

Higher Education Institution's Response

Date: 30/10/2020

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

- **Town:** Larnaca

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

In Greek:

Διοίκηση Επιχειρήσεων (4 Έτη Ολικής Φοίτησης ή 5 Έτη Μερικής Φοίτησης, 240 ECTS, Πτυχίο)

In English:

Business Administration (4 Years Full-Time or 5 Years Part-Time, 240 ECTS, Bachelor of Arts (Honours))

- **Language(s) of instruction:** English
- **Programme's status:** Currently Operating

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 2019” [N. 136 (I)/2015 to N. 35(I)/2019].

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, without changing the format of the report:*
 - *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)

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 undergraduate program of Business Administration is a 4-year, full-time program and requires a minimum of 240 ECTS. In general, the program is well structured, its objectives are in accordance with the overall strategy of the College and the intended learning outcomes stem from and 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 from 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 leadership roles in profit and non-profit organizations in the global competitive business environment.

The structure and content of the program include an appropriate number of core and elective courses. The three specializations (general management, accounting and finance and marketing and management) after the first two foundation years of study provide students with valuable options and indeed the College's faculty appear to steer students towards the specialization that best fit one's interest and qualifications. Perhaps the strongest component of the curriculum is the fact that it allows exceptions for the certified accountants qualification.

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 20 per year). This small cohort size allows for nearly personalized teaching per student and this is a strength of the program. Along the same lines, the selection criteria are consistent with the vision of the College to maintain a strong reputation and eventually be awarded a "university" classification.

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.

Strengths

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 program provides exemptions for the certified accountant qualification which is a strong plus for the students and a key factor in distinguishing the College from its competition.
3. P.A College has a long experience in delivering educational programs in 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.

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 focus of the curriculum is mostly on practical matters as illustrated by the reading material. This is aligned with the certified accountant exceptions that the program offers. But, the program could be somewhat more balanced towards theory and/or academic works. In fact 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. Another welcoming change of the program would be to move the entrepreneurship module in the core modules. At the moment the module is an elective and this does not align well with the increasing prevalence of entrepreneurship across economies as well as with international practice across similar programs that include entrepreneurship and new venture creation modules within their core (and not elective) offerings.

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.

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

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

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 2 these students will be attending the module "Entrepreneurship and the Small Business I" which becomes a core module. This module will replace "Business Environment and Policy" in order to maintain the 240 ECTS requirement. The new module "Entrepreneurship and the Small Business I" will have the code MGT 221. Code MGT 321 which was the corresponding option module in Year 3 is cancelled. The module "Business Environment and Policy" will be upgraded and become a third year 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.

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 this is yet another plus in terms, for instance, of 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.

In general terms the EEC feels that the program is fully managed by the academics in charge and there are no inappropriate non-academic 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 especially when it comes to its international character as demonstrated via its participation in student exchange programs and the collaboration with the Moscow university.

Finally, an innovation of the program is the option of graduates from other universities to enrol as 3rd year students in the Bachelor's degree. This is similar in spirit to the move from community colleges to universities in the US and the committee applauds the College for that innovation.

Areas of improvement and recommendations

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

The 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.

While the option to transition graduates of other universities in the 3rd year of the program is a strong plus, it is not entirely clear how the transition may differ for students of different backgrounds and areas of study. The committee suggest for clear guidelines to be published.

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

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

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.

The second point mentioned in the EEC report on the issue by the transition of graduates of other universities in the third year programme of the College, we would like to note the following:

- firstly, these students have completed their undergraduate degree and in some cases their Master's degree which means that they have been through and are familiar with the academic procedures and practices in order to get their degree(s). Therefore, attending the programme of the College starting at Year 3 is not generating any difficulties to the students, despite the fact that they come from other institutions or they have attended non-identical programmes;
- secondly, students from different academic backgrounds are supported in various ways, i.e. extra sessions, tutorials and additional assigned practice, so that these students do not face any difficulties; students may be required to take additional modules in order to be able to cope with the modules needed towards completing their degree at P.A. College;
- also, these students are self-motivated and more mature, thus determined to work hard towards securing a degree and the associated professional exemptions, which means that they are determined to work more systematically to bridge any gaps in their technical and academic knowledge;
- at the same time, these students have to cover the entire series of accounting and finance modules which implies that they have the opportunity to build up their knowledge almost from zero;
- it should be noted that these students complete their degree with high success rate and high overall performance.

