Doc. 300.1.1

Date: 30th of May, 2026

External Evaluation Report

(Conventional-face-to-face programme of study)

- **Higher Education Institution:**
  UNIC Athens (Campus of the University of Nicosia)
- **Town: Athens**
- **School/Faculty (if applicable): Business School**
- **Department/ Sector: Department of Management**
- **Programme of study- Name (Duration, ECTS, Cycle)**

  In Greek:

  Διοίκηση Επιχειρήσεων (3 έτη , 180 ECTS, Διδακτορικό)

  Programme Name

  In English:

  Business Administration (3 years, 180 ECTS, Doctor of Philosophy)

  Programme Name
- **Language(s) of instruction: English and Greek**

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].

- **Programme's status:** New

- **Concentrations (if any):**

  In Greek: Concentrations
  In English: Concentrations

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 evaluation of the PhD programme offered by the University of Nicosia (UNIC) at its Athens campus. The evaluation session took place physically in Athens on the 29th of May 2026, under the coordination of Emily Mouskou. The committee would like to express its sincere gratitude to the CYQAA coordinator for the excellent 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 evaluation, the EEC engaged in discussions with a wide range of stakeholders at UNIC, 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 department, and the specific programme 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 provided.

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B. External Evaluation Committee (EEC)

Name	*Position*	*University*
Ernst Verwaal (Chair)	Professor of International Management (Chair)	KU Leuven
Henrikki Tikkanen	Professor of Business Administration	Aalto University
Karim Sorour	Professor of Accounting and Corporate Governance	Northumbria University
Alexandros Evgeniou	Student Member	Open 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 the 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:*
  - *is a part of the strategic management of the program.*
  - *focuses on the achievement of special goals related to the quality assurance of the study program.*
  - *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*
    - *is developed with input from industry leaders and other stakeholders (i.e. industry leaders, professional bodies/associations, social partners, NGO's, governmental agencies) to align with professional standards.*
    - *integrates employer surveys to adapt to evolving workplace demands.*
    - *regularly utilizes alumni feedback for long-term effectiveness assessment.*
    - *is published and implemented by all 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*

- *Aligns course learning outcomes with student assessments using rubrics to ensure objectives are met.*
- *Connects each course's aims and objectives with the programme's overall aims and objectives through mapping, aligning with the institutional strategy.*
- *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*
    - collaborates with industry experts for curriculum development.
    - conducts joint reviews with external academic specialists to maintain academic rigor.
    - performs periodic assessments with external stakeholders to ensure continuous alignment with market needs.
    - establishes collaboration with international educational institutions or/& other relevant international bodies for a global perspective.
    - conducts regular feedback sessions with local community leaders for societal relevance.

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*

In addition, the program has established mechanisms of transparency & communication to ensure that

- Professional bodies validate program descriptions and outcomes.
- Community leaders actively participate in ensuring that the program's public information is relevant and resonates with the local and societal context.
- External auditors review public information for accuracy & consistency vis-à-vis the actual implementation of the program.
- Industry-specific & societal information is regularly updated with expert inputs.
- Alumni testimonials are included for a realistic portrayal of program outcomes.

1.4 Information management

Standards

- *Information for the effective management of the programme of study is collected, monitored and analysed using specific indicators and data i.e:*
  - *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*
  - *industry trend analysis.*
  - *feedback mechanisms from external partners/stakeholders*
  - *data exchanges with professional networks*
  - *employer insights concerning career readiness*

- *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?*
- *How and to what extent are external stakeholders involved in the quality assurance process of the program?*
- *How is external stakeholder feedback gathered, analyzed and implemented,?*
- *In what ways do external stakeholders assist in making program information publicly available?*
- *How do external stakeholders contribute to evaluating graduate success in the labor market and obtaining feedback on employment 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.

The External Evaluation Committee (EEC) has conducted a thorough assessment of the programme's policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. In addition, the Committee examined the extent and accessibility of publicly available information, as well as the overall approach to information management. Based on this comprehensive evaluation, the EEC concludes that the programme meets the established criteria in all of these areas.

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Strengths

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

The External Evaluation Committee (EEC) observed that the programme has strong policies and procedures relating to quality assurance, including its design, approval, monitoring, and periodic review mechanisms. Its information management procedures are also appropriate. UNIC has an operating PhD programme in Nicosia which it replicates in its Athens campus.

