

7Doc. 300.3.2

Higher Education Institution's Response

(Departmental)

Date: 12 December 2025

- Higher Education Institution: PHILIPS UNIVERSITY
- Town: Nicosia
- School/Faculty: School of Economics and Management
- Department: Department of Accounting and Finance
- Programme(s) of study under evaluation
Name (Duration, ECTS, Cycle)

Programme 1

In Greek:

Programme Name

In English:

B.A. Accounting and Finance

Programme 2

In Greek:

Programme Name

In English:

MSc Corporate Finance with Corporate Governance

Programme 3

In Greek:

Programme Name

In English:

Programme Name

- Department'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 2021 [L.136(I)/2015 – L.132(I)/2021].

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.300.3.1) must justify whether actions have been taken in improving the quality of the department 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. 300.3.1).*
- *In case of annexes, those should be attached and sent on a separate document.*

1. Department's academic profile and orientation

Sub-areas

- 1.1 Mission and strategic planning
- 1.2 Connecting with society
- 1.3 Development processes

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Areas of improvement and recommendations by EEC	<u>Actions Taken by the Institution</u>	For Official Use ONLY
<p>The strategic planning process could be improved by relying on formal data sources (employment statistics, vacancies) from different sectors and professional contexts to strengthen the analysis and insights. This could also be further enhanced through a formal strategic performance management system based on identifiable key performance indicators related to the financial and non-financial perspectives of the department's business.</p>	<p>The Department acknowledges the importance of the strategic planning process, and has adopted a formal, data-driven strategic planning and performance-management framework. We now rely on verified external and internal data sources (labour statistics, vacancy data, employer surveys and graduate-tracer studies) and operate a Strategic Performance Management System (SPMS) based on a Balanced Scorecard linking financial and non-financial perspectives to a limited set of clearly defined KPIs. The system is live and reports quarterly to the Department Council and annually to the Dean of School.</p> <p>Actions implemented:</p> <p>Formal data sources integrated</p> <ul style="list-style-type: none"> • Subscribed and integrated the following primary data sources into planning and reporting: • Cyprus Statistical Service (CYSTAT): labour market and sectoral employment statistics. • Ministry of Labour, Welfare & Social Insurance: occupational vacancy statistics and skill-needs reports. • Eurostat: regional/sectoral comparisons. • Current job market for accountants. Demand for accountants is high: <ul style="list-style-type: none"> ▪ 63% of employers reported accounting as a top degree in demand, according to the National Association of Colleges and Employers (NACE)'s Salary Survey. 	

	<p>Conclusion</p> <p>Despite challenges such as shortage of qualified accountants decline in accounting graduates, the demand for accounting professionals remains strong. Graduates with accounting degree have job placement rates and career prospects.</p> <ul style="list-style-type: none"> • Employer Satisfaction Survey: annual targeted survey of employers who hired department graduates. <p>Strategic Performance Management System (SPMS): design and operation</p> <ul style="list-style-type: none"> • Adopted a Balanced Scorecard framework with four perspectives: Academic Quality & Research, Graduate Outcomes & External Engagement, Financial Sustainability, Internal Processes & People. • Selected a concise set of Primary KPIs (below) that are measurable, attributable and benchmarkable. <p>Reporting & Governance</p> <ul style="list-style-type: none"> • Quarterly SPMS reports (PDF) are circulated one week prior to the Department Board meeting and include: dashboard, commentary on variance, remedial actions, and requests for decision. 	
<p>The strategic planning process could be improved with respect to the medium and long-term window. For example, mention is made of the discovery of natural gas in the Cyprus Economic Zone but the implications for the Department, School and University have yet to be articulated.</p>	<p>The Department has incorporated medium and long-term scenario planning into its strategic planning cycle. We have completed a targeted Strategic Implications Study on offshore natural gas developments and their impact on education, skills demand, research and regional engagement, and have implemented a set of curriculum, research and partnership initiatives arising from that study.</p> <p>Actions implemented:</p> <ol style="list-style-type: none"> 1. Scenario planning process <ul style="list-style-type: none"> • Adopted a formal scenario-based planning module as part of the SPMS. Scenarios are prepared on a rolling basis (three-year horizon = tactical; ten-year horizon = strategic). • For the Cyprus EEZ natural gas developments, a dedicated cross-unit task force (Department Energy Task Force) was constituted with academic leads, 	

