Doc. 300.1.2

Higher Education Institution's Response

- **Higher Education Institution:**
  P.A. College

- **Town:** Larnaca

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

  In Greek:

  Ηλεκτρονικοί Υπολογιστές για Επιχειρήσεις (4 Έτη

  Ολικής Φοίτησης ή 5 Έτη Μερικής Φοίτησης, 240

  ECTS, Πτυχίο)

  In English:

  Business Computing (4 Years Full-Time or 5 Years

  Part-Time, 240 ECTS, Bachelor of Science (Honours))

- **Language(s) of instruction:** English

- **Programme's status:** Currently Operating

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ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
REPUBLIC OF CYPRUS

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area.*

- *In particular, under each assessment area, the HEI must respond on, <u>without changing the format of the report</u>:*

  - *the findings, strengths, areas of improvement and recommendations of the EEC*
  - *the deficiencies noted under the quality indicators (criteria)*
  - *the conclusions and final remarks noted by the EEC*

- *The HEI's response must follow below the EEC's comments, which must be copied from the external evaluation report (Doc. 300.1.1).*

- *In case of annexes, those should be attached and sent on a separate document.*

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

<u>Findings</u>

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 undergraduate program of Business Computing is a 4-year full-time program and requires a minimum of 240 ECTS. The program is well structured, its objectives are in accordance with the overall strategy of the College and the intended learning outcomes are consistent to the content of the program. The purpose, objectives, and learning outcomes are clearly communicated and well-justified. The expected learning outcomes of the program are known to the students in advance (the first week of the semester) through the course syllabi, the course outlines, the website of the College and the College's electronic platform. Overall, the program seeks to prepare students for job market positions in data science, web development, and information systems, business of computing, IT in corporations, profit and non-profit organizations and so on, in the global competitive environment.

The content of the program includes an appropriate number of core and elective courses. The program runs in parallel with the Bachelor in Business Administration (BBA) program provided from the College, starting even from the first year. The BBA and the BBC have common courses (particularly in the first two years of the program) which are essentials to link business with computer science. In the first two foundation years of study, the program provides students with valuable knowledge in computer science and business. The next two years, students are specialized in the topic of their interest through dissertations, elective courses and projects. The College's faculty appear to steer students towards the specialization that best fit one's interest and qualifications. The outcome from the presentation was that students have real-life projects which is perhaps one of the strongest components of the curriculum because it links the students with the market exceptions and needs. This is also (and mostly) achieved with the introduction of a 'hybrid form' for students' dissertations, that gives them the opportunity to work on both theory and practice (projects) in real-life problems.

The admission criteria are adequate and indeed the College has made the strategic decision to keep these criteria at a high level as indicated by the small number of students that enrol in the program every year (about 5 to 10 students per year). This small cohort size allows for nearly personalized teaching per student and this is another strength of the program. Moreover, the students of the program have common courses with the BBA, and which is helpful for them as they interact with teaching techniques in different topics (e.g., business management, etc.). The bottom line is that the selection criteria are consistent with the vision of the College to maintain a strong reputation in the field.

Quality assurance mechanisms are present and fairly well-aligned with international standards. There is a number of quality assurance mechanisms and formal policies for the development and the management of the program of study. Importantly, formal quality assurance mechanisms are accompanied by informal processes which also appear to be working quite well.

<u>Strengths</u>

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

The program of study benefits from external expertise. It is designed so that it enables smooth student progression.

In summary, the strengths of the program are as follows:

1. The external examiners. Following mostly UK experience the College is employing external examiners to inform and evaluate the development of the program. This is a noteworthy effort and the EEC applauds the College's efforts towards that end.

2. The BBC program provides common courses with the BBA which is a strong plus for the students and a key factor in distinguishing the College from its competition in computing science.

3. P.A College has a long experience in delivering educational programs in computing business and business administration. Previous programs were also accredited by the Ministry's former accreditation process.

4. A number of the faculty teaching staff have adequate practical experience which ensures a good balance between theory and practice.

5. The information related to the program of study is publicly available. The assessment system and criteria regarding student course performance are clear, adequate and well-communicated to the students. The course syllabuses and course outlines clearly define the expected learning outcomes, the content, the teaching and learning approaches and the method of assessing student performance.

6. The dissertations are oriented in real-life problems which give the opportunity to students interacting with companies, organisations, etc., combining that way both theory and practice.

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.

While in broad terms the program of study is adequate there is space for improvement:

1. The curriculum is very wide and focuses on practical matters as illustrated by the reading material. This is aligned with the nature of the computing science that the program offers. However, the program could be somewhat more balanced towards theory and/or academic work. The EEC encourages the faculty to incorporate more theory into the modules so that the students can link their hands-on knowledge with more higher order thinking.

