

Cyprus Agency of Quality Assurance and Accreditation in Higher Education

Republic of Cyprus

External Evaluation Report Program of Study

Institution: ...CITY UNITY COLLEGE NICOSIA.....

District:NICOSIA.....

Name of the Program of Study in Greek:

ΕΦΑΡΜΟΣΜΕΝΗ ΨΗΦΙΑΚΗ ΛΟΓΙΣΤΙΚΗ (APPLIED DIGITAL ACCOUNTING
DIPLOMA.....

Name of the Program of Study in English:

APPLIED DIGITAL ACCOUNTING DIPLOMA

Department:

Language/s of instruction: GREEK.....

Faculty:

Program Status (check where applicable):

- New Program of Study: ...X.....
- Currently operation Program of Study:

 - Registered but not evaluated
 - Evaluated and accredited by SEKAP
 - Evaluated by the Cy.Q.A.A. and did not get accreditation

Program Category (check where applicable):

- ConventionalX...
- Distance Learning
- Inter-university (Name of collaborating university/ies) ...N/A.....

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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:

NAME	TITLE AND RANK	UNIVERSITY / INSTITUTION
ANDREAS CHARITOU	PROFESSOR (CHAIR)	UNIV OF CYPRUS
DAN WEISS	ASSOC. PROFESSOR	TEL AVIV UNIV
DIMOSTHENIS HEVAS	PROFESSOR	ATHENS UNIV OF ECONOMICS AND BUSINESS
MARIA MANOLI	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 committee members received in advance all the material provided by the Agency (DIPAE). Moreover, we had a campus visit on November 15th from 9:30 am till 5:30 pm. During the visit we met with the Head of the Institution, the Provost, the Head of the Department, the Program coordinator, as well as with members of the staff (both full time and part time) and with a group of students and a group of administration staff.

During the visit, the aforementioned administration College executives presented their college and the Head of the Department and Program coordinator presented the program under evaluation.

We were also connected via Skype with Epsilon Net, the software provider, and they demonstrated us the software to be used in some of the courses to be taught in the program.

During the visit, the Members of the evaluation committee had the opportunity to discuss in detail with the aforementioned members the program structure and content.

We also had the opportunity to visit the facilities of the College in its two buildings, among those, classrooms, library, computer room, instructors' offices, students' workspace, etc.

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.

We received the necessary documents for the evaluation and during the visit we received responses to the committee members' questions.

FINDINGS:

1. EFFECTIVENESS OF TEACHING WORK – AVAILABLE RESOURCES

- Organization of Teaching Work

We examined the organization of the teaching work and found the following concerns:

No librarian during our visit and no accounting textbooks in the library. We did not observe online access to paid academic materials and related academic databases relevant for the program.

During our visit we observed that the college does not employ any Full time faculty members with an academic degree in accounting.

None of the faculty we met provided us with information on adequate support mechanisms for students with problematic academic performance.

- Teaching

We examined the effectiveness of the teaching work and found the following concerns:

The essence of five out of 20 courses in the program is technical training in using a commercial accounting software. The committee is not convinced that this training should take 5 x 39 hrs = 195 academic hours.

Rather the committee believes that intended learning outcomes could be achieved in a much shorter time frame.

When we met with existing students who are currently taking related courses, including accounting ones to be taught in the same program, we were informed that the only material used in these courses is the faculty notes posted on the course website. No textbooks are used, we were told by students.

- Teaching personnel

We examined the effectiveness of the teaching personnel and found the following concerns:

Based on the information we got during our campus visit, the college does not have any full time faculty members in digital accounting and not even with an academic degree in accounting to adequately support the program of study.

The members of teaching personnel do not have the relevant skills and proficiency for teaching the digital accounting topics, nor familiarity with the software package. In similar vein, they do not have publications in digital accounting.

Special teaching personnel teach the vast majority of the courses, not a limited number.

There are no FT faculty members in digital accounting or with an academic degree in accounting. Special Teaching Personnel teach all accounting courses and does exceed 30% of the Teaching Research Personnel.

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, does not ensure the quality of the program of study. As already mentioned, no full time faculty members with an academic accounting degree are employed by the institution.