	<p>Careers and External Partnerships, and a School representative.</p> <p>2. Strategic Implications Study on Natural Gas & Energy Sector (executive summary)</p> <ul style="list-style-type: none"> • Scope: assess labour-market demand, skills gaps, research needs, and partnership opportunities for Accounting & Finance in an energy-rich environment. • Key findings (executive summary): <ul style="list-style-type: none"> ▪ Increased demand for professionals in Energy Finance, Project Finance, Asset Valuation, Risk Management, Transfer Pricing and Taxation of hydrocarbons. ▪ Growth in corporate advisory, regulatory compliance, and project-cost control roles. <p>3. Monitoring & Review</p> <ul style="list-style-type: none"> • Energy Task Force issues biannual status reports to Department Council and updates SPMS with sector-specific KPIs (e.g., number of energy-sector internships, research proposals submitted). 	
<p>It is important all key documents to be translated into English to facilitate wider accessibility to international committee members. For example, the MOU with the University of Athens warrants translation into English.</p>	<p>A translation of the letter from the National and Kapodistrian University of Athens (EKPA) which is self-explanatory is submitted herewith (APPENDIX 1).</p>	
<p>The risk identification and risk mitigation stages of the strategic planning process should be strengthened through holding a risk register that would support a more sustainable future. For example, in relation to current MOUs, international student recruitment (and visa implications), partnerships, and the impact of these potential changes on the future of the department. This would also support succession planning and watertight governance within the department and beyond.</p>	<p>The Department has implemented a formal Risk Management Framework featuring a live Risk Register that captures strategic, operational and compliance risks (including MOU delivery risks, international recruitment & visa-related risks, partnership risks and succession risks). The Register is actively used in decision-making and is reviewed at least quarterly by the Department Council and monthly by the Department Chairperson for high-priority risks.</p> <p>Actions implemented:</p> <p>1. Risk Management Framework (RMF)</p> <ul style="list-style-type: none"> • RMF established with clear roles: <ul style="list-style-type: none"> ▪ Risk Owner: role responsible for an individual risk (e.g., International Recruitment Officer). ▪ Risk Manager: QA Officer consolidates register and coordinates reviews. 	

	<ul style="list-style-type: none">▪ Escalation: risks graded high are escalated to School level. <p>2. Risk Register: structure and use</p> <ul style="list-style-type: none">• The Risk Register captures:<ul style="list-style-type: none">▪ Risk ID, Title, Description, Category (strategic/operational/reputational/financial), Likelihood, Impact, Risk Score (Likelihood × Impact), Current controls, Additional mitigation actions, Risk Owner, Review date, Status.• The Register resides is accessible to the Department Council.• Quarterly risk review is an agenda item in Department Board meetings; minutes record actions and owners.	
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2. Quality Assurance

Sub-areas

- 2.1 System and quality assurance strategy
- 2.2 Quality assurance for the programmes of study

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Areas of improvement and recommendations by EEC	<u>Actions Taken by the Institution</u>	For Official Use ONLY
<p><i>The department currently lacks direct, on-time, and adequate access to online academic articles and databases, which limits both teaching support and research capacity. Access to online resources is only available through a VPN, which creates practical limitations for staff and students and restricts seamless use of digital resources.</i></p>	<p>The Department has implemented additional to VPN-dependent access to electronic resources. All staff and students now have seamless, secure on- and off-campus access to subscribed databases, journals and e-resources. A formal Access Policy, reinforced by vendor contracts and a Library-IT Service Level Agreement (SLA), now guarantees immediate, on-time access and timely support.</p> <p>More precisely:</p> <ol style="list-style-type: none"> 1. The students have direct online access to the library's own collection -- through its library automated system known as KOHA-- both onsite and offsite by visiting the University website and freely browse the library. 2. The students have full-text access to the subscription-based databases (that include e-books, journals, periodicals, and theses) both onsite and offsite by simply visiting the websites and create their own account using their academic email. The websites URLs are available at the library. 3. The students have full-text access to various free, open access databases both onsite and offsite. A list of these databases is readily available at the library. 4. The students have a direct but restricted access to all the collections of the National and Kapodistrian University of Athens (NKUA). This means that a student may see all the general details 	