2. In addition, another welcoming change of the program would be to focus and enhance more the link between the theoretical background which is essential for each corresponding computing science course. At the moment the range of modules is very wide which is not well-aligned with the common courses given from the BBA (such as mathematics, management, etc.) increasing the gap of background and practice. This is important because it might be difficult to keep the balance between "how" and "why", in issues of interest for entrepreneurship, which are accompanying with the understanding of the intuition behind.

3. The international dimension of the program is strengthening over time and one way to accelerate that progress is to be inviting more visiting professors from abroad who could help in the development of the quality of the program and in the strengthening of the research profile of the program and staff through collaborations. Indeed, only a small number of faculty members are PhD holders and bringing in external PhD holders could help in rebalancing the exposure of students to different types of expertise.

4. Since the bachelor program is specialised in computing science, and students are interacting with real-life projects (dissertations, etc.), it would be interesting for them, along with the faculty members , to organise workshops and/or participate in competitions, students' grants, and so on, in order to develop networking, new trends in IT, new technology in software, facilities, etc.

5. The number of faculty in this program is low compared to the corresponding BBA. There should be a balanced workload and how the courses in computing business are distributing among the professors. As a suggestion for the future, the committee suggests being a clear distinguish the faculty in BBA and BBC and distribute the courses in BBC to more professors.

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
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

HEI's Response/Comments

The College endorses the findings and strengths of the programme as noted by the EEC which reflect the practice and characteristics of the programme. With regards to areas of improvement and recommendations, it is true that only one textbook appeared as reading material. This was the result of past recommendations by visiting accreditation committee members which suggested that it was not necessary to show all recommended readings.

Nevertheless, the individual syllabi handed out to the students on the first day of class (from the onset of degree programmes at the College) suggested further readings beyond the quoted main textbook. Furthermore, students are required to expand further their knowledge and views of the various issues by completing assignments in which they are required to quote additional readings on the relevant topics.

With regards to the recommendation made above by the EEC, this has been implemented this semester as well with the reading lists provided to students been expanded to include additional, more theoretical readings/academic works. A sample of module readings from Fall 2020 and Fall 2019 has been attached (see Annex 1-Module/Syllabi Readings). The sample was chosen from modules for which the EEC expressed some concerns with regards to the required readings been only practical and not including theoretical readings.

With regards to recommendation # 2, this was well taken and has been incorporated into the structure of the programme. As of the new cohort (starting their studies this Fall 2020), in Year 3 these students will be attending the module "Entrepreneurship and the Small Business I" which replaces the core module "MGT 312-Operations Management". The new module will have the code MGT 221. The module "Business Environment and Policy" will be upgraded and become an option module with the code MGT 311 (see Annex 2-Revised Programme Structure).

The College also agrees and intends to further promote and enhance the implementation of the third item in the suggestions' list. PhD holders were invited and made presentations and lectures to both staff and students through the Erasmus programme. This will be promoted this academic year as well and contacts have already been made with PhD holders to act as visiting lecturers at the College.

The College has taken advantage of the opportunity to invite staff with different types of expertise through the Erasmus "Invited Staff From Enterprise" programme. Through this programme, we had the opportunity to host industry experts and academics to deliver lectures to students, thus enriching the programme with experts' experience from overseas.

The restrictive environment that resulted due to Covid-19 is a preventive factor since there are limitations and restrictions both on local academics and academics from overseas.

The Head of Research is in contact with academics so that in Spring semester, a number of academics can visit the College for on-site delivery of sessions or if the current situation does not improve, to have some of these sessions delivered on-line.

Also, regarding the fourth suggestion of the EEC, the Computing Department has been organising workshops and competitions twice a year providing the students with a hands-on experience. This was not feasible last semester due to Covid-19.

The fifth recommendation about the distribution of the modules clearly to BBA and BBC faculty has been noted and will be taken into consideration in the future.

2. Teaching, learning and student assessment
  (ESG 1.3)

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.

There is a comprehensive teaching methodology and mechanisms. Although P.A. College is of small size, it appears the College has given appropriate consideration to the overall teaching and learning design and delivery of the proposed program. The program is built with student needs in mind. Overall, the educational process comes across as well-structured, effective and well-implemented. Former accreditations have helped towards that end. There are well-documented academic procedures involving the Head of the Business Department, the teaching staff and the students. The management of the program of study does not encounter any problems. The College successfully applies the ECTS.

The assessment system and criteria regarding student course performance are clear, adequate and well communicated to the students. There is good evidence of structured and well-organized taught material (lecture presentations, good blending of theoretical material and practice, independent study etc). All teaching material are readily available to students.

Strengths

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

A number of committees including external examiners ensure proper delivery of module material and constitute an important means the College maintains consistent quality standards.

The College appears to have strong ties with the business community, and it is a plus as e.g. offering guest lectures to students.