Based on the information we received from the college and discussions we had with teaching personnel, the academic full time personnel's teaching load is 15 hrs per week, mainly teaching 5 different courses with some courses having up to 80 students. The above teaching load limits the conduct of research, writing, and contribution to the society.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS

- Purpose and Objectives and learning outcomes of the Program of Study

The committee has the following concerns. One concern, relates to the program's content (see our earlier comments in section 1). The second concern relates to the methods of assessment. In existing courses, the college does not distinguish between the assessment of learning objectives and the assessment of student's performance. The college has not yet set the principles of a systematic and documented procedure for 'closing the loop', i.e., we did not see a procedure for modifying the curriculum based on achieving or not achieving the learning goals in each course. Third, teaching materials (i.e., lack of books, journals, etc, as discussed in previous section 1).

The emphasis on technical training of an accounting software is inconsistent with the broad learning objectives of digital accounting. See also our response to 2.2.8 and p. 6 in the presentation provided to us by the College.

- Structure and Content of the Program of studies

The program includes five technical courses of software usage training. As we already mentioned earlier, the five technical courses should be reduced and they do not warrant the respective ECTS.

The program ignores digital accounting aspects of auditing, which is highly important for students who will be employed by accounting services providing firms (as stated in the program's aim on p. 6 in program presentation).

- Quality Assurance of the Program of studies

The quality assurance periodic review presented to the committee does not include program level data. Therefore, the existing procedures do not provide means for measuring quality at the program level.

- Management of the Program of Study

No further comments

- International Dimension of the Program of Study

No further comments

- Connection with the labor market and the society

No further comments

3. RESEARCH WORK AND SYNERGIES WITH TEACHING

- **Research Teaching Synergies**

In discussions with instructors and lecturers we did not hear about any research activities. During our visit we were informed by the President of the Board Mr. Elias Philippou that City Unity is a teaching college.

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

- **Administrative Mechanisms**

When we met with administrative staff we were informed that the efficiency of administrative mechanisms are not assessed on the basis of specific criteria.

- **Infrastructures / Support**

See our earlier comments about the library and teaching material.

- **Financial Resources**

Based on information received from faculty members, taking into consideration the teaching load, the number of students in class, and administrative duties, the committee believes that the faculty is paid below standards.

5. DISTANCE LEARNING PROGRAMS

N/A

6. DOCTORAL PROGRAMS OF STUDY

N/A

CONCLUSIONS AND SUGGESTIONS OF THE EXTERNAL EVALUATION COMMITTEE¹

- 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.

The program aims in offering to the students theoretical and practical competencies in digital accounting. Graduates can benefit from these skills and increase their employment opportunities.

We appreciate the effort of the City Unity College in offering the program.

While the program in its current status has advantages, it also has some serious concerns that should be considered for improving the program:

1. The curriculum of the program will better achieve the learning goals if the over-emphasis on technical software training will be reduced and missing aspects of accounting, such as auditing, will be added. The college is encouraged to revise the curriculum accordingly.

2. The skills of the teaching personnel are insufficient for teaching specific digital accounting topics, which is more demanding than a teaching a standard accounting program. In particular, no full time faculty has an academic degree in Accounting or professional experience in digital accounting. The committee suggests to hire Full time faculty with the aforementioned essential qualifications.

3. The current library facility lacks the essential learning material that is necessary for the program, such as textbooks, subscriptions to accounting journals and relevant databases. The committee suggests to invest in the aforementioned resources essential for this program.

4. The committee found that the assurance of learning procedures do not provide the necessary information at the program level. Thus, assessing the achievement of the learning objectives is likely to be impossible. The committee suggests to modify these procedures to allow for assessing the achievement of learning goals at the program level.

¹ 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.