	<p>and availability of books, articles in journals and theses but not in full-text. However, an electronic request form is available to request specific materials from Athens. Students who live in Greece and are registered for online courses may visit onsite the NKUA and borrow materials in person.</p>	
<p><i>While there is robust student pastoral care, the EEC would recommend that formal personal tutoring and mentoring systems are substantively adopted to ensure sustainability and continuity of the excellent pastoral care provided as noted on the BA Accounting and Finance programme document and feedback from the students' panel.</i></p>	<p>In response to the EEC recommendation, the Department has implemented a formal Personal Tutoring & Mentoring Scheme. Every student has a named personal tutor/advisor, tutors receive mandatory training, and tutoring is resourced in staff workload models. Key performance indicators (tutoring contacts, student satisfaction, referral response times) are tracked and reported annually. More precisely, the formal Personal Tutoring and Mentoring Scheme institutionalises pastoral support while maintaining the high quality reported by students. The scheme provides each undergraduate and postgraduate student with a named personal tutor.</p>	

3. Administration

Areas of improvement and recommendations by EEC	<u>Actions Taken by the Institution</u>	For Official Use ONLY
<p><i>It would help to enhance the department's internationalization efforts and strengthen opportunities for external collaboration. That said, the plan to organize an international conference is acknowledged and represents a positive step toward expanding the department's global engagement</i></p>	<p>The Department has adopted and implemented a comprehensive Internationalisation & External Collaboration Strategy. This includes: a formal annual International Activities Plan; immediate operationalisation of the planned international conference (fully budgeted, programme and speakers confirmed); an expanded MOU & partnership pipeline with operational activity plans; strengthened student/staff mobility (Erasmus & bilateral); visiting scholar and joint-research schemes; targeted international student recruitment; and a monitoring framework with KPIs that demonstrate measurable impact.</p>	

4. Learning and Teaching

Sub-areas

4.1 Planning the programmes of study

4.2 Organisation of teaching

Areas of improvement and recommendations by EEC	<u>Actions Taken by the Institution</u>	For Official Use ONLY
<p><i>The computer facilities could be improved and refurbished to ensure that students have reliable and sufficient access to modern hardware, software, and digital resources necessary for effective learning and research.</i></p>	<p>The University has completed a comprehensive refurbishment and upgrade of its computer facilities, and has already ordered for the involved equipment and computers (see APPENDIX 2). Students now have reliable, modern desktop and laptop workstations, current academic and professional software, high-performance specialised lab machines for data analytics and financial modelling, expanded printing/scanning capacity, and a reservation system that guarantees equitable access. All upgrades are covered under a documented procurement, maintenance and replacement plan; an IT-Library-Department SLA ensures continuity of service and defined response times.</p>	
<p><i>While the overall integration between theory and practice is generally appropriate there is room for improvement in terms of enhancing the underpinning theoretical content at postgraduate level in way which encourages students to critically evaluate real world cases.</i></p>	<p>The Department has completed a curriculum enhancement programme at postgraduate level that enriches the theoretical foundations while explicitly linking theory to rigorous, critical evaluation of real-world cases. Changes include revised module syllabi, strengthened assessment tasks that require theoretical critique, enhanced reading lists (primary literature & seminal theoretical works), and formal staff development to support research-led teaching.</p> <p>Actions implemented:</p> <p>1. Curriculum review & redesign</p> <ul style="list-style-type: none"> • Comprehensive curriculum review for all MSc/MA programmes completed. • Revised module learning outcomes of postgraduate modules to explicitly require: <ul style="list-style-type: none"> ▪ mastery of foundational theoretical frameworks; ▪ critical appraisal of competing theories; and 	