Overall, the program compares positively with relevant programs offered in Cyprus and abroad. The intended learning objectives of the program conform to the aims and objectives of the program and they are effectively communicated to the students. Also, the structure of the program as well as the learning mechanisms are appropriate for the effective delivery of the learning objectives.

The EEC believes that the program is fully managed by the academics in charge and there are no inappropriate nonacademic interventions. The programme is of relatively small size and guarantees a friendly and collegiate environment between students and teaching/ administrative staff.

The students interviewed by the Committee highlighted they are quite satisfied with the quality of the program and its international character as demonstrated via the offered internships in the market, and the student exchange programs.

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.

1. The textbooks used in the course syllabi could be updated more regularly and perhaps more importantly the syllabi could include more textbook/academic articles in them to strengthen the academic component of the courses as the practical component is already at high levels.

2. While the option to have common courses in BBC and BBA programs is a strong plus, it is essential to have a balance between the prerequisites needed for the courses in computing science and the common material taught in BBA courses.

3. Since the computing science courses are more sophisticated than the commonly known courses in business and they might need some prerequisites in fundamental courses (e.g. calculus, etc.) along with the corresponding technology support, it is not clear if this is achieved in

the areas of study. The committee suggests publishing these guidelines and support the students in these areas, if needed.

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

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

HEI's Response/Comments

The College has always been very sensitive regarding the quality of the programmes offered and has employed practices and procedures promoting this objective which is reflected in the findings and comments of the EEC.

With regards to the textbooks, a list of suggested books is prepared by faculty members for the following semester. The updating of the textbooks takes place regularly even though in modules like the language modules, the textbooks may be "outdated" but enable the achievement of the module objectives more effectively. Most specifically, language modules are topped up with additional readings and case studies relevant to Business Administration and Business Computing respectively, so that the currency of the material missing from the books is substituted.

At the same time, as noted in the previous section, the syllabi handed out to students include expanded supplementary reading lists. The issue raised by the EEC about the reading lists has been fully noted and the expanded reading lists will be shown in all relevant documents. Supplementary academic reading lists always existed, however, following the recommendation of past visiting accreditation committees that the full reading list was not necessary, our official submission included only the main indicative textbook of each module.

With regards to the fundamental courses needed for the Computing Science courses, students at the College are provided with support during the 4-week preparatory course in September which includes Mathematics, English, Accounting and Study Methods as well as throughout their studies.

At the end of the preparatory course, the students are assessed in order to identify possible weaknesses towards which more focused support is provided.

3. Teaching Staff
(ESG 1.5)

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.

During our meeting with the teaching staff, we interviewed all full-time professors and most of the part time professors. For the most part full-time staff has adequate qualifications especially when considering the fact that the program is an undergraduate one.

Some of them hold Ph.D. degrees from foreign institutions and are active in research (i.e. they seem to be doing some research, attending conferences and the like, and have a good understanding of the value of doing research for an educational institution).

During the interview the majority of the faculty did not participate actively in the discussion even though the EEC was actively seeking their input. This is an unfortunate outcome in many ways and it was challenging to infer the reasons of their limited participation in the discussion. The limited participation did not allow us to get more insights on the working conditions of the faculty. More practically, this limited participation is a forgone opportunity for faculty to express their thoughts and suggestions which could eventually feed into the present report as a means to improve working conditions for faculty. Overall, that part was the most disappointing element of the evaluation. We were negatively surprised by the unwillingness of most faculty members to participate in the conversation. We sincerely hope this is not a sign of tensions between faculty or hesitations to speak up. The alternative explanation, the one we hope to be the case, is that there is no space for improvement and as such the faculty had no suggestions to offer towards that end.

Strengths

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

1. The College appears to have reasonable teaching loads (e.g. a faculty member obtained her PhD while being employed at the College) which decrease as the faculty member moves upward the ranks. However, in the case of BBC core faculty, there is an imbalance since high number of courses are taught from few professors (2 or 3). This is a suggestion for the College to take into consideration.

2. The College encourages research activities in a number of ways including full support for conference attendance and such activities can augment staff's professional development. However, it was not clear whether such support is provided on a need to basis or whether there is a research budget per faculty member at the start of each academic year.

3. Research activity appears to be seen favourably for promotion and this creates additional incentives for staff development.

4. There appears to be a good balance between young and experienced faculty members. The experienced faculty have been with the College for a long time, which implies a good working environment that is beneficial to the program.

5. It seems that the outcome of teaching is being monitored and taken seriously by the institution and that any issues or problems are professionally and effectively taken care of. There is also a good process of evaluation of the faculty by both students and the Head of the Department.

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.

1. The College could invest more in resources that could help the faculty to conduct quality research. The acquisition of databases such as Bloomberg or WRDS could enhance and intensify the research activities of the faculty. While such activities may turn out to be prohibitively expensive a perhaps complementary means to augment the research activities of the faculty while

generating revenues would be to launch Master's program. Such programs could indeed spark research activities and help the College realize its long term ambition to turn into a university.

