

-Doc. 300.3.1/1

Date: 27-06-2025

External Evaluation Report

(Programmatic within the framework
of Departmental Evaluation)

- **Higher Education Institution:**
University of Nicosia Athens
- **Town:** Athens
- **School/Faculty:** School of Business
- **Department:** Accounting, Finance and Economics
- **Programme(s) of study - Name (Duration, ECTS, Cycle)**

Programme 1 – BSc Accounting

In Greek:

Λογιστική (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο (BBA))

In English:

Accounting (4 academic years, 240 ECTS, Bachelor (BBA))

[Title 2]_[Title 3]

Language(s) of instruction: Greek and English



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

A. Introduction

This part includes basic information regarding the onsite visit.

In response to an invitation extended by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA), the External Evaluation Committee (EEC) conducted an in-depth evaluation of both the Department of Management and Accounting, as well as four academic programmes offered by the University of Nicosia (UNIC) at its Athens campus. The evaluation sessions took place physically and online on the 23rd and 24th of June 2025, under the coordination of Dr. Lefkios Neophytou.

The committee would like to express its sincere gratitude to the CYQAA coordinator Dr. Lefkios Neophytou for facilitating the organization of the visit, ensuring a well-structured and efficient evaluation process. Additionally, the committee extends its thanks to the leadership, academic faculty, administrative staff, and students at UNIC Athens for their active cooperation and invaluable support throughout the evaluation procedure.

Throughout the course of the evaluation, the EEC engaged in discussions with a wide range of stakeholders from UNIC Athens, including senior management, academic faculty, support staff, external stakeholders and students. These meetings included detailed presentations on both the university as a whole and the specific programmes under review. The committee was afforded the opportunity to ask comprehensive questions covering various aspects of the programmes, faculty qualifications, institutional policies, and overall academic quality. Furthermore, the committee requested supplementary evidence on several occasions, which was promptly and thoroughly provided by UNIC Athens. The additional materials submitted included presentation slides, course syllabi, and detailed documentation outlining the institution's learning infrastructure and its operational environment.

Prior to the evaluation meetings, UNIC Athens had also shared a substantial amount of information regarding its physical facilities. However, the committee notes that a significant portion of these facilities remains under construction at present. As such, any qualitative assessments or conclusions included in this report should not be considered applicable to the currently unfinished facilities.

B. External Evaluation Committee (EEC)

<i>Name</i>	<i>Position</i>	<i>University</i>
Ernst Verwaal (Chair)	Professor of International Management	KU Leuven
Christian Geisler Asmussen	Professor of Strategy and International Management	Copenhagen Business School
Karim Sorour	Professor of Accounting and Corporate Governance	Northumbria University
Denis Derendovschii	Student Member	University of Cyprus
Name	Position	University
Name	Position	University

C. Guidelines on content and structure of the report

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

Findings

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

Strengths

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

Areas of improvement and recommendations

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

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

1. Study programme and study programme's design and development

(ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Sub-areas

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

1.1 Policy for quality assurance

Standards

- *Policy for quality assurance of the programme of study:*
 - *has a formal status and is publicly available*
 - *supports the organisation of the quality assurance system through appropriate structures, regulations and processes*
 - *supports teaching, administrative staff and students to take on their responsibilities in quality assurance*
 - *ensures academic integrity and freedom and is vigilant against academic fraud*
 - *guards against intolerance of any kind or discrimination against the students or staff*
 - *supports the involvement of external stakeholders*

1.2 Design, approval, on-going monitoring and review

Standards

- *The programme of study:*
 - *is designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes*
 - *is designed by involving students and other stakeholders*
 - *benefits from external expertise*
 - *reflects the four purposes of higher education of the Council of Europe (preparation for sustainable employment, personal development, preparation for life as active citizens in democratic societies, the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base)*
 - *is designed so that it enables smooth student progression*
 - *is designed so that the exams' and assignments' content corresponds to the level of the programme and the number of ECTS*
 - *defines the expected student workload in ECTS*
 - *includes well-structured placement opportunities where appropriate*
 - *is subject to a formal institutional approval process*