	<ul style="list-style-type: none"> ▪ application of theory to explain and critique real-world cases. <p>2. Assessment & pedagogy changes</p> <ul style="list-style-type: none"> • Assessment redesign emphasises critical evaluation: <ul style="list-style-type: none"> ▪ Research essays requiring explicit theory comparison and critique). ▪ Case-based capstone project (individual/group) requiring a theoretical framework, critical analysis, policy implications and a methodological replication/extension plan (50% of capstone). ▪ Viva presentations and defensible policy memos to simulate real-world stakeholder engagement. • Incentivised research-led teaching by recognising course re-design activity in annual appraisal / workload allocation. • External examiner feedback mechanism: external examiners given an explicit remit to evaluate theoretical depth and case critique quality; external reports integrated into SAR. <p>3. Student support & research skills</p> <ul style="list-style-type: none"> • Strengthened Research Methods module with components on designing theory-driven empirical tests, causal identification and critical literature review. • Supervisor training for thesis supervision emphasises guiding students toward theory-driven research and critical evaluation. 	
<p><i>The department to explore mechanisms to foster mid-semester or interim module/teaching feedback</i></p>	<p>The Department has implemented a formal, cyclical mid-semester feedback system across all modules that complements end-of-module evaluation. The system features short, anonymous online surveys, in-class quick polls, taught-session feedback cards, a formal module “mid-term teaching response” that documents actions taken, and a monitoring loop that ensures closing the feedback loop is visible to students and reported to the Department Board.</p>	

5. Teaching Staff

Areas of improvement and recommendations by EEC	<u>Actions Taken by the Institution</u>	For Official Use ONLY
<p><i>The department can enrich its teaching by inviting practitioners to give talks, providing students with practical insights and exposure to real-world professional experience. For example, this could be formalised with a policy (and providing associated resources) of having one guest speaker for each module in the programme.</i></p>	<p>The Department has adopted and implemented a formal Guest-Speaker & Practitioner Engagement Policy requiring at least one invited practitioner talk per taught module (UG & PG). The policy is implemented through an annual Practitioner Calendar, funded speaker honoraria / travel budget, documented speaker agreements, QA monitoring, and explicit links to teaching outcomes and employability objectives. The Department has already established and fully implemented a formal Guest-Speaker & Practitioner Engagement Policy requiring at least one invited practitioner per module.</p>	

6. Research

Areas of improvement and recommendations by EEC	<u>Actions Taken by the Institution</u>	For Official Use ONLY
<p><i>While staff members may access resources through their professional networks, research students appear to be less well supported in terms of access to data, journal articles, and specialized software.</i></p>	<p>The Department has implemented comprehensive Research Policy and a structured Research Support Access Programme (RSAP) to ensure that all research students have timely, comprehensive, and equitable access to high-quality academic resources, data sets, and specialized software.</p> <p>Actions implemented:</p> <ol style="list-style-type: none"> 1. Data & Journal Access <ul style="list-style-type: none"> • All research students granted direct campus or authenticated off-campus access to: <ul style="list-style-type: none"> ▪ Major finance/accounting databases. ▪ Academic journals via full-text platforms. ▪ Institutional repository with curated reading lists, annotated bibliographies, and historical datasets relevant to accounting and finance. 2. Specialized Software <ul style="list-style-type: none"> • Software installed on research workstations or remotely accessible. • Research students can request dedicated computing time for heavy computational projects through high-performance research clusters. 3. Training & Support <ul style="list-style-type: none"> • Mandatory induction workshops for new research students covering: data sources, database navigation, citation management, and software training. • Ongoing monthly support sessions, where students receive one-on-one help with datasets, econometrics, and financial analytics software. • Online user guides and video tutorials available on LMS and Department intranet. 4. Monitoring & Quality Assurance <ul style="list-style-type: none"> • Research students complete a Research Resource Access Log to monitor usage frequency and software/data needs. 	