2. The College should pursue to regularly conduct research seminars in which faculty members could present research papers to others in order to discuss them, a practice that is likely to improve the quality of the research. These initiatives could be undertaken not only within the College but also together with other Cypriot Universities and Colleges (sharing of seminar email lists, organization of joint research seminars etc.).

3. The current flexibility in the promotion criteria is somewhat understandable given the different contributions of each faculty member to the program. However, some standardized criteria should be introduced as well. For instance, these could include a specified number of research publications in high calibre journals following international journal lists such as the ABS list in the UK. The standardization of some criteria would allow consistency across the board while providing faculty with clear goals that need to be achieved.

4. At present, only a small of faculty members are Ph.D. holders. This is not a concern per se. But, in the medium to long run, to stay competitive and maintain a healthy reputation the College should be aiming to hire more Ph.D. holders. This also aligns with the College's long-term ambition to turn into a university.

5. The core courses are taught by a very small number of faculty members. There might be a teaching overload for the core courses since most of them are provided by 2 or 3 faculty members.

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

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

HEI's Response/Comments

Starting with the fourth point in this section of the report, the College would like to clarify that the objective remains to hire individuals holding PhD degrees. This is what is advertised when there are vacancies. Nevertheless, if there are no interested candidates holding this qualification, the College compromises with Master's degree holders, providing the opportunity, the encouragement and the incentives to individuals who would like to embark onto a PhD degree programme. Currently, two members of the faculty are interested to engage onto a PhD degree programme and have already done the preliminary work towards starting their PhD programme.

The College provides access to faculty and students to Proquest database with a huge number of peer-reviewed articles and journals. On demand, the College has in the past, and is willing to provide access to faculty members to specialised software such as NVivo and SPSS when these are needed for specific projects or research activity. The College will work towards promoting the cooperation with the University of Cyprus and other local universities so that greater access to resources is achieved through bilateral agreements. Currently in marketing and management modules, the lecturers use business simulation games aiming to enhance the achievement of the modules' learning outcomes.

The increase in the number of PhD holders as well as the launching of a Master's programme would indeed enhance and expand the research activities at the College. The development of the content and the details of a Master's programme requires adequate time before it is ready to be submitted for accreditation. The Internal Regulation of the College has been modified in order to include the provision for the operation of Masters' programmes.

Also, the Internal Regulation of the College which included information about the composition and the operation of the Appraisal/Evaluation Committee (Annex 3-Composition and Operation of the Appraisal/Evaluation Committee), has been adapted to include more detailed criteria for promotion as suggested by the EEC. Annex 4-Criteria for Promotion is attached.

In response to the recommendation made by the EEC suggesting the College should pursue to regularly contact research seminars, providing the opportunity to faculty members to expand their research activity and focus, Annex 5 outlines the external and internal research seminars planned for the academic year 2020-2021 by the Research and Development Department.

Last but not least, it is very important to endorse one of the findings of the EEC with regards to the number of years that some of the faculty have been with the College. It is true that there are people with 10, 20 or even more than 30 years of working experience at the College and this is a strong indication about the College and its working environment. The limited participation of faculty members in the discussion pertinent to working conditions (as noted in the findings of the EEC) is attributed to the highly supportive and operative working environment at the College. This explanation is backed by the long-term presence at the College of the majority of the faculty members and other staff.

The EEC was concerned that the distribution of the Computing core courses to two or three faculty members only might create a teaching overload, something that is currently due to the small number of students on the programme. The current student:lecturer ratio enables for the quality provision of courses as also noted by the EEC. With the increase of the number of students on the programme, the number of faculty will also increase.

4. Students
(ESG 1.4, 1.6, 1.7)

<u>Findings</u>

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 evaluation committee discussed with four students inquiring why they decided to join P.A. College and the specific bachelor program, describe their experiences and present to us what they liked and what they thought could be improved.

The students were open in expressing great satisfaction with the College. The main reason to join P.A. College is that the program offers a very focused course outline of their interest. They also emphasise to the fact that they are closed with their teachers. Location considerations and the reputation of the College also appeared to play a role.

The students highlighted that the College is accommodating when it needs to be, that they are satisfied with the modules and with the infrastructure of the College. They also noted that the College is active in helping them find jobs and overall, they did not raise any serious red flags.

<u>Strengths</u>

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

1. P.A. College is very student-oriented. For instance, when needed the College aids students in finding accommodation.

2. The students are well taken care of by the College. For example, there is individual feedback by the teaching staff (an advantage of a small program).

3. There is an evaluation on behalf of the students and the issues raised are considered seriously by faculty and administration.