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.
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.

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

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

HEI's Response/Comments

Starting with the last 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.

4. Students

(ESG 1.4, 1.6, 1.7)

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 evaluation committee discussed with five students inquiring why they decided to join P.A. College, 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. They listed the certified accountant exceptions as a prime reason they decided to join the College along with its reputation. Location considerations 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.

Strengths

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. The institution seems to perform well as the local students think they obtain good-quality education for their employability in Cyprus especially as it relates to certified accountant exceptions and the ties the College has with leading accounting firms.
5. 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 member (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.
6. The College offers scholarships on a competitive basis and this truly stands out. It helps the College to attract top students, maintain its reputation and fulfil its role as an academic institution.

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.

As mentioned above, the student experience at the College is satisfactory. Still, there are two main areas of improvement which should be feasible to implement.

1. 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.
2. The dissertation part of the curriculum is a strong component but perhaps the College could consider increasing the credits allocated to it to maybe 18. This could increase the motivation of the students to engage more heavily with research and perhaps lead them at an even more increased rate to pursue graduate studies abroad – a process that could further enhance the reputation of the College.

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

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

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 endeavors.

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. When considering that the College also offers a degree in Business Computing, the state of the art IT infrastructure that such a degree requires is a benefit that spill overs to student in the Business Administration track.

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 to students.

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

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

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 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		<i>Non-compliant/ Partially Compliant/Compliant</i>
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		<i>Non-compliant/ Partially Compliant/Compliant</i>
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		<i>Non-compliant/ Partially Compliant/Compliant</i>
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. This is 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 certified accountant exemptions are putting 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, launching MS programs 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. This approach of the College is what enabled it to be the first one in Cyprus to be provided with the ACCA exemptions but also the first one to be provided with maximum exemptions by ICAEW in conjunction with the internship programmes involving reputable accounting and auditing firms.

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

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Mr Filippou Loizou	Business Administration Programme Coordinator	
Dr Markos Markou	Business Computing Programme Coordinator	

Date: 30/10/2020

Annex 1-Sample Module/Syllabi Readings

Spring Semester 2020

ACC 311-Management Accounting I

Main Textbook

Drury, C. (2018). Management and Cost Accounting. 10th Edition. Cengage Learning.

Supplementary Reading

Atrill, P. and McLaney, E. (2002). Management Accounting for Non-Specialists. 3rd Edition. Prentice Hall.

Carey, M. and Knowles, C. (2020). Accounting – A Smart Approach. 4th Edition. Oxford.

Drury, C. (2017). Management and Cost Accounting. 10th Edition. Cengage Learning.

Garrison, P.H., Noreen, P. and Noreen, E. (2001). Managerial Accounting. 10th Edition. McGraw Hill.

Horngrren, C.T. and Alnoor, B. (2002). Management and Cost Accounting. Pearson Professional Education.

Jiambalvo, J. (2010). Managerial Accounting. 4th Edition. Wiley.

Kieso et al. (2018). Financial and Managerial Accounting. Wiley.

ACC 403-Financial Accounting and Reporting

Main Textbooks

ICAEW Financial Accounting and Reporting – IFRS, Study Manual 2020 and Financial Accounting and Reporting – IFRS, Question Bank 2020.

Supplementary Reading

Barry Elliot and Jamie Elliot (2019). Financial Accounting and Reporting. 19th Edition. Pearson.

ACC 412-Tax Compliance I

Main Textbooks

ICAEW – Tax Compliance Study Manual (2020) and ICAEW – Tax Compliance Question Bank (2020).

Supplementary Reading

Phil Thornton The Daily Telegraph Tax Guide 2020: Your Complete Guide to the Tax Return for 2019/20.

Laura E. Cunningham and Noel B. Cunningham (2019) The Logic of Subchapter K, A Conceptual Guide to the Taxation of Partnerships (Coursebook).

Annex 1-Sample Module/Syllabi Readings

Spring Semester 2020

FIN 403-Corporate Finance

Main Textbooks

ICAEW Financial Management Study Manual and Question Bank for Exams in 2020.

Supplementary Reading

Michael Moffett, Arthur Stonehill and David Eiteman. Fundamentals of Multinational Finance. International 3rd Edition.