- *results in a qualification that is clearly specified and communicated, and refers to the correct level of the National Qualifications Framework for Higher Education and, consequently, to the Framework for Qualifications of the European Higher Education Area*
- *is regularly monitored in the light of the latest research in the given discipline, thus ensuring that the programme is up-to-date*
- *is periodically reviewed so that it takes into account the changing needs of society, the students' workload, progression and completion, the effectiveness of procedures for assessment of students, student expectations, needs and satisfaction in relation to the programme*
- *is reviewed and revised regularly involving students and other stakeholders*

1.3 Public information

Standards

- *Regarding the programme of study, clear, accurate, up-to date and readily accessible information is published about:*
 - *selection criteria*
 - *intended learning outcomes*
 - *qualification awarded*
 - *teaching, learning and assessment procedures*
 - *pass rates*
 - *learning opportunities available to the students*
 - *graduate employment information*

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed:*
 - *key performance indicators*
 - *profile of the student population*
 - *student progression, success and drop-out rates*
 - *students' satisfaction with their programmes*
 - *learning resources and student support available*
 - *career paths of graduates*
- *Students and staff are involved in providing and analysing information and planning follow-up activities.*

You may also consider the following questions:

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

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.

Findings for BSc Accounting

The EEC has assessed the programme's policy for quality assurance, design, approval, monitoring and review, the availability of public information as well as the information management approach. The EEC has observed that the programme is consistent with the criteria. We elaborate below on the strengths identified and the areas for further improvement.

Strengths

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

Strengths for BSc Accounting

The structure of the programme is well-defined, encompassing compulsory courses, specialization-specific courses, and elective options. Publicly accessible and easily navigable information regarding the programme is available on the dedicated programme webpage, ensuring that prospective and current students can readily find relevant details.

The programme is designed against professional bodies' qualifications, in particular the BSc Accounting degree offers students 9 exemptions out of 13 papers from the ACCA as well as 8 exemptions from ICAEW, which aligns the programme design with the accounting profession and hence fast-tracks graduates on their professional trajectory.

The programme adheres to the Department's established internal quality assurance processes, which are publicly available for review. The performance of the programme is regularly scrutinized through the APEP (Academic Programme Evaluation Process) and IPEP (Internal Programme Evaluation Process), both of which are conducted annually. These evaluations incorporate feedback from students, providing a mechanism for continuous improvement. In addition, the programme is subject to applicable institutional policies concerning teaching standards, risk assessment, the introduction of new programmes, and the monitoring and revision of existing academic offers.

Institutional regulations and administrative procedures are systematically implemented to collect, monitor, and respond to data and feedback related to student academic progression and engagement. This ensures that student outcomes are consistently tracked, and necessary adjustments are made based on informed decision-making.

To maintain academic integrity, the programme utilizes Turnitin, a widely recognized tool for plagiarism detection, as part of its processes. External stakeholders, including industry representatives and employers, are invited to provide input regarding the practical components of the programme, ensuring that the curriculum remains relevant to current industry needs and expectations. The programme's learning objectives are aligned with both the departmental and

institutional strategic objectives, reinforcing the coherence of the programme within the broader academic framework.

The programme also benefits from guest lectures and seminars, providing students with valuable exposure to real-world experiences and professional insights that complement their academic studies. These interactions enhance students' practical understanding of the subject matter, fostering a deeper engagement with their studies.

The programme is governed by the University's academic progression policy, which is based on a structured system of academic classification, semester workload guidelines, and grading criteria. This system facilitates a consistent and smooth progression for students throughout their academic journey, ensuring that all students are evaluated fairly and equitably.

Furthermore, the programme offers students the opportunity to apply the knowledge gained in academic courses to practical, workplace settings. This applied learning experience enables students to acquire essential job-related skills, enhancing their employability upon graduation.

The programme is subject to an initial validation process, followed by regular reviews that involve feedback from students and other key stakeholders. This ensures that the programme evolves in response to changing academic and industry needs.