4. A non-negligible percentage of student go on to pursue graduate studies mainly in the UK and this a noteworthy achievement. In fact, one of the faculty members (Dr. Markou) started his studies at P.A College and moved on to pursue a PhD in the UK before returning to P.A College to assume his teaching duties.

5. The College offers partial scholarships on a competitive basis. It helps the College to attract students, maintain its reputation and fulfil its role as an academic institution.

6. The College offers open days and participate to computing science competitions and exhibitions.

<u>Areas of improvement and recommendations</u>

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

As mentioned above, the student experience at the College is satisfactory. Still, an improvement which should be feasible to implement would be the socialising. Due to the small number of students (which is a plus) some of the students somewhat lack the social parts of the student experience. To that end, the College could form activities to strengthen that part such as competitions and/or connect through institutional processes past graduates with current students.

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

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

HEI's Response/Comments

The small number of students indeed facilitates the development of closer ties between the students and between the students and the College in general. Whereas the Student Union had been active organising activities like gatherings and parties, excursions, tree planting, fundraising, etc., this has changed in the last few years more for social reasons. The majority of students (if not all) have their own car and are more independent in terms of moving around and/or selecting their entertainment activities. Students' social experience is enhanced through events and activities organised by the Student Unions of the institutions based in Larnaca. Therefore, students have this kind of experience. The College's Student Union is encouraged not only to participate in such events, but also to organise their own events (welcoming party, Christmas welfare food packages, in-College Christmas event, participation in community events and activities, etc.)

The involvement of the alumni is highly valued by the College. The latest attempt was cancelled out by the Covid-19 lockdown. The personal details of each alumnus/alumna were forwarded by the alumni and a record of those interested has been formed. Once the call of a meeting/ gathering/reunion becomes possible, a more formal structure will be created and start operating in cooperation with the current students Student Union. Objectives will need to be set for the benefit of the entire group.

With regards to the recommendation about the dissertation, the College will consider the development of a more research-oriented pathway in which case the increased ECTS for the dissertation will become a meaningful incentive. This consideration includes the running of the current pathway with the dissertation carrying 12 ECTS; this pathway will be available to students aspiring to get the professional qualification ACA or ACCA. The second alternative will be to run a pathway with the dissertation carrying 18 ECTS which will be available to students aspiring to pursue a Master's degree, offering them more hands-on experience with research activities necessary for a Master's level of studies.

5. Resources
(ESG 1.6)

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 video we were provided before the evaluation on the College's building together with the interviews we conducted lead us to conclude that P.A College offers adequate resources to both students and faculty including access to library material, IT infrastructure and administrative support. Indeed, the building appears to be state of the art and this is a strong plus for the College. Along the same lines, the library appears well equipped and our overall impression is that all resources are in place and fully functional. In terms of human capital support, the College is performing well on that front as faculty appear to be provided what they need to fulfil their teaching duties and, in part and when applicable, their research endeavours.

Strengths

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

1. The leadership team appears committed to support faculty and students with resources when required.

2. The students are quite happy with the services they receive in terms of the lounge, the library and the like.

3. The College offers a state-of-the-art IT infrastructure that such a degree in computing science requires.

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.

1. Access to more databases would be a welcome addition. This could be on subscription fee basis or through bilateral agreements with other Colleges and Universities in Cyprus.

2. In the long run the College could also consider offering accommodation and additional IT tools (e.g., sophisticated software) to students.

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

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

HEI's Response/Comments

A variety of resources is available to students and staff through the library. Students and staff have full access to Proquest and partial access to other academic databases. Additional resources are made available on demand and as needed. The College currently provides all the resources needed for the effective delivery of the programme and is ready to employ/introduce more IT tools as necessary. The possibility for bilateral agreements and cooperation with other local institutions will be explored and where there is common ground, a bilateral agreement will be signed.

Students interested to find accommodation in the area near the College are assisted by the Administration. Over the years, a list of contact persons has been built up which makes it easier to find accommodation for the students.

6. Additional for distance learning programmes
   (ALL ESG)

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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
6.1	Distance learning philosophy and methodology	Not applicable
6.2	Distance learning material at the appropriate level according to EQF	Not applicable
6.3	Interaction plan and Interactive weekly activities	Not applicable
6.4	Study guides	Not applicable

HEI's Response/Comments

There are no comments to be made since this issue is not applicable to the College.

7. Additional for doctoral programmes
(ALL ESG)

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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		*Non-compliant/ Partially Compliant/Compliant*
7.1	Selection criteria and requirements	Not applicable
7.2	Proposal and dissertation	Not applicable
7.3	Supervision and committees	Not applicable

HEI's Response/Comments

There are no comments to be made since this issue is not applicable to the College.

8. Additional for joint programmes
   (ALL ESG)

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.

N/A

Strengths

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

N/A

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.