Eugene F. Brigham and Joel F. Houston (2019). Fundamentals of Financial Management. 15th Edition. Cengage Learning Inc.

Annex 1-Sample Module/Syllabi Readings

Fall Semester 2019

ACC 101-Financial Accounting

Main Textbook

ACCA (2019-2020). Financial Accounting (FA) Study Text. Kaplan Publishing.

Supplementary Reading

Jones, M. (2014). Financial Accounting. 2nd Edition. Wiley.

Scott, P. (2012). Accounting for Business. Oxford University Press.

Carey, M., Knowles, C. and Towers-Clark, J. (2011). Accounting – A Smart Approach. Oxford University Press.

ECN 102-Introduction/Principles of Macroeconomics

Main Textbook

Case, K.E. and Fair, R.C. (2017). Principles of Macroeconomics. 11th Edition. Prentice Hall.

Supplementary Reading

Burda, M. and Wyplosz, M. (2013). Macroeconomics: A European Text. Oxford.

Case, K.E. and Fair, R.C. (2007). Principles of Macroeconomics. Pearson.

William Boyes and Michael Melvin (2014). Fundamentals of Economics. 6th Edition. Cengage Learning Inc.

MAT 202-Statistics II

Main Textbook

Levine, D., Szabat, K. and Stephan, D. (2016). Business Statistics: A First Course. 7th Edition. Pearson.

Supplementary Reading

Bradley, T. (2007). Essential Statistics for Economics, Business and Management. 1st Edition. John Wiley and Sons Ltd.

Aczel, A. and Sounderpandian, J. (2005). Business Statistics. Abridged. 5th Edition. Mc Graw Hill.

Annex 1-Sample Module/Syllabi Readings

Fall Semester 2019

MGT 303-Strategic Management I

Main Textbook

Johnson, G., Whittington, R., Angwin, D., Regner P. and Scholes, K. (2017). Exploring Strategy. 11th Edition. Pearson.

Supplementary Reading

Frynas, J.G. and Mellahi, K. (2011). Global Strategic Management. 2nd Edition. Oxford University Press.

Henry, A.E. (2011). Understanding Strategic Management. 2nd Edition. Oxford University Press.

Huff, A.S, Floyd, Sherman, S.W. and Terjesen, S. (2009). Strategic Management: Logic and Action. John Wiley and Sons, Inc.



ANNEX 2

COMPLETE LIST OF COMPULSORY COURSES AND ELECTIVE COURSES:

BUSINESS ADMINISTRATION



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

BUSINESS ADMINISTRATION

CORE MODULES					
SEMESTER 1	CU	ECTS	SEMESTER 2	CU	ECTS
ACC 101-Financial Accounting	4	6	ACC 201-Cost and Management Accounting	4	6
CSC 101-Computing for Business	3 (4)	6	ECN 101-Introduction/Principles of Microeconomics	3	6
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
CMS 104-Communication and Interpersonal Skills	5	6	ENG 103-Introduction to Research Methods	4	6
ECN 102-Introduction/Principles of Macroeconomics	3	6	LAW 208-Commercial Law	4	6
FIN 201-Finance	4	6	or LAW 201-Business Law	4	6
MAT 202-Statistics II	4	6	or LAW 202-Aspects of Law	4	6
MKT 207-Marketing Principles and Concepts	3	6	MAT 203-Quantitative Methods for Management	3	6
			MGT 215-Information Systems Management	3	6
			MGT 221- Entrepreneurship and the Small Business I	3	6
SEMESTER 5	CU	ECTS	SEMESTER 6	CU	ECTS
MGT 303-Strategic Management I	4	6	FIN 301-Financial Management	4	6
			MGT 313-Strategic Management II	4	6
<i>PLUS: FOUR ELECTIVES FROM OPTION LIST 1</i>			<i>PLUS: THREE ELECTIVES FROM OPTION LIST 1</i>		
SEMESTER 7	CU	ECTS	SEMESTER 8	CU	ECTS
* DIS 400-Dissertation-Part A	4	6	* DIS 401-Dissertation-Part B	4	6
<i>PLUS: FOUR ELECTIVES, OPTION LIST 2</i>			<i>PLUS: FOUR ELECTIVES, OPTION LIST 2</i>		

Notes:

- All modules on the Part-Time mode, spreading over 10 semesters (four subjects/semester), carry 3 credits each.
- The distribution of each year's modules per semester may differ from the structure given 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 Electives List 2.