The programme maintains a commitment to providing clear, accurate, up-to-date, and easily accessible information to all stakeholders, ensuring transparency and informed decision-making.

Monitoring of the programme's effectiveness is conducted using key performance indicators (KPIs), which assess various aspects of student performance, progression, retention rates, student satisfaction, the availability and quality of learning resources, and student support services. Additionally, the programme evaluates the career paths available to graduates, ensuring that students are well-prepared for successful professional futures.

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.

Areas of improvement and recommendations for BSc Accounting

The content of the programme should be better aligned with the programme's learning objectives (PLOs). In particular, essential PLOs related to critical thinking can fruitfully be developed and enhanced in a capstone module such as a thesis or business research project, but currently there is only a "final year project" of 6 ECTS which is optional. This is insufficient to address the critical PLO's of the programme and the project should be expanded and made mandatory to all students.

Stakeholders give advice rather than participate in the design of programmes. Many of them operate in Athens and have deep knowledge of the Greek context. The School is currently in the process of setting up an international advisory board for the UNIC Athens programmes. We recommend designing a structured routine for the incorporation of stakeholder input, with regular meeting and formalized processes for feeding stakeholder inputs into programme design and revision. Moreover, it is important to have strong accounting representation on this advisory board and preferably department accounting specific advisory board given that the focus and the needs of the accounting profession requires resourceful attention, the ECC strongly recommends that a separate accounting department advisory board is established.

Given the comprehensive nature of the programme, exemptions could further be expanded by mapping against, for example, the CIMA (Chartered institute of Management Accountants) to give students / graduates more options in terms of the career they would like to pursue.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc Accounting	[Title 2]	[Title 3]
1.1	Policy for quality assurance	Compliant	Not applicable	Not applicable
1.2	Design, approval, on-going monitoring and review	Compliant	Not applicable	Not applicable
1.3	Public information	Compliant	Not applicable	Not applicable
1.4	Information management	Compliant	Not applicable	Not applicable



ΦΟΡΕΑΣ ΔΙΑΣΦΑΛΙΣΗΣ ΚΑΙ ΠΙΣΤΟΠΟΙΗΣΗΣ ΤΗΣ ΠΟΙΟΤΗΤΑΣ ΤΗΣ ΑΝΩΤΕΡΗΣ ΕΚΠΑΙΔΕΥΣΗΣ
CYPRUS AGENCY OF QUALITY ASSURANCE AND ACCREDITATION IN HIGHER EDUCATION



eqar /// enqa.

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

Sub-areas

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

2.2 Practical training

2.3 Student assessment

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

Standards

- *The process of teaching and learning supports students' individual and social development.*
- *The process of teaching and learning is flexible, considers different modes of delivery, where appropriate, uses a variety of pedagogical methods and facilitates the achievement of planned learning outcomes.*
- *Students are encouraged to take an active role in creating the learning process.*
- *The implementation of student-centered learning and teaching encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher.*
- *Teaching methods, tools and material used in teaching are modern, effective, support the use of modern educational technologies and are regularly updated.*
- *Mutual respect within the learner-teacher relationship is promoted.*
- *The implementation of student-centred learning and teaching respects and attends to the diversity of students and their needs, enabling flexible learning paths.*
- *Appropriate procedures for dealing with students' complaints regarding the process of teaching and learning are set.*

2.2 Practical training

Standards

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

2.3 Student assessment

Standards

- *Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures.*
- *Assessment is appropriate, transparent, objective and supports the development of the learner.*

- The criteria for and method of assessment, as well as criteria for marking, are published in advance.
- Assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process.
- Assessment, where possible, is carried out by more than one examiner.
- A formal procedure for student appeals is in place.
- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field.
- The regulations for assessment take into account mitigating circumstances.