N/A

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

Sub-area		*Non-compliant/* *Partially Compliant/Compliant*
8.1	Legal framework and cooperation agreement	Not applicable
8.2	The joint programme	Not applicable

HEI's Response/Comments

There are no comments to be made since this issue is not applicable to the College.

B. 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.

P.A College appears to carry a strong reputation in part because of its selectivity in student admissions and small size and this can be considered as a strong plus. The College has a clear long term vision to transition into a university and the committee applauds that vision. Education is student centred and the program is well structured, follows international standards and overall offers students with an array of services. The bachelor studies in computing science for business can place the College ahead of its competition and the committee also applauds the College for the investments in infrastructure.

On the other hand, research can be intensified. We encourage the faculty to engage more heavily in research activities and for the College to put in place stronger incentives for the faculty to do so. While there seems to be a clear ambition for research to grow, concrete measures towards that end could be strengthened. Such measures could include reduced teaching loads when needed and strengthening collaborations with external academics.

HEI's Response/Comments

The College built up its reputation following its strategic decision to offer high quality educational programmes implementing a series of Quality Assurance procedures and practices including the residential weekend – a feature of Master's programmes – which provides the students with valuable experience.

The linking to professional bodies of the ACA and ACCA calibre and the cooperation with the External Examiners are supportive towards the quality of the programme and its maintaining of the currency required in terms of its contents, delivery methods, reference materials, etc. Evidence of this academic quality has also been the cooperation and the bilateral agreement with Lomonosov Moscow State University.

At the same time, the need for expanding the research activity at the College is fully recognised. Thus, a Department of Research and Development has always existed, since the first offering by the College of its degree programmes. The Department has been assigned with the responsibility to promote and coordinate the research activities at the College. Stronger incentives for the faculty as suggested by the EEC as well as MS programmes will help our effort. Unfortunately, the size of the country, the overall approach towards research on behalf of the Government but also on behalf of the business community are not favourable for private academic institutions. The College keeps working towards strengthening its links with other researchers and has recently achieved the participation of the College and a number of its faculty in a funded European research project (3-year duration) which – apart from its monetary value and benefit for the College – will contribute tremendously to the experience of the faculty in terms of research, the confidence of the faculty members to participate in major projects like this one, as well as the confidence of others in the ability of the College faculty to be successful when undertaking a project either individually or as part of a group. The Head of Research will continue working towards expanding the research opportunities available to faculty and supporting everyone to undertake and complete successfully such tasks.

C. Higher Education Institution academic representatives

Name	Position	Signature
Dr Markos Markou	Business Computing Programme Coordinator	
Mr Filippos Loizou	Business Administration Programme Coordinator	

Date: 30/10/2020

Spring Semester 2020

CSC 221-Business Applications Programming II

Main Textbook

Kip Irvine and Tony Gaddis (2017). Starting Out with Visual Basic. 7th Edition. Pearson.

Supplementary Reading

Schneider David (2010). Introduction to Programming Using Visual Basic 2010. 8th Edition. Pearson.

CSC 324-Internet Programming II

Main Textbook

Murach J. and Harris R. (2017). Murach's PHP and MySQL. 3rd Edition. Mike Murach and Associates.

Supplementary Reading

Jennifer Niederst Robbins (2012). Learning Web Design, A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics. 4th Edition. O'Reilly.

CSC 412-Human Computer Interaction II

Main Textbook

Rogers, Y., Preece, J. and Sharp, H. (2015). Interaction Design: Beyond Human-Computer Interaction. 4th Edition. Wiley.

Supplementary Reading

Dix, A., Finlay, J., Abowd, G. and Beale, R. (2004). Human-Computer Interaction. 3rd Edition. Prentice Education Limited.

MGT 415-Human Resource Management II

Main Textbook

Torrington, D., Hall, L., Taylor, S. and Atkinson, C. (2017). Human Resource Management. 10th Edition. Pearson.

Supplementary Reading

Armstrong, Michael (2009). Strategic HRM. 4th Edition. Kogan Page. eBook.

Storey, John (2007). Human Resources Management: A Critical Text. 3rd Edition. Cengage Learning EMEA.

Wankel, Charles (2008). 21st Century Management. A Reference Handbook. Sage Publications. eBook.

Fall Semester 2019

CMS 104-Communication and Interpersonal Skills

Main Textbook

Bovee, L. Courtland and Thill, V. John (2018). Business Communication Today. 14th Edition. Pearson.

Supplementary Reading

Roebuck, D.B. (2006). Improving Business Communication Skills. 4th Edition. Pearson Education.

CSC 220-Business Applications Programming I

Main Textbook

Kip Irvine and Tony Gaddis (2017). Starting Out with Visual Basic. 7th Edition. Pearson.

Supplementary Reading

Schneider David (2012). Introduction to Programming Using Visual Basic 2012. 9th Edition. Pearson.