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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 noted that the PhD learning objectives referred to achieving an academic and/or practical contribution to knowledge. The EEC stresses that a PhD must include a theoretical contribution to knowledge, in addition to other forms of contribution such as practical, methodological and policy-related contributions. This requirement should be reflected clearly and consistently across the PhD programme' s learning objectives and related materials.

The EEC would recommend that in the continuation, viva reports are analysed annually to identify any skills gaps, this information would inform designing of new (updating existing) learning opportunities or training to PhD students that helps filling any skills gap identified.

The EEC would recommend that the stakeholders gather information about the industry, conduct data analysis on market needs, and send it to the program staff. This way, they don't get too much involvement to change the script of the programme and the professors could use these data to let their students know how the market works today. This helps to keep on track and update the students of today's needs of what the market demands.

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

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

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.*
- *Detailed schedules in course materials are included, explicitly stating the expected hours for lectures, self-study, and group projects, ensuring transparency in time allocation.*
- *A system is integrated where each learning activity is assigned a weight proportional to its importance and time requirement, aiding in balanced curriculum design.*

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.*

- *The expected hours for different components of practical training, such as lab work, fieldwork, and internships are clearly documented in the training manuals*
- *A weighting system is applied to various practical training elements, reflecting their significance in the overall learning outcomes and student workload.*

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 the 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.*
  - *The time allocation for each assessment task isexplicitly stated in course outlines, ensuring students are aware of the expected workload.*
  - *A balanced assessment weighting strategy is implemented, considering the complexity and learning objectives of each task, to ensure fair evaluation of student performance.*

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.

The various accreditations (national and AACSB) of the UNIC business school ensure a well-structured, effective educational process, along with frequent assessments and updates. UNIC Business School has adopted a student-centred teaching and learning philosophy that prioritizes active engagement, critical thinking, and the personal development of each student. The teaching methodology is inclusive, diverse, and aligned with contemporary pedagogical best practices and ranked among the top in world on quality education.

Student assessment practices at UNIC are varied and transparent. They are designed to measure learning outcomes accurately and support continuous learning. Assessments are communicated to students in advance. The assessment system and criteria regarding student course performance are clear, adequate, and are communicated to the students at the beginning of the course through the course syllabus. Feedback is provided in a timely and constructive manner, contributing to academic development. The students and alumni interviewed by the EEC indicated that they are very satisfied with the quality of their program and that they are in contact with faculty on a regular basis.Click or tap here to enter text.

Strengths

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

The findings above make the strengths clear:

1. Student-centred teaching.
2. Wide variety of assessment method
3. PhD students have access to a comprehensive research design, methods, methodology and philosophy workshop series which supports them in learning.
4. Strong personal connections to students, thanks to the small-scale program and the one-on-one advisory roles of faculty members. The program and school culture stimulate a friendly and collegiate environment between students and teaching/ administrative staff.
5. Research and practice informed teaching.
6. Effective internal quality assurance committees and processes. The quality assurance of the program of study is ensured through active participation of the members of the academic personnel, the members of the administrative personnel, and the students.
7. A very diverse, engaged and motivated student body.
8. A very much engaged and committed stakeholder community.

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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.

To strengthen UNIC's impact on the local environment and students' skills, the ECC recommends that a short-term student placement elective module be offered to the top-winning companies/stakeholders to put their theoretical analysis into action.

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

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

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.

The teaching staff involved in the program has the appropriate qualifications and competencies. The teaching staff is highly qualified, combining strong academic backgrounds often with professional experience. The university has a rigorous and transparent recruitment and promotion process that ensures the selection of highly qualified permanent academic staff and adjuncts. Continuous professional development is actively promoted through research support and performance evaluations, contributing to staff excellence and institutional advancement. Note that over 80 percent of permanent staff are Research Active according to AACSB standards. A personalized approach is adapted to education and quality learning. Faculty members are approachable and committed to student success, providing mentorship and guidance also to online students. Faculty members are actively engaged in both teaching and research, creating synergies that enhance the academic environment and keep the curriculum current. The ongoing involvement in research and practice enhances the relevance and quality of education.