You may also consider the following questions:

- How is it monitored that the teaching staff base their teaching and assessment methods on objectives and intended learning outcomes? Provide samples of examination papers (if available).
- How are students' different abilities, learning needs and learning opportunities taken into consideration when conducting educational activities?
- How is the development of students' general competencies (including digital skills) supported in educational activities?
- How is it ensured that innovative teaching methods, learning environments and learning aids that support learning are diverse and used in educational activities?
- Is the teaching staff using new technology in order to make the teaching process more effective?
- How is it ensured that theory and practice are interconnected in teaching and learning?
- How is practical training organised (finding practical training positions, guidelines for practical training, supervision, reporting, feedback, etc.)? What role does practical training have in achieving the objectives of the study programme? What is student feedback on the content and arrangement of practical training?
- **Are students actively involved in research? How is student involvement in research set up?**
- How is supervision of student research papers (seminar papers, projects, theses, etc.) organised?
- **Do students' assessments correspond to the European Qualifications Framework (EQF)?**
- How are the assessment methods chosen and to what extent do students get supportive feedback on their academic progress during their studies?
- How is the objectivity and relevance of student assessment ensured (assessment of the degree of achievement of the intended learning outcomes)?

Findings

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

Findings for BSc Accounting

The EEC has assessed the programme in terms of teaching, learning, practical training, and student assessment and we observed that they operate at adequate levels. We elaborate below on the strengths identified and the areas for further improvement.

Strengths

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

Strengths for BSc Accounting

The teaching is performed with a variety of delivery modes and methods, which facilitates the achievement of planned learning outcomes. Teaching and learning in the programme benefits from interactive student-centric methods, online and distance learning resources, as well as industry-relevant internship opportunities. In that way, the students are encouraged to take an active role in the learning process. This enables students to engage as autonomous learners while benefiting from systematic guidance and support from the lecturers.

The programme utilizes various technologies and online facilities, such as Moodle, SPSS, Google Analytics, and AI applications such as Digital Literacy, which enhance learning outcomes and foster an inclusive learning environment. This, in turn, supports positive employability outcomes.

The programme offers students who wish to dispute their grades the opportunity to do so through using the grade petition form.

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.

Areas of improvement and recommendations for BSc Accounting

The involvement of students in research activities should be more systematic and a mandatory thesis in a larger format would further contribute to engaging students in such activities.

To further support students' learning, feedback on summative assessment of learning should be more substantive and while there is good practice of formative feedback, this should be more explicitly communicated on the programmers' handbooks in a way that supports an effective learning environment, develops students' skills and supports continuous improvement.

The programme could further integrate training in multicultural and practical transferable skills. Both students and external stakeholders would appreciate more emphasis in this area and the EEC fully supports such changes.

Given the natural focus of the accounting programmes on using closed book exams which are aligned with the professional exemptions, the ECC is of the view that an extra layer of exam moderation and quality assurance is necessary. It is suggested that a committee should be consistently looking at and approving all closed book exams leading to professional exemptions, This is important to protect the programme against any relevant risks.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc Accounting</i>	[Title 2]	[Title 3]
2.1	Process of teaching and learning and student-centred teaching methodology	Compliant	Not applicable	Not applicable
2.2	Practical training	Compliant	Not applicable	Not applicable
2.3	Student assessment	Compliant	Not applicable	Not applicable

3. Teaching staff (ESG 1.5)

Sub-areas

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

3.1. Teaching staff recruitment and development

Standards

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

3.2. Teaching staff number and status

Standards

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

3.3. Synergies of teaching and research

Standards

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

- *The allocation of teaching hours compared to the time for research activity is appropriate.*

You may also consider the following questions:

- *How are the members of the teaching staff supported with regard to the development of their teaching skills? How is feedback given to members of the teaching staff regarding their teaching results and teaching skills?*
- *How is the teaching performance assessed? How does their teaching performance affect their remuneration, evaluation and/or selection?*
- *Is teaching connected with research?*
- *Does the HEI involve visiting teaching staff from other HEIs in Cyprus and abroad?*
- *What is the number, workload, qualifications and status of the teaching staff (rank, full/part timers)?*
- *Is student evaluation conducted on the teaching staff? If yes, have the results of student feedback been analysed and taken into account, and how (e.g., when planning in-service training for the teaching staff)?*

Findings

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

Findings for BSc Accounting

The EEC has assessed the programme in terms of teaching staff recruitment, development, number, and status, as well as the synergies of teaching and research. We observed that they operate at high levels with newly hired staff with strong backgrounds in econometrics and finance. We elaborate below on the strengths identified and the areas for further improvement.