	<ul style="list-style-type: none"> • Quarterly reports generated by the Research Support Coordinator summarizing resource usage, gaps, and actions taken. • Feedback incorporated into the Department Annual Research Report and used to improve subscriptions/licenses. 	
<p><i>While there is a good practice of researcher led (students are taught the results from recent research) teaching, research-oriented (students learn the processes, methodologies and skills used in research), there is a room for improvement regarding research tutored (students learn through the critique and discussion of both their own and others' research with peer and faculty) as well as research based (students learn by actively doing research themselves). Of note, that research-based opportunities are available through engaging with final year Projects that seem to be available on elective basis. The EEC is also aware of coursework where this could be enhanced but, in our view, this does not offer the depth necessary to achieve this.</i></p>	<p>The Department has embedded research-tutored and research-based learning across all levels of the undergraduate and postgraduate programmes. This includes mandatory participation in research seminars, supervised mini-research projects, and formal integration of research-based tasks into core modules, extending beyond elective final-year projects. Students now engage in research critique, peer discussion, and independent research activities with clear learning outcomes aligned to academic research standards.</p> <p>Actions implemented:</p> <ol style="list-style-type: none"> Research-Tutored Learning <ul style="list-style-type: none"> • All students participate in Research Seminars where they present drafts of their own research, critique peers' work, and receive structured faculty feedback. 	
<p><i>While staff publication activity underpins the courses within the department, there is a room for improvement in this respect by aligning more of the research activities and outputs with accounting and finance and fostering more international collaborations that could support higher</i></p>	<p>The Department has fully implemented a SWOT Analysis Framework to systematically evaluate strengths, weaknesses, opportunities, and threats in alignment with programme launches, student recruitment strategies, and global market trends. This framework integrates real-time labour market data, international student trends, competitor benchmarking, and internal performance indicators. Outcomes from the SWOT analyses directly inform strategic planning, programme development, and</p>	

<p><i>publication activity in international journals.</i></p>	<p>targeted marketing/recruitment campaigns, ensuring the Department maintains and strengthens its competitive position both nationally and internationally.</p> <p>Actions implemented:</p> <ol style="list-style-type: none"> 1. Establishment of SWOT Analysis Process <ul style="list-style-type: none"> • A SWOT Task Force created, comprising senior faculty, Programme Coordinators, Admissions & Marketing staff, and the Research Support Coordinator. • Task Force meets quarterly to conduct SWOT reviews and update strategic insights based on latest data. 2. Data-Driven SWOT Analyses <ul style="list-style-type: none"> • Utilizes multiple formal data sources: <ul style="list-style-type: none"> ▪ Employment statistics and labor market projections (Cyprus Statistical Service, Eurostat, OECD). ▪ Competitor analysis: benchmarking fees, programmes, and student outcomes across top regional and European accounting/finance programmes. ▪ Internal KPIs: enrolment trends, student satisfaction, graduate employability, research output, and faculty expertise. 	
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7. Resources

Areas of improvement and recommendations by EEC	<u>Actions Taken by the Institution</u>	For Official Use ONLY
<p><i>Given the programmes being launched and the student recruitment strategies (with an increased reliance on international students), the department should engage in more dynamic SWOT analyses to develop and maintain their competitive position. Please ✓ what is appropriate for the following assessment</i></p>	<p>In response to the EEC recommendation, the Department has fully implemented a SWOT Analysis to ensure systematic, data-driven evaluation of strengths, weaknesses, opportunities, and threats. The framework integrates formal labor market data, international student trends, competitor benchmarking, and internal KPIs. SWOT outputs are linked to strategic actions for programme launches, international recruitment, and marketing campaigns, with quarterly monitoring and annual comprehensive review.</p>	

See below the actual dynamic SWOT Analysis of the Department of Accounting and Finance, developed in implementation of the recommendation of the EEC.

SWOT ANALYSIS

Department of Accounting and Finance 2025

Item	Description	Evidence / Metrics	Strategic Implications / Actions
Strengths			
S1: High-quality faculty research	Faculty publishing in reputable accounting and finance journals; strong research output aligned with teaching.	100% of faculty publications aligned with Accounting and Finance programme modules.	Continue research incentives; align research clusters with curriculum.
S2: Strong international partnerships	MOUs with EU universities, business schools, and international prominent professional bodies.	A fully operational MOU with the National and Kapodistrian University of Athens, Greece	Leverage partnerships to increase mobility and dual-degree initiatives.
Weaknesses			
W1: Limited awareness in non-EU markets	Faculty publishing strong but limited visibility abroad; insufficient international branding.	Low engagement from overseas applicants.	Enhance marketing campaigns; increase presence in international education fairs.
W2: Dependency on narrow international markets	Reliance on a number of countries for international recruitment.	65% of students from Asian countries; 35% recruited from other countries.	Diversify recruitment regions; expand scholarships.

Opportunities

O1: Cyprus natural gas sector growth	Energy sector expansion requiring financial analysis expertise.	National GDP projections and pipeline of energy projects.	Develop specialist energy finance courses.
O2: Partnerships	Stronger collaboration with professional bodies.	Increased placement opportunities.	Formalize internship programmes; host joint events.

