teaching skills and their mobility.*
- *Innovation in teaching methods and the use of new technologies is encouraged.*
- *Conditions of employment that recognise the importance of teaching are followed.*
- *Recognised visiting teaching staff participates in teaching the study programme.*

3.2 Teaching staff number and status

Standards

- *The number of the teaching staff is adequate to support the programme of study.*
- *The teaching staff status (rank, full/part time) is appropriate to offer a quality programme of study.*
- *Visiting staff number does not exceed the number of the permanent staff.*

3.3 Synergies of teaching and research

Standards

- *The teaching staff collaborate in the fields of teaching and research within the HEI and with partners outside (practitioners in their fields, employers, and staff members at other HEIs in Cyprus or abroad).*
- *Scholarly activity to strengthen the link between education and research is encouraged.*
- *The teaching staff publications are within the discipline.*
- *Teaching staff studies and publications are closely related to the programme's courses.*
- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*

- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme is supported by a highly qualified teaching staff, most of whom hold PhDs and work full-time, ensuring strong academic leadership, continuity, and rigor. Faculty members are actively involved in programme design and development, with their input integrated into academic planning through regular meetings. The positive working environment, clear career prospects based on a tenure-track system, and systematic student evaluations contribute to high satisfaction, academic autonomy, and a strong commitment to teaching quality and student support.

However, the University and Business School have grown significantly in recent years, increasing pressure on the teaching staff. To address this, hiring additional staff would help manage the workload and enable the creation of elective courses to further strengthen the MBA programme.

Strengths

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

The programme benefits from a highly qualified teaching staff, most of whom hold PhDs and work full-time, ensuring strong academic leadership and continuity. The involvement of visiting external speakers further enriches the faculty's professional development, while most full-time academic staff remain research-active, enhancing the programme's academic rigor and relevance.

All teaching staff are appropriately qualified for the programme's needs. Their active involvement in designing and developing the programme is valued, and their input is integrated into academic planning through regular meetings focused on course improvements and curricular issues. Faculty members express high satisfaction with the working environment, feeling both appreciated and supported by leadership, which promotes academic autonomy and collegiality. Student evaluations of teaching are systematically conducted through questionnaires, reflecting the programme's strong commitment to teaching quality and student support. Additionally, clear career prospects based on a tenure-track system contribute to the motivation and well-being of the staff.

Areas of improvement and recommendations

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

The University and Business School have grown considerably in recent years, which has led to additional pressure on the teaching staff. Hiring additional staff would help manage the workload and allow for the creation of elective courses that would strengthen the MBA program.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
3.1	Teaching staff recruitment and development	Compliant
3.2	Teaching staff number and status	Compliant
3.3	Synergies of teaching and research	Compliant

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

Sub-areas

4.1 Student admission, processes and criteria

4.2 Student progression

4.3 Student recognition

4.4 Student certification

4.1 Student admission, processes and criteria

Standards

- *Pre-defined and published regulations regarding student admission are in place.*
- *Access policies, admission processes and criteria are implemented consistently and in a transparent manner.*

4.2 Student progression

Standards

- *Pre-defined and published regulations regarding student progression are in place.*
- *Processes and tools to collect, monitor and act on information on student progression, are in place.*

4.3 Student recognition

Standards

- *Pre-defined and published regulations regarding student recognition are in place.*
- *Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility.*
- *Appropriate recognition procedures are in place that rely on:*
 - *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention*
 - *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country*

4.4 Student certification

Standards

- *Pre-defined and published regulations regarding student certification are in place.*
- *Students receive certification explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.*

You may also consider the following questions:

- *Are the admission requirements for the study programme appropriate? How is the students' prior preparation/education assessed (including the level of international students, for example)?*
- *How is the procedure of recognition for prior learning and work experience ensured, including recognition of study results acquired at foreign higher education institutions?*
- *Is the certification of the HEI accompanied by a diploma supplement, which is in line with European and international standards?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme offers robust academic support through Internal Course Evaluation surveys, regular mentor check-ins, and formative feedback, enabling early identification of challenges and tailored assistance for student success. It maintains high academic standards with clear entry qualifications and English language proficiency requirements, ensuring consistency for all students, including international applicants. Additionally, its European-aligned certification and recognition of prior learning procedures enhance comparability and allow students to build on existing knowledge.

However, while the University of Limassol has an AI policy for teaching and academic work, its practical implementation remains unclear. To safeguard academic integrity, clear guidelines for AI tool use, accompanied by training for students and staff, are essential. Given AI's rapid evolution, the policy should be annually updated to remain effective.