Strengths

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

Strengths for BSc Accounting

The incoming Athens faculty have strong research profiles, as well as experience in integration of research and teaching. Moreover, it was noted that some of the faculty have both professional accounting as well as academic qualifications, i.e. CFE-PhD.

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.

Areas of improvement and recommendations for BSc Accounting

There is currently no confirmed visiting faculty to complement the full time and adjunct faculty in the delivery of the programme. The EEC expects the newly established Athens branch of the department to work on this in the future.

Faculty are encouraged to incorporate their research into their teaching activities, but it is up to individual faculty if and how to do this. Hence, the outcome is not ensured and there is a need for following a more systematic approach for research-informed teaching, such as research-led, research-oriented, research-tutored, and research-based learning. Also, in the spirit of supporting accounting students professionally, the ECC would recommend hiring more staff who are both professionally and academically qualified in line with the good practice noted in the strengths section.

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

Sub-area		Non-compliant/ Partially Compliant/Compliant		
		BSc Accounting	[Title 2]	[Title 3]
3.1	Teaching staff recruitment and development	Compliant	Not applicable	Not applicable
3.2	Teaching staff number and status	Compliant	Not applicable	Not applicable
3.3	Synergies of teaching and research	Compliant	Not applicable	Not applicable

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

Sub-areas

- 4.1. Student admission, processes and criteria
- 4.2. Student progression
- 4.3. Student recognition
- 4.4. Student certification

4.1 Student admission, processes and criteria

Standards

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

4.2 Student progression

Standards

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

4.3 Student recognition

Standards

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

4.4 Student certification

Standards

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

You may also consider the following questions:

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

Findings

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

Findings for BSc Accounting

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme operates at excellent levels. We elaborate below on these areas.

Strengths

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

Strengths for BSc Accounting

The programme benefits from predefined / published regulations regarding student admissions as well as applicable criteria which are implemented consistently and transparently. All prospective applicants are required to demonstrate a satisfactory command of the English language, which serves as the primary medium of instruction. Evidence of English proficiency must be provided through standardized tests such as the TOEFL, IELTS, Cambridge Advanced Examination, or other equivalent internationally recognized qualifications. The minimum acceptable level of proficiency is aligned with the Common European Framework of Reference for Languages (CEFR) at level B2.

The programme benefits from rigorous regulations which define student progression, grade classification, as well as various tools to collect, monitor, and act upon relevant student progression data. There is a process for recognition of earlier learning at the university.

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.

Areas of improvement and recommendations for BSc Accounting

The EEC is satisfied with the current status.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc Accounting</i>	[Title 2]	[Title 3]
4.1	Student admission, processes and criteria	Compliant	Not applicable	Not applicable
4.2	Student progression	Compliant	Not applicable	Not applicable
4.3	Student recognition	Compliant	Not applicable	Not applicable
4.4	Student certification	Compliant	Not applicable	Not applicable

5. Learning resources and student support (ESG 1.6)

Sub-areas

5.1. Teaching and Learning resources

5.2. Physical resources

5.3. Human support resources

5.4. Student support

5.1 Teaching and Learning resources

Standards

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

5.2 Physical resources

Standards

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

5.3 Human support resources

Standards

- *Human support resources, i.e. tutors/mentors, counsellors, other advisers, qualified administrative staff, are adequate to support the study programme.*
- *Adequacy of resources is ensured for changing circumstances (change in student numbers, etc.).*
- *All resources are fit for purpose and students are informed about the services available to them.*

5.4 Student support

Standards

- *Student support is provided covering the needs of a diverse student population, such as mature, part-time, employed and international students and students with special needs.*
- *Students are informed about the services available to them.*
- *Student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing student support.*
- *Students' mobility within and across higher education systems is encouraged and supported.*

You may also consider the following questions:

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

Findings

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

Findings for BSc Accounting

The EEC has assessed the programme in terms of teaching, learning, physical, and human support resources, as well as routines for student support. We have observed that the programme operates at adequate levels in these areas. We elaborate below on the strengths identified and the areas for further improvement. Note that, as mentioned above, a significant portion of the physical facilities remains under construction and as such cannot be assessed by this EEC.