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Strengths

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

The strengths of the faculty teaching in the program are as follows:

1. A highly motivated team of faculty members, with good qualifications. They appear highly enthusiastic about their department and business school, and contributing to the growth of UNIC.
2. Gender balanced academic staff.
3. A relatively small ratio of students per faculty member, which allows the personalized approach
and is consistent with the pedagogical ideals of the program.
4. Faculty members make an effort to integrate relevant practical experiences and keep courses up to date.
5. A strong and qualified cohort of adjunct professors creating a flexible pool of highly qualified academics oriented towards particular modules.
6. Research informed teaching–very much incentivised by the business school. All academics are expected to do research.
7. PhD is supervised by a supervisory team normally made up of three supervisors. The EEC have noticed strong sense of community from speaking with staff and students. This also suggests that students' voices are captured not only formally but also informally, fostering a culture that supports students' growth.

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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 recommends that more international staff be invited to strengthen the internationalization of the Department. Place more emphasis on 'high-quality' research by a broader group of scholars. Continue to attract and retain research-oriented faculty members at UNIC. Cultivate a research culture in the faculty, with regular seminar series of external speakers, research visits, and research-oriented workshops and mentoring of research staff toward high-quality, impactful research.

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

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

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.

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

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Strengths

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

The PhD programme benefits from predefined/published regulations regarding student admission which includes submission of an online application and an initial research proposal outlining the thesis aims, objectives, tentative research problem, indicative literature review and research methodology. This is aligned with good practices and informs admission decisions, ensuring the potential to undertake research at the doctoral level is there. In the meantime, applications are handled through an in-house CRM system, which provides a well-governed environment for managing applications and maintaining an audit trail. All proposals are initially checked by Turnitin for originality. The EEC would like to highlight that the University is currently developing a more comprehensive AI-powered digital platform to handle various administrative and governance

functions. This is an excellent step to enrich students' experience and support staff through relevant data analytics outcomes.

Student progression is based on clear milestones and enrollment in doctoral courses, i.e., PhD-803-Research philosophy, methodology, and methods, PHD 805 final research proposal and thesis preparation, and PhD 806.

Students might transfer from other institutions if they fulfill the University's entry requirements. The University has a plagiarism and AI use policy, and students are awarded upon successfully completing all courses and defending their thesis in a viva voce.

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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 acknowledges that there is a current PhD teaching scheme, but this should be upgraded to further support PhD researchers who would also be aspiring academics by providing wider systematic teaching opportunities, or at least shadowing.

The EEC would also suggest that in the continuation, viva reports are analysed annually to identify any skills gaps. This information would inform the design of new (updating existing) learning opportunities or training for PhD students that help fill any skills gaps identified.

The EEC acknowledges that mock Vivas are held as a matter of good practice but are not institutionalized. The EEC suggests that the mock viva be incorporated into the doctoral regulations to ensure systemic adherence to this requirement, providing crucial exposure to PhD research in the last year of the thesis writing-up stage.

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

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

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.*
- *Students receive support in research-led teaching through engagement in research projects, mentorship from research-active faculty, and access to resources that enhance their research skills and critical engagement with current studies.*

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.

UNIC Athens offers a student-centred environment with access to modern learning resources, including a library (with digital access to journals and books), computer labs, relevant software, and analytics tools. These resources are designed to support a high-quality academic and student experience.

The facilities and buildings are modern, well-equipped, and fit-for-purpose. The current facilities allow for growth in the student and faculty body and innovations in teaching and research requirements. Human support resources and administrative staff are available and responsive to student and staff needs.

These professionals provide personalized guidance and contribute to a supportive academic community. Provisions have also been made for the wellness of the students (including mentoring and advisory services from the staff), for the development of the staff (including support in teaching and research), and for the financial support of disadvantaged students in terms of reductions in the tuition fees.

Click or tap here to enter text.

Strengths

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

The strengths of the program are as follows:

1. The broadly shared vision for the business school of UNIC and this specific program.
2. The state-of-the-art facilities.
3. Strong commitment of all staff, from vice-rector, to dean, teaching and administrative staff in terms of
the provisions of facilities and related resources.
4. Experienced and committed administration and support staff working closing with faculty
5. Student support is always available for any issues that may occur.

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.

No recommendations. Click or tap here to enter text.