CSC 319-Database Design and Management

Main Textbook

Elmasri, R. and Navathe S. (2014). Fundamentals of Database Systems. 6th Edition. Pearson.

Supplementary Reading

Connolly, T.M. and Begg, C.E. (2009). Database Systems: A Practical Approach to Design, Implementation and Management. 5th Edition. Pearson.

MGT 312-Operations Management

Main Textbook

Heizer, J. and Render, B. (2014). Operations Management: Sustainability and Supply Chain Management. Global Edition. 11th Edition. Pearson.

Supplementary Reading

Slack, N., Chamber, S. and Johnston, R. (2010). Operations Management. 6th Edition. Pearson.

Hill, T. (2005). Operations Management. 2nd Edition. Palgrave Macmillan.

Curwin, J. and Slater, R. (2008). Quantitative Methods for Business Decisions. 6th Edition. Cengage Learning EMEA.

ANNEX 2

COMPLETE LIST

OF

COMPULSORY COURSES

AND

ELECTIVE COURSES:

BUSINESS COMPUTING

ANNEX 2-COMPLETE LIST OF COMPULSORY COURSES AND ELECTIVE COURSES:

BUSINESS COMPUTING

CORE MODULES					
SEMESTER 1	**CU**	**ECTS**	**SEMESTER 2**	**CU**	**ECTS**
CSC 101-Computing for Business	3 (4)	6	CSC 110-Computer Fundamentals	4	6
CSC 120-Programming Languages I	3	4	CSC 121-Programming Languages II	3	4
CSC 150-Programming Languages I-Lab	1 (2)	2	CSC 151-Programming Languages II-Lab	1 (2)	2
ENG 101-English Language I	5	6	ENG 102-English Language II	5	6
MAT 101-Mathematics/Calculus	4	6	MAT 201-Statistics I	4	6
MGT 101-Introduction to Management	3	6	MGT 201-Organisational Behaviour	3	6
SEMESTER 3	**CU**	**ECTS**	**SEMESTER 4**	**CU**	**ECTS**
ACC 101-Financial Accounting	4	6	CSC 221-Business Applications Programming II	2	4
CMS 104-Communication and Interpersonal Skills	5	6	CSC 251-Business Applications Programming II-Lab	1 (2)	2
CSC 211-Data Structures and Algorithms	4	6	CSC 318-Systems Analysis and Design	4	6
CSC 220-Business Applications Programming I	2	4	CSC 319-Database Design and Management	3	6
CSC 250-Business Applications Programming I-Lab	1 (2)	2	MAT 203-Quantitative Methods for Management	3	6
MAT 210-Discrete Mathematics	4	6	MGT 215-Information Systems Management	3	6
SEMESTER 5	**CU**	**ECTS**	**SEMESTER 6**	**CU**	**ECTS**
CSC 122-Computer Organisation	3	6	CSC 358-SAD Project Implementation	3(4)	6
CSC 329-Database Systems	3	6	ENG 103-Introduction to Research Methods	4	6
MKT 207-Marketing Principles and Concepts	3	6	MGT 221- Enterpreneurship and the Small Business I	3	6
PLUS: TWO ELECTIVES FROM OPTIONS LIST			*PLUS: TWO ELECTIVES FROM OPTIONS LIST*		
SEMESTER 7	**CU**	**ECTS**	**SEMESTER 8**	**CU**	**ECTS**
* DIS 400-Dissertation-Part A	4	6	* DIS 401-Dissertation-Part B	4	6
MGT 303-Strategic Management I	4	6	MGT 313-Strategic Management II	4	6
PLUS: THREE ELECTIVES FROM OPTIONS LIST			*PLUS: THREE ELECTIVES FROM OPTIONS LIST*		

Notes:

- All 3 or 4 credit modules carry 3 credits each on the Part-Time mode with the exception of CSC 220 and CSC 221 which carry 2 credits each. Lab sessions carry 1 credit each for 2 lab contact periods.
- The distribution of each year's modules per semester may differ from the model above depending on the students' needs and faculty availability.
- The brackets ( ) next to the number of credits indicate the number of class sessions.

* Non-honours candidates can make equal-credit alternative selection from the Options List.