Strengths

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

Strengths for BSc Accounting

In support of student access and inclusion, the University offers a range of financial support options, including merit- and need-based scholarships as well as other structured aid programmes aimed at reducing financial barriers to higher education.

Students enrolled in the programme are adequately informed about the full range of academic and support services available to them. These services include, but are not limited to, access to comprehensive learning facilities, well-resourced library services, IT infrastructure and support, and additional academic or administrative assistance. Evidence suggests that these services are both robust in design and effectively implemented in practice.

Institutional regulations and administrative procedures are established to systematically collect, monitor, and respond to data and feedback related to student academic progression and engagement. A variety of mechanisms are employed to ensure that students are supported throughout their academic journey. The programme utilizes a balanced combination of formative and summative assessment strategies, each governed by clear, pre-established guidelines. Furthermore, policies relating to student recognition, grading, and certification are publicly available and rigorously applied.

In addition, the programme is supported by well-developed and integrated management systems that facilitate the efficient administration of academic and operational functions.

Explicit rules and regulations pertaining to the conduct and structure of study are firmly in place. These include policies governing student attendance, workload expectations, grading scales, and academic progression. Specific provisions also exist for managing temporary interruptions of study, such as those due to maternity or paternity leave, as well as regulations concerning disciplinary matters.

The programme also implements structured processes and routines for gathering and responding to regular feedback from students and other stakeholders. These feedback mechanisms play an

integral role in the ongoing evaluation and enhancement of programme delivery and educational quality.

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.

Areas of improvement and recommendations for BSc Accounting

The EEC encourages the department to consider moving to a more capable electronic learning portal such as Blackboard Ultra, due to more enhanced capabilities and support for inclusive learning and interactive discussion boards. Also, the access to databases could be further expanded (e.g. with Orbis, Bloomberg, Sustainalytics, Boardex, and financial news databases and other commonly used data sources).

It is highly advisable that the accounting programme include more topics in relation to big data analytics, this could be supported by staff from other relevant departments within UNIC.

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

Sub-area		<i>Non-compliant/ Partially Compliant/Compliant</i>		
		<i>BSc Accounting</i>	[Title 2]	[Title 3]
5.1	Teaching and Learning resources	Compliant	Not applicable	Not applicable
5.2	Physical resources	Not applicable	Not applicable	Not applicable
5.3	Human support resources	Compliant	Not applicable	Not applicable
5.4	Student support	Compliant	Not applicable	Not applicable

6. Additional for doctoral programmes (ALL ESG)

Sub-areas

6.1.Selection criteria and requirements

6.2.Proposal and dissertation

6.3.Supervision and committees

6.1 Selection criteria and requirements

Standards

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

6.2 Proposal and dissertation

Standards

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

6.3 Supervision and committees

Standards

- *The composition, the procedure and the criteria for the formation of the advisory committee (to whom the doctoral student submits the research proposal) are determined.*
- *The composition, the procedure and the criteria for the formation of the examining committee (to whom the doctoral student defends his/her dissertation), are determined.*
- *The duties of the supervisor-chairperson and the other members of the advisory committee towards the student are determined and include:*
 - *regular meetings*
 - *reports per semester and feedback from supervisors*
 - *support for writing research papers*
 - *participation in conferences*
- *The number of doctoral students that each chairperson supervises at the same time are determined.*

You may also consider the following questions:

- *How is the scientific quality of the PhD thesis ensured?*
- *Is there a link between the doctoral programmes of study and the society? What is the value of the obtained degree outside academia and in the labour market?*
- *Can you please provide us with some dissertation samples?*

Findings

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

Click or tap here to enter text.

Strengths

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

Click or tap here to enter text.

Areas of improvement and recommendations

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

Click or tap here to enter text.