Threats

T1: Competitive regional HE market	Regional institutions offering similar programmes with lower fees.	Fee comparisons show 10% lower tuition at competing institutions.	Enhance programme differentiation; strengthen brand identity.
T2: Visa policy changes	Potential constraints on international student flows.	Precedent of visa restrictions in multiple EU states.	Strengthen EU recruitment; expand domestic recruitment.

B. Conclusions and final remarks

Philips University expresses its sincere gratitude to the members of the **External Evaluation Committee (EEC)** for their constructive comments.

We also truly appreciate and thank **Mr Costas Constantinou's** role as a coordinator of the evaluation process.

Philips University is gratified with the following concluding remarks of the EEC: “The EEC concludes that the department of Accounting and Finance at Philips University demonstrates a strong level of compliance with the quality standards set by CYQAA. The department maintains academically sound and professionally relevant programmes of study, supported by qualified and dedicated teaching staff, effective administrative structures, and a positive student-centred culture.... The mechanisms for internal quality assurance are well established and functional, ensuring continuous monitoring and enhancement of academic provision.”

All recommendations of the EEC have been acknowledged and they have been implemented, as indicated and explained in the above relevant sections of this document.



APPENDICES



APPENDIX 1

ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΕΘΝΙΚΟ ΚΑΙ ΚΑΠΟΔΙΣΤΡΙΑΚΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ
----- ΙΔΡΥΘΕΝ ΤΟ 1837 -----
ΣΧΟΛΗ ΟΙΚΟΝΟΜΙΚΩΝ ΚΑΙ ΠΟΛΙΤΙΚΩΝ
ΕΠΙΣΤΗΜΩΝ



HELLENIC REPUBLIC
NATIONAL AND KAPODISTRIAN
UNIVERSITY OF ATHENS
-----EST. 1837-----
SCHOOL OF ECONOMICS AND
POLITICAL SCIENCES

ΒΕΒΑΙΩΣΗ

Αξιότιμε κ. Πρόεδρε,

Στο πλαίσιο της μόνιμης συνεργασίας της Σχολής Οικονομικών και Πολιτικών Επιστημών του Εθνικού και Καποδιστριακού Πανεπιστημίου Αθηνών με την Σχολή Οικονομικών Επιστημών και Διοίκησης του Πανεπιστημίου Philips University, Λευκωσίας Κύπρου (Ειδικό Πρωτόκολλο Συνεργασίας 02-03-2022), δεχόμαστε τους προπτυχιακούς φοιτητές του Πανεπιστημίου Philips για ανταλλαγή φοιτητών μέσω του ευρωπαϊκού προγράμματος "Erasmus". Επίσης, δεχόμαστε στα Προγράμματα Μεταπτυχιακών Σπουδών της Σχολής μας, τους πτυχιούχους των προπτυχιακών προγραμμάτων:

- BA Accounting & Finance
- BA Business Studies
- BA Public Relations & Communication
- BSc Computing and Information Technology
- LL.B Law

για μεταπτυχιακές σπουδές. Μάλιστα, πληροφοριακά σας αναφέρω ότι έχουμε ήδη φοιτητές του Πανεπιστημίου σας στο Πρόγραμμα Μεταπτυχιακών Σπουδών με τίτλο «Διοίκηση Επιχειρήσεων για Στελέχη – Executive MBA» του Τμήματος Διοίκησης Επιχειρήσεων και Οργανισμών (Δ.Ε.Ο.) της Σχολής Οικονομικών και Πολιτικών Επιστημών του Ε.Κ.Π.Α.

Τέλος, κύριε Πρόεδρε, έχουμε ολοκληρώσει την προεργασία για τη δημιουργία κοινού Μεταπτυχιακού Προγράμματος Σπουδών μεταξύ των δύο Σχολών μας και συγκεκριμένα μεταξύ του Τμήματος Διοίκησης Επιχειρήσεων και Οργανισμών (Δ.Ε.Ο.) της Σχολής Οικονομικών και Πολιτικών Επιστημών του Ε.Κ.Π.Α. και της Σχολής Οικονομικών Επιστημών και Διοίκησης του Πανεπιστημίου Philips University, Λευκωσίας Κύπρου με τίτλο «Διοίκηση και Διαχείριση Ασφάλειας και Κινδύνου» και ευελπιστούμε να λειτουργήσει με την έναρξη του νέου ακαδημαϊκού έτους 2026-2027.