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

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

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?*
- *Are the criteria reflected in 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.

The EEC has assessed the programme in terms of student admission, progression, and recognition. The EEC has observed that the programme is fully compliant with the majority of these criteria. We elaborate below on these areas.

Strengths

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

The programme benefits from predefined/published regulations regarding student admission which includes submission of an online application and an initial research proposal outlining the thesis aims, objectives, tentative research problem, indicative literature review and research methodology. This is aligned with good practices and inform admission decisions, ensuring the potential to undertake research at doctoral level is there. In the meantime, applications are handled through a CRM system which offers a suitably governed environment to manage applications and have an audit trail. All proposals are initially checked by Turnitin for originality.

Student progression is based on clear milestones and enrolment on doctoral courses i.e. PhD-803-Research philosophy, methodology and methods, PHD 805 final research proposal and thesis preparation PhD 806. Students might transfer from another institution if they fulfill the University entry requirements. The University has a plagiarism policy, and students are awarded once they complete all courses successfully and defend their thesis in a viva voce.

There is a process for thesis submission to the supervisory team for feedback and approval, then the thesis is checked by Turnitin for plagiarism, followed by further approvals by various departments and finally by the departmental postgraduate programmes committee (DPPC). The thesis has to be

defended in a viva and a final version produced reflecting feedback and recommendations made by the viva committee.

There is a process and a policy that governs the supervision arrangements in terms who can supervise and what they their responsibilities are. How to address any conflict of interest or break-down in the relationship between the student and the supervisor.

The EEC noted that a tradition of close research collaboration between faculty members and PhD researchers on doctoral related papers and beyond.

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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.

Regarding the criteria for obtaining the Ph.D. degree as indicated earlier in section 5, the EEC noted in the discussions that the PhD learning objectives referred to making an academic and/or practical contribution to knowledge. The EEC stresses that, consistent with UNIC's policies, a PhD must include a theoretical contribution to knowledge, in addition to other forms of contribution, such as practical, methodological, and social contributions. This requirement should be reflected clearly and consistently across the PhD programme's learning objectives and related materials.

While the EEC commends the level of research collaboration between supervisors and PhD students, it is recommended to use journal quality guidance, for instance, quality lists used in the international context, i.e., ABDC list or AJG.

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

Sub-area		***Non-compliant/ Partially Compliant/Compliant***
6.1	Selection criteria and requirements	Compliant
6.2	Proposal and dissertation	Compliant
6.3	Supervision and committees	Compliant

D. 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.

The proposed UNIC Athens PhD programme– basically replicating the established UNIC Nicosia PhD programme - provides a solid basis for doctoral training and supervision. The programme benefits from highly qualified academic staff that publishes frequently in ABCD/AJG top ranked journal, has established procedures for supervision and evaluation, and integration within the School's and the Department's broader research environment. As such the PHD programme can be considered among the high-quality programs in Europe.

Further development is recommended to enhance the PhD programme's strategic focus and international visibility. Particular attention should be given to increasing external international collaboration and funding opportunities, and improving monitoring of doctoral progression.

The Committee considers that the Department's continued development would benefit from a number of targeted improvements to further align the institution with its aspirations and profile as a leading higher education institution. Especially from the viewpoint of developing UNIC's business PhD programmes, greater emphasis should be placed on strengthening the Department's research strategy and international and social impact of research outputs.

Further strengthening its contribution to social impact, the committee recommends complementing existing quantitative research metrics with more selective, internationally recognized qualitative indicators of research quality and social impact. The Committee further encourages the Department to engage in responsible research assessment practices, including narrative-based approaches advocated by the Declaration on Research Assessment (DORA), which support a broader, more comprehensive evaluation of scholarly contributions beyond narrow bibliometric or journal list indicators.

Overall, with its location in a vibrant economic hub of the Mediterranean, solid academic foundations and coherence, UNICS doctoral programme has the clear potential to become a leading management innovation center in terms of research excellence, social impact, and international competitiveness.Click or tap here to enter text.

E. Signatures of the EEC

Name	*Signature*
Ernst Verwaal	
Henrikki Tikkanen	
Karim Sorour	
Alexandros Evgeniou	Click or tap here to enter text. 
Click to enter Name	
Click to enter Name	

Date: 30th of May, 2026