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

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

D. Conclusions and final remarks

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

The accounting programme is a well-designed programme, which is professionally relevant and prepares the students to a strong start after graduation whether they would like to start employment, acquiring accounting professional qualification or further studies.

1- Professional exemptions and engagement:

The programme offers 9 exemptions from the ACCA, as well as 8 exemptions from the ICAEW and is affiliated to the CFA programme. Given the comprehensive nature of the programme, exemptions could further be expanded by mapping against, for example, the CIMA (Chartered Institute of Management Accountants) to give students / graduates more options in terms of the career they would like to pursue. The programme has strong connections with local and international accounting and professional bodies, offer internship opportunities which are very important not only from an educational perspective but also in building employability soft skills and professional attitudes. External engagement can be further enhanced through an accounting department advisory board composed mainly of practitioners and policymakers.

2- Staffing, inclusivity and governance:

Having staff with both professional and academic qualifications is favourable and should be maintained at a larger scale. The programme is taught by highly qualified staff and, for UNIC Athens, new staff who have strong professional and research profile have been recruited. In terms of inclusivity, the programme is offered during different times which is commendable as it gives students the necessary flexibility to choose their class / mode of study as needed. Students benefit from a strong scholarship provision as well as pastoral and wellbeing facilities, which further supports equality, diversity and inclusivity. UNIC Athens programmes are subject to UNIC policies infrastructure and, as such, have necessary systems to maintain integrity of the educational process. A multi-governance framework supports the needs and quality of the programme is in place as per the self-evaluation document, including Campus Governing Board (GB): Academic Council (AC): Campus Internal Quality Assurance Committee (CIQAC): University Internal Quality Assurance Committee (UIQAC) and Programme Coordinator.

3- Learning, teaching and research nexus

In terms of the content of the programme essential PLOs related to critical thinking can fruitfully be developed and enhanced in a capstone module such as a thesis or business research project, but currently there is only a "final year project" of 6 ECTS which is optional. This is insufficient to address the critical PLOs of the programme and the project should be expanded and made mandatory to all students.

The teaching is performed with a variety of delivery modes and methods, which facilitates the achievement of planned learning outcomes. A brief description in the programme benefits from interactive student-centric methods, online and distance learning resources.

In that way, the students are encouraged to take an active role in the learning process. This enables students to engage as autonomous learners while benefiting from systematic guidance and support from the lecturers. The programme utilizes various technologies and online facilities, such as Moodle, SPSS, Google Analytics, and AI applications such as Digital Literacy, which enhance learning outcomes and foster an inclusive learning environment. This, in turn, supports positive employability outcomes.

In terms of research informed teaching, further improvement could include a more formalised approach to the integration of research in teaching, including more emphasis on a larger capstone research module where students can apply research skills. Faculty are encouraged to incorporate their research into their teaching activities, but currently, it is up to individual faculty if and how to do this. Hence, the outcome is not ensured and there is a need for following a more systematic approach for research-informed teaching, such as research-led, research-oriented, research-tutored, and research-based learning. In addition, future expansion of the Athens faculty should emphasize track records of accounting research as well as professional qualifications. It is also important to ensure a structured approach to leveraging the inputs of external stakeholders in the design and ongoing review of the programme, for example with a departmental-specific advisory board.

To further support students' learning, feedback on summative assessment of learning should be more substantive and while there is good practice of formative feedback, this should be more explicitly communicated on the programmers' handbooks in a way that supports an effective learning environment, develops students' skills and supports continuous improvement.

Finally, the EEC encourages the department to consider moving to a more capable electronic learning portal such as Blackboard Ultra, due to more enhanced capabilities and support for inclusive learning and interactive discussion boards. Also, access to databases could be further expanded (e.g. with Orbis, Bloomberg, Sustainalytics, Boardex, and financial news databases and other commonly used data sources).



E. Signatures of the EEC

Name	Signature
Ernst Verwaal (Chair)	
Christian Geisler Asmussen	
Karim Sorour	
Denis Derendovschii	
Click to enter Name	
Click to enter Name	

Date: 27-06-2025