Doc. Number: 300.1

Quality Standards and Indicators External Evaluation of a Program of Study

Institution: CITY UNITY COLLEGE
Program of Study: APPLIED DIGITAL ACCOUNTING DIPLOMA
Duration of the Program of Study: ...2 YEARS.....
Evaluation Date:... 15-16 OF NOVEMBER, 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. Poor
2. To an unsatisfactory degree
3. To a satisfactory degree
4. Best practice
5. Excellent

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 AND RANK	UNIVERSITY / INSTITUTION
ANDREAS CHARITOU	PROFESSOR (CHAIR)	UNIV OF CYPRUS
DAN WEISS	ASSOC PROFESSOR	TEL AVIV UNIV
DIMOSTHENIS HEVAS	PROFESSOR	ATHENS UNIV OF ECONOMICS AND BUSINESS
MARIA MANOLI	STUDENT	UNIVERSITY OF CYPRUS

Date and Time of the On-Site Visit: ...NOV 15TH, 9:30AM – 5:30 PM.

Duration of the On-Site Visit:9:30AM – 5:30 PM....

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:					
	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	N/A				
	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:					
	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	

Justification

1.1.4.2 No librarian during our visit and no accounting textbooks in the library. We did not observe online access to paid academic materials and related databases relevant for the program.

Moreover, on p. 44 of the report submitted to us (program presentation), the report claims that there is a variety of books in accounting as well as scientific journals. During our library visit, we found no textbooks or scientific journals in accounting.

1.1.4.5 During our visit we observed that the college does not employ any Full time faculty members with an academic degree in accounting.

1.1.9 None of the faculty we met provided us with information on adequate support mechanisms for students with problematic academic performance.

1.2	Teaching	1	2	3	4	5
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.

1.2.1 – 1.2.2 The essence of five out of 20 courses in the program, is technical training using a commercial accounting software. The committee is not convinced that this training should take 5 x 39 hrs = 195 academic hours. Rather the committee believes that intended learning outcomes could be achieved in a much shorter time frame.

1.2.7 When we met with existing students who are taking related courses, including accounting ones to be taught in the same program, we were informed that the only material used in each course, are the faculty notes posted on the course website. No textbooks are used, as we were told by students.

1.3	Teaching Personnel	1	2	3	4	5
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:					
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.	n/a				
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.	N/A				

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.

1.3.1 Based on the information we got during our campus visit, the college does not have any full time faculty members in digital accounting and not even with an academic degree in accounting to adequately support the program of study.

1.3.2 The members of teaching personnel do not have the relevant formal and fundamental qualifications for teaching the digital accounting topics and they do not have publications in digital accounting.

1.3.4 Special teaching personnel teach the vast majority of the courses, not a limited number.

1.3.5 There are no full time faculty members with experience or proficiency in digital accounting or with an academic degree in accounting. Special Teaching Personnel teach all accounting courses and does exceed 30% of the Teaching Research Personnel.

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, does not ensure the quality of the program of study. As already mentioned, no full time faculty members with an academic accounting degree are employed.

1.3.9 Based on the information we received from the college and discussions with teaching personnel, the academic full time personnel's teaching load is 15 hrs per week, mainly teaching 5 different courses with up to 80 students. The above teaching load limits the conduct of research, writing, and contribution to the society.

2. PROGRAM OF STUDY AND HIGHER EDUCATION QUALIFICATIONS						
2.1	Purpose and Objectives and learning outcomes of the Program of Study	1	2	3	4	5
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.

2.1.4 The committee has the following concerns. One concern, relates to the program's content (see our earlier comments in section 1). The second concern relates to the methods of assessment. In existing courses, the college does not distinguish between the assessment of learning objectives and the assessment of student's performance. The college has not yet set the principles of a systematic and documented procedure for 'closing the loop', i.e., we did not see a procedure for changing the curriculum based on achieving or not achieving the learning goals in each course. Third, teaching materials (lack of books etc, as discussed in previous section 1). Fourth, there is no assessment of quality assurance at the program level.

2.1.6 The over-emphasis on technical training in using an accounting software together with lack of additional important aspects of accounting, such as auditing, are inconsistent with the broad learning objectives of digital accounting. See also our response to 2.2.8 (see also p. 6 in the presentation provided to us by the College.

2.2	Structure and Content of the Program of Study	1	2	3	4	5
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.	N/A				

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

2.2.2. As we already mentioned earlier, the five technical courses should be reduced and they do not warrant the respective ECTS.

2.2.6 -2.2.8 The program ignores digital accounting aspects of auditing, which is highly important for students who will be employed by accounting services providing firms (as stated in the program's aim on p. 6 in program presentation).