Strengths

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

The programme provides ongoing academic support through Internal Course Evaluation surveys, regular mentor check-ins, and formative feedback. These mechanisms actively monitor student progress, identify challenges early on, and offer tailored assistance to guide students toward successful program completion. The University makes all necessary information available from induction day, ensuring that students have the resources they need to succeed.

The programme sets clear entry qualifications to maintain academic standards. Additionally, the programme requires proof of English language proficiency through recognized tests. This requirement ensures clear and measurable language standards for all students, including international applicants.

The programme 's certification aligns with European standards, guaranteeing recognition and comparability across Europe. Additionally, procedures for the recognition of prior learning are in place, allowing students to build on their existing knowledge and experience.

Areas of improvement and recommendations

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

Currently, University of Limassol has a policy on the use of AI in teaching and academic work, but it is unclear how it is implemented in practice. It is crucial to establish guidelines for the appropriate use of AI tools, as this directly impacts academic integrity, not only at the programme level but also at the course unit level. Both students and staff should receive training on how to use these tools responsibly within the learning process. Given that AI is continuously developing, AI policy needs to be annually updated.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
4.1	Student admission, processes and criteria	Compliant
4.2	Student progression	Compliant
4.3	Student recognition	Compliant
4.4	Student certification	Compliant

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1 Teaching and Learning resources

5.2 Physical resources

5.3 Human support resources

5.4 Student support

5.1 Teaching and Learning resources

Standards

- *Adequate and readily accessible teaching and learning resources (teaching and learning environments, materials, aids and equipment) are provided to students and support the achievement of objectives in the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources.*

5.2 Physical resources

Standards

- *Physical resources, i.e. premises, libraries, study facilities, IT infrastructure, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*

- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

You may also consider the following questions:

- *Evaluate the supply of teaching materials and equipment (including teaching labs, expendable materials, etc.), the condition of classrooms, adequacy of financial resources to conduct the study programme and achieve its objectives. What needs to be supplemented/ improved?*
- *What is the feedback from the teaching staff on the availability of teaching materials, classrooms, etc.?*
- *Are the resources in accordance with actual (changing) needs and contemporary requirements? How is the effectiveness of using resources ensured?*
- *What are the resource-related trends and future risks (risks arising from changing numbers of students, obsolescence of teaching equipment, etc.)? How are these trends taken into account and how are the risks mitigated?*
- *Evaluate student feedback on support services. Based on student feedback, which support services (including information flow, counselling) need further development?*
- *How is student learning within the standard period of study supported (student counselling, flexibility of the study programme, etc.)?*
- *How students' special needs are considered (different capabilities, different levels of academic preparation, special needs due to physical disabilities, etc.)?*
- *How is student mobility being supported?*

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

The programme is supported by motivated non-academic staff and offers adequate infrastructure, including study spaces, computer labs, and a library. With 24/7 Wi-Fi and equipped study rooms, students can study flexibly. Plans for a new campus aim to maintain current standards, while active support structures assist with career planning.

Strengths

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

The programme benefits from motivated non-academic staff who actively contribute to delivering high-quality student support services. The infrastructure is sufficient, featuring well-maintained premises with dedicated study spaces, computer labs, and a library designed to accommodate both individual and collaborative learning.

Study rooms are fully equipped with essential tools, while 24/7 Wi-Fi access across the campus ensures students can study flexibly at any time. The plans for a new campus will only further strengthen the university's already high-quality facilities.

Proactive support is provided through scheduled office hours, workshops, and one-on-one advising, assisting students with career planning, such as building a CV or preparing for interviews.

Areas of improvement and recommendations

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

Better communication on the student support services during the programme orientation can be useful

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>
5.1	Teaching and Learning resources	Compliant
5.2	Physical resources	Compliant
5.3	Human support resources	Compliant
5.4	Student support	Compliant

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1 Selection criteria and requirements

6.2 Proposal and dissertation

6.3 Supervision and committees

6.1 Selection criteria and requirements

Standards

- *Specific criteria that the potential students need to meet for admission in the programme, as well as how the selection procedures are made, are defined.*
- *The following requirements of the doctoral degree programme are analysed and published:*
 - *the stages of completion*
 - *the minimum and maximum time of completing the programme*
 - *the examinations*
 - *the procedures for supporting and accepting the student's proposal*
 - *the criteria for obtaining the Ph.D. degree*

6.2 Proposal and dissertation

Standards

- *Specific and clear guidelines for the writing of the proposal and the dissertation are set regarding:*
 - *the chapters that are contained*
 - *the system used for the presentation of each chapter, sub-chapters and bibliography*
 - *the minimum word limit*
 - *the binding, the cover page and the prologue pages, including the pages supporting the authenticity, originality and importance of the dissertation, as well as the reference to the committee for the final evaluation*
- *There is a plagiarism check system. Information is provided on the detection of plagiarism and the consequences in case of such misconduct.*
- *The process of submitting the dissertation to the university library is set.*

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*

- reports per semester and feedback from supervisors
- support for writing research papers
- participation in conferences
- The number of doctoral students that each chairperson supervises at the same time are determined.