OPTION LIST 1:	CU	ECTS
ACC 301-Financial Accounting II	4	6
ACC 311-Management Accounting I	4	6
ACC 312-Principles of Taxation	4	6
ACC 313-Principles of Taxation (UK)	3	6
ACC 315-Auditing I	4	6
ACC 316-Advanced Accounting Practice	4	6
ACC 321-Management Accounting II (ACC 311-Prerequisite)	4	6
ACC 322-Taxation Theory and Practice (ACC 312-Prerequisite)	4	6
ACC 323-Taxation Theory and Practice (UK) (ACC 313-Prerequisite)	4	6
ACC 325-Auditing II (ACC 315-Prerequisite)	4	6
CSC 312-Business Information Systems	3	6
ECN 313-Managerial Economics	3	6
FIN 312-Financial Markets	3	6
FIN 313-International Finance	3	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 316-Organisations and Management	3	6
MGT 320-Innovation, Creativity and Enterprise Development I	3	6
MGT 322-Contemporary Management: Themes and Issues I	3	6
MGT 323-Business Ethics and Corporate Social Responsibility I	3	6
MKT 317-Marketing Operations	3	6
MKT 320-Advertising and Public Relations	3	6
MKT 321-Global Marketing	3	6
MKT 322-Marketing Management	3	6
MKT 323-Product and Brand Management	3	6
MKT 324-Marketing Research	3	6
MKT 325-Personal Selling and Sales Management	3	6

OPTION LIST 2:	CU	ECTS
ACC 403-Financial Accounting and Reporting (ACC 316-Prerequisite)	5	6
ACC 404-Audit and Assurance I (ACC 315,ACC 325-Prerequisites)	5	6
ACC 405-Advanced Financial Reporting Practice (ACC 403-Prerequisite)	5	6
ACC 411-Advanced Management Accounting (ACC 311, ACC 321-Prerequisites)	4	6
ACC 412-Tax Compliance I (ACC 312, ACC 322-Prerequisites)	5	6
ACC 413-Corporate Reporting (ACC 403-Prerequisite)	4	6
ACC 414-Audit and Assurance II (ACC 404-Prerequisite)	5	6
ACC 415-Tax Planning Applications (ACC 312, ACC 322-Prerequisites)	4	6
ACC 422-Tax Compliance II (ACC 412-Prerequisite)	5	6
ACC 432-Business Planning-Taxation I	5	6
ACC 433-Business Planning-Taxation II (ACC 432-Prerequisite)	5	6
CSC 411-Information: Technologies and Services	3	6
CSC 422-Accounting Information Systems	3	6
FIN 401-Investment	4	6
FIN 402-International Trade Finance	4	6
FIN 403-Corporate Finance	4	6
FIN 404-International Financial Management	4	6
FIN 411-Advanced Financial Management	4	6
MGT 415-Human Resource Management II	3	6
MGT 416-E-business Management	4	6
MGT 418-Advanced Management and Strategies	3	6
MGT 420-Innovation, Creativity and Enterprise Development II (MGT 320-Prerequisite)	4	6
MGT 421-Entrepreneurship and the Small Business II	4	6
MGT 422-Contemporary Management: Themes and Issues II (MGT 322-Prerequisite)	4	6
MGT 423-Business Ethics and Corporate Social Responsibility II (MGT 323-Prerequisite)	4	6
MGT 424-Tourism Management	3	6
MKT 401-Strategic Marketing Management I	3	6
MKT 402-Retailing of Financial Services	3	6
MKT 403-Financial Services Marketing	3	6
MKT 404-Retailing and Distribution	3	6
MKT 405-Marketing Communications	3	6
MKT 406-Consumer Behaviour	3	6
MKT 407-Internet Marketing	4 (5)	6
MKT 408-Sports Marketing	3	6
MKT 409-Services Marketing	3	6
MKT 411-Strategic Marketing Management II (MKT 401-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
<p>Teaching Domain</p>	<ul style="list-style-type: none"> • 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.
<p>Research Domain</p>	<ul style="list-style-type: none"> • 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.
<p>Service Domain</p>	<ul style="list-style-type: none"> • 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