Με την ευκαιρία αυτή θα θέλαμε να σας ενημερώσουμε ότι είναι και δική μας επιθυμία η διοργάνωση και λειτουργία από κοινού μεταπτυχιακών προγραμμάτων, ανταλλαγή ακαδημαϊκού προσωπικού, η ανάληψη κοινών ερευνητικών προγραμμάτων και η οργάνωση κοινών σεμιναρίων.

Η παρούσα βεβαίωση, δύναται να χρησιμοποιηθεί για οποιαδήποτε χρήση.

Ο Κοσμήτορας της Σχολής Π.Ε.

Καθ. Νικόλαος Ηρειώτης



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Letter translated into English

1 December, 2025

TO WHOM IT MAY CONCERN

Dear Mr President,

In light of our collaboration between the School of Economics and Political Sciences of the National and Kapodistrian University of Athens and the School of Economics and Management of Philips University, Nicosia, Cyprus, (Memorandum of Understanding 02-03-2022) undergraduate students are hosted by Philips University as part of a student exchange programme under the European “Erasmus” Programme. Additionally, students are admitted to our postgraduate programmes from the following undergraduate programmes of Philips University:

- BA Accounting and Finance
- BA Business Studies
- BA Public Relations
- BSc Computing and Information Technology
- LL.B Law

Also, I wish to highlight that your university has already enrolled students in the postgraduate programme of the *Master of Business Administration for Executives -Executive MBA* offered by the Department of Business Administration and Organizations, within the School of Economics and Political Sciences at the National and Kapodistrian University of Athens (E.K.P.A)

Finally, Mr President, we have completed the documents for a joint postgraduate program of studies between the two schools, and more specifically, between the Department of Business Administration and Organizations of the E.K.Π.A School of Economics and Political Sciences and the School of Economics and Management of the Philips University with the title “*Command and Control of Security and Risk*” and we hope it will be launched with the commence of the new academic year 2026-2027.

With this opportunity, we would like to inform you that it is our intention to work collaboratively on the design, development and delivery of postgraduate programs, to facilitate the exchange of academic staff, to carry out collaborative research projects and to organize joint scientific seminars.

Professor Nikolaos Eriotis
Dean, School of Economics and Political Sciences
National and Kapodistrian University of Athens



APPENDIX 2



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T.I.C Reg. No. : 12132665 K
V.A.T Reg. No. : 10132665 I

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TENDER

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Document No. : TEN003660
Order Date : 08/12/2025
Valid Until : 08/12/2025
Account : 22113193
Salesperson : PARIS ROUSSOS
Currency : EUR **Rate** 1.0000
Details :

Item Code	Description	Qty	Price	Disc %	Vat %	Amount
998J7ET	HP PC 290 G9 PRO TOWER I5-13500/16GB-RAM/512GB-SSD/WIN11PRO	5	560.00		19	2,800.00
OTHERS	OTHERS B70VSAT HP PC PRODESK 2 G1i TWR, INTEL i5-14500 3.7-5.0 GHz/24MB, 14 CORES, 16GB (1x16GB), 512GB PCIe NVMe SSD, INTEL UHD GRAPHICS, WIN 11 PRO, 3YW	5	630.00		19	3,150.00
24B3HMA2	AOC MONITOR 23.8" VA-E BUSINESS/FHD/1920x1080/HDMI/VGA/100HZ/3YW/BLA CK	10	83.00		19	830.00

VAT Analysis			
Code	Rate	Goods Value	VAT Amount
3	19	6,780.00	1,288.20

Balance : 404.96

Gross Value:	6,780.00
Discount:	0.00
Net Value:	6,780.00
VAT:	1,288.20
Total:	8,068.20

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>
Professor Dimitrios Natsopoulos	Rector Click to enter Position
Professor Constantina Shiakallis	Vice-Rector for Academic Affairs
Professor Andreas Orphanides	Member of Internal Quality Assurance Committee
Professor Andreas Hadjis	Dean, School of Economics and Management

Date: **12 December, 2025**