You may also consider the following questions:

- How is the scientific quality of the PhD thesis ensured?
- Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?
- Are the criteria reflected in dissertation samples?

Findings

A short description of the situation in the Higher Education Institution (HEI), based on elements from the application for external evaluation and on findings from the onsite visit.

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant
6.1	Selection criteria and requirements	Choose answer
6.2	Proposal and dissertation	Choose answer
6.3	Supervision and committees	Choose answer

D. Conclusions and final remarks

Please provide constructive conclusions and final remarks which may form the basis upon which improvements of the quality of the programme of study under review may be achieved, with emphasis on the correspondence with the EQF.

The Committee thanks the management of the CIIM Business School of the University of Limassol face-to-face MBA programme, the academic faculty, support staff, external stakeholders, and students for their efforts in informing the Committee during the online visit. The Committee also appreciates the opportunity to ask follow-up questions relating to the programme. The faculty and the institution responded constructively and provided honest and transparent explanations whenever requested by the Committee.

The CIIM Business School face-to-face MBA programme has its well-established “where theory meets practice” reputation both in Cyprus and internationally represents a key asset of the University of Limassol. The University of Limassol is a newly established university that emerged as the successor to the International Institute of Management, which operated as a postgraduate business school from 1990 until 2023 and offered the CIIM MBA. Since its establishment, the University has been expanding across multiple dimensions, including its physical infrastructure, academic and administrative staff, portfolio of programmes across different disciplines, and institutional processes.

Against this background, the Committee would like to highlight that the ongoing developments at the University, School, and MBA programme levels—including the recruitment of new staff, infrastructure development, and process enhancement—are promising and support the development of a quality-driven institution with appropriate internal quality assurance and monitoring procedures. In particular, the academic and professional staff, both existing and recently recruited, demonstrate high standards. New buildings are planned, quality assurance structures are being redesigned and implemented, and the University maintains strong links with industry through a well-established alumni network and other long-standing partnerships, enabling it to monitor and respond effectively to market trends.

Having said that, the pace of change is considerable and, at times, appears to be driven more by the desire for change itself than by building upon existing strengths. Furthermore, these developments introduce additional pressure on staff, with particular implications for the MBA programme. The Committee therefore highlights the following points for consideration:

- As a result of the recent developments, the CIIM MBA programme has been renamed "MBA – University of Limassol," while the CIIM name has been retained only within the Business School's title. The Committee believes that reinstating the CIIM brand in the programme title, for example, "CIIM MBA – University of Limassol" or “MBA – CIIM Business School”, would help preserve and strengthen the programme's legacy and brand recognition.
- The University's expansion has led to the creation of numerous new administrative roles. However, it appears that the department does not yet have sufficient human resources to support all of these responsibilities effectively. Some members of staff currently hold multiple administrative roles, raising concerns about whether MBA-related responsibilities can continue to be adequately supported and whether administrative responsibilities are sufficiently distributed across the wider staff body.
- Students expressed a high level of satisfaction with the current MBA learning experience, particularly appreciating the modular mode of delivery and the effective integration of theory and practice within the curriculum. At the same time, they expressed a desire for a wider range of elective courses. The proposed redesign of the MBA, consisting solely of core courses delivered over 12-week semesters, appears to conflict with the competitive advantages identified by current students and graduates. This is also not practical for executives. The Committee

therefore recommends carefully reconsidering these proposed changes before implementation, particularly in light of the anticipated growth in student numbers and the effect in executive education.

- Some institutional processes would benefit from further development, particularly with regard to establishing a clear policy on the use of artificial intelligence in teaching, learning, and academic work.

Overall, the Committee considers the MBA programme to be of high quality and well positioned for future development. The recommendations above are intended to support the University in consolidating its strengths while managing its current phase of rapid institutional growth.



E. Signatures of the EEC

Name	Signature
Cleopatra Veloutsou	
Pedro de Faria	
Dimitrios Spyridonidis	
Timotheos Pierou	
Click to enter Name	
Click to enter Name	

Date: Click to enter date