OPTIONS LIST	CU	ECTS
ACC 201-Cost and Management Accounting	4	6
ACC 311-Management Accounting I	4	6
ACC 321-Management Accounting II (ACC 311-Prerequisite)	3	6
CSC 310-Operating Systems	3	6
CSC 311-Distributed Systems	3	6
CSC 313-Logic Programming (MAT 210-Prerequisite)	3	6
CSC 315-Communications Technology	3	6
CSC 321-Programming Languages III	3	4
CSC 322-Programming Languages IV	3	4
CSC 323-Internet Programming I	2	4
CSC 324-Internet Programming II	2	4
CSC 351-Programming Languages III-Lab	1 (2)	2
CSC 352-Programming Languages IV-Lab	1 (2)	2
CSC 353-Internet Programming I-Lab	1 (2)	2
CSC 354-Internet Programming II-Lab	1 (2)	2
CSC 401-Strategic Information Technology Management	3	6
CSC 402-Human Computer Interaction I	3	6
CSC 403-Software Development Strategies and Tools	4	6
CSC 404-Computer Networks (CSC 315-Prerequisite)	3	6
CSC 405-Software Engineering (CSC 318-Prerequisite)	4	6
CSC 406-Compilers Design	3	6
CSC 407-Artificial Intelligence (CSC 313-Prerequisite)	4	6
CSC 408-Computer Graphics (CSC 321-Prerequisite)	4	6
CSC 409-e-Business Technologies (CSC 323/CSC 324-Prerequisite)	3	6
CSC 411-Information Technologies and Services (MGT 215-Prerequisite)	3	6
CSC 412-Human Computer Interaction II (CSC 402-Prerequisite)	3	6
CSC 422-Accounting Information Systems	3	6
CSC 438-Advanced Systems Analysis and Design (CSC 318-Prerequisite)	3	6
FIN 201-Finance	4	6
FIN 301-Financial Management (FIN 201-Prerequisite)	4	6
MAT 314-Statistics and Operations Research	3	6
MGT 311-Business Environment and Policy	3	6
MGT 312-Operations Management	3	6
MGT 315-Human Resource Management I	3	6
MGT 415-Human Resource Management II (MGT 315-Prerequisite)	3	6
MGT 424-Tourism Management	3	6
MKT 317-Marketing Operations (MKT 207-Prerequisite)	3	6
MKT 322-Marketing Management (MKT 207-Prerequisite)	3	6

Annex 3-Composition and Operation of the Appraisal/Evaluation Committee

GRADES FOR ACADEMIC STAFF (extract from the official Internal Regulation of the College)

Academic staff grades read as following:

- Professor
- Associate Professor
- Assistant Professor
- Lecturer
- Instructor

Grade change is not automatic but subject to evaluation by the College's Appraisal and Evaluation (A & E) Committee of the individual's academic, research and professional profile, including the overall profile projected through the internal appraisal and evaluation results. The Committee is composed of University Academics.

Individual faculty members may submit an appraisal evaluation application so that they can be upgraded to the next grade. Their academic and research record is evaluated by the A & E Committee before a decision is communicated to the applicant and the College Director. The Director communicates the positive outcome with a memo to all staff, informing them about the grade change of the particular staff member and congratulating the successful applicant.

Annex 4-Criteria for Promotion

Academic Areas	Criteria
Teaching Domain	• Adequate and innovative teaching practice. • Adequate student evaluation. • Evidence of continuous professional development in teaching and learning practices. • Evidence of successful support, supervision, management and mentoring of students. • Willingness to supervise students' dissertation projects. • Demonstration of an attitude that inspires, motivates students through a student-centered approach.
Research Domain	• External research funding. • Election to prestigious organisations in candidate's field. • Written evaluations of research activity. • Publications in reviewed journals. • Evaluation by review panel (internal & external referees). • Participation in conferences. • Invitations for special lectures. • Research supervision, research training and mentoring. • Continuous research skills development.
Service Domain	• Sustained contribution to the development and delivery of College's strategy. • Leadership of others including the ability to inspire, coach and mentor colleagues into developing their own teaching practice to the highest standards. • Evidence of significant leadership and management contributions with current ongoing responsibilities. • Maintaining industry links and knowledge where relevant to subject. • Evidence of effective administration management activities such as Head/Coordinator of Department.

Annex 5-External and Internal Research Seminars Planned for the Academic Year 2020-2021

I. **External Research Seminars**

Research Topic	Seminar Date
'PPMP: Preparation of Proposals and Management of EU Projects.' European Association of Erasmus Coordinators	September 22-23, 2020
'Future Directions in Lifelong Learning: Creating a Vision for Policy and Practice in Asia & Europe.' ASEM Lifelong Learning Hub, Ireland	October 13-15, 2020

II. Internal Research Seminars – Tentative Schedule

Research Topic	Seminar Date
Formulating and Clarifying a Research Topic & Critically Reviewing the Literature	January 14, 2021
Methods of Enquiry 1 (Qualitative Research: Data Collection & Data Analysis)	February 4, 2021
Methods of Enquiry 1 (Qualitative Research: Data Collection & Data Analysis) – Cont.	February 11, 2021
Methods of Enquiry 2 (Quantitative Research: Data Collection & Data Analysis)	February 25, 2021
Methods of Enquiry 2 (Quantitative Research: Data Collection & Data Analysis) – Cont.	March 4, 2021
Presentations – Research Proposals	April 8, 2021
Identifying Common Research Interests – Generating Ideas for Research Projects	April 15, 2021