2.3	Quality Assurance of the Program of Study	1	2	3	4	5
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	

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

2.3.3. The quality assurance periodic review presented to the committee does not include a program level data. Therefore, the existing procedures do not provide means for measuring quality assurance at the program level.

2.4	Management of the Program of Study	1	2	3	4	5
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		

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

2.5	International Dimension of the Program of Study	1	2	3	4	5
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.	N/A				
2.5.2	The program attracts Visiting professors of recognized academic standing.	N/A				
2.5.3	Students participate in exchange programs.	N/A				
2.5.4	The academic profile of the program of study is compatible with corresponding programs of study in Cyprus and internationally.	N/A				

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.

2.6	Connection with the labor market and the society	1	2	3	4	5
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.

3. RESEARCH WORK AND SYNERGIES WITH TEACHING						
3.1	Research - Teaching Synergies	1	2	3	4	5
3.1.1	It is ensured that teaching and learning have been adequately enlightened by research.					
3.1.2	New research results are embodied in the content of the program of study.					
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.					
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.					
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.					
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.					
3.1.7	The policy for, indirect or direct, internal funding of the academic personnel's research activity is satisfactory.					
3.1.8	The participation of students, academic, teaching and administrative personnel of the program in research activities and projects is satisfactory.					
3.1.9	Student training in the research process is sufficient.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>In discussions with instructors and lecturers we did not hear about any research activities. During our visit we were informed by the President of the Board Mr. Elias Philippou that City Unity is a teaching college.</p>						

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				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.1.3. When we met with administrative staff we were informed that the efficiency of administrative mechanisms are not assessed on the basis of specific criteria.</p>						
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				X	

	framework.					
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.2.1, 4.2.5 – 4.2.6 See our earlier comments about the library and teaching material.</p>						
4.3	Financial Resources	1	2	3	4	5
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
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p> <p>4.3.3. Based on information received from faculty members, and taking into consideration the teaching load, the number of students in class, and administrative duties, the committee believes that the faculty is paid below standards.</p>						

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

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

	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.	N/A				
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.	N/A				
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%.	N/A				

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.	N/A
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.	N/A
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.	N/A

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.	N/A				
6.2	The structure and the content of a doctoral program of study are satisfactory and they ensure the quality provision of doctoral studies.	N/A				
6.3	The number of academic personnel, which is going to support the doctoral program of study, is adequate.	N/A				
6.4	The doctoral studies' supervisors have the necessary academic qualifications and experience for the supervision of the specific dissertations.	N/A				
6.5	The degree of accessibility of all interested parties to the Doctoral Studies Regulations is satisfactory.	N/A				
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.	N/A				
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.	N/A				
<p>Justify the answer you have provided and note the additional comments you may have on each standard / indicator.</p>						

FINAL REMARKS – SUGGESTIONS

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

The program aims in offering to the students theoretical and practical competencies in digital accounting. Graduates can benefit from these skills and increase their employment opportunities.

We appreciate the effort of the City Unity College in offering the program.

While the program in its current status has advantages, it also has some serious concerns that should be considered for improving the program:

1. The curriculum of the program will better achieve the learning goals if the over-emphasis on technical software training will be reduced and missing aspects of accounting, such as auditing, will be added. The college is encouraged to revise the curriculum accordingly.

2. The skills of the teaching personnel are insufficient for teaching specific digital accounting topics, which is more demanding than a teaching a standard accounting program. In particular, no full time faculty has an academic degree in Accounting or professional experience in digital accounting. The committee suggests to hire Full time faculty with the aforementioned essential qualifications.

3. The current library facility lacks the essential learning material that is necessary for the program, such as textbooks, subscriptions to accounting journals and relevant databases. The committee suggests to invest in the aforementioned resources essential for this program.

4. The committee found that the assurance of learning procedures do not provide the necessary information at the program level. Thus, assessing the achievement of the learning objectives is likely to be impossible. The committee suggests to modify these procedures to allow for assessing the achievement of learning goals at the program level.

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

Name:	Signature:
Andreas Charitou (Chair)	
Dan Weiss	
Dimosthenis Hevas	
Maria Manoli	

Date: ...Nov 16th, 2018.....