

Doc. 300.1.2

Date: Date.

Higher Education Institution's Response

- **Higher Education Institution:**
PHILIPS UNIVERSITY

- **Town:** Nicosia

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

In Greek:

BA Διοίκηση Επιχειρήσεων
(4 έτη, 240 ECTS, Συμβατικό)

In English:

Bachelor of Arts in Business Studies
(4 years, 240 ECTS, Conventional)

- **Language(s) of instruction:** English
- **Programme's status:** Re-accreditation
- **Concentrations (if any):**

In Greek:

Ειδικότητα 1: Διοίκηση Υγείας

Ειδικότητα 2: Οργάνωση Εκδηλώσεων

In English:

Concentration A: Health Management

Concentration B: Events Management



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

A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the programme of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2nd column of each table, the HEI must respond on the following:*
 - *the areas of improvement and recommendations of the EEC*
 - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in *.pdf format and named as annex1, annex2, etc.*

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

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

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Not very clear positioning of the program vis-a-vis other similar business bachelor programs	The University has undertaken a structured and evidence-based repositioning process to ensure a distinct and well-articulated academic identity. A benchmarking exercise has been conducted against local and regional business degrees, analysing curriculum structure, learning outcomes, and graduate profiles. Based on this review, the program has been repositioned as an applied, innovation-oriented business degree with a strong emphasis on digital transformation, entrepreneurship, and sustainable management. These elements are now explicitly embedded in revised program learning outcomes and reflected in the updated course content. Experiential learning has been enhanced through a compulsory Summer Non-Credit Internship and industry-based projects, reinforcing the program's practical and market-aligned character. In addition, a clear positioning statement has been incorporated into the Program Specification, website, and promotional materials, defining the program's distinctive focus, target student profile, and graduate competencies. Through these measures, the BA in Business Studies now demonstrates a clearly differentiated identity, aligned with the University's mission and contemporary labour market needs.	Choose level of compliance:

Little diversity in university management and senior faculty composition	The University fully recognises that diversity in leadership and academic staffing enhances institutional governance, academic quality, and student experience. In response, a Diversity and Inclusion Action Plan has been formally adopted and approved by the University Senate and Governing Board. This plan introduces clear recruitment and promotion guidelines aimed at broadening representation in terms of gender, international background, academic training, and professional experience. All senior-level vacancies are now advertised internationally through recognised academic platforms, and search committees are required to demonstrate inclusive shortlisting practices. New senior faculty appointments have been opened from diverse academic and geographical backgrounds, strengthening disciplinary breadth and international outlook within the School of Business. Furthermore, mentorship pathways and leadership development initiatives have been introduced to support qualified internal candidate, particularly women and underrepresented group, in progressing to senior academic and managerial roles. Diversity indicators are now monitored annually as part of institutional quality assurance processes, ensuring accountability and measurable progress. Through these structured and policy-driven actions, Philips University has moved decisively toward a more diverse and inclusive management and senior faculty profile, aligned with European higher education standards and best governance practices.	Choose level of compliance:
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Little opportunities for students to get practical experience in business (internships, working during studies, real-life cases and quest lectures)	A structured and non-credit Summer Internship has now been introduced as a compulsory component of the curriculum. Formal agreements have been established with local and international companies, SMEs, financial institutions, and start-up enterprises to ensure high-quality placements aligned with learning outcomes. Internship performance is assessed through employer evaluations and reflective academic assignments. In addition, real-life business case projects have been embedded across core courses. Students now work on live industry challenges in collaboration with partner organisations, presenting solutions to company representatives. This initiative strengthens analytical, teamwork, and problem-solving skills. Guest lectures and executive seminars have been systematised through the establishment of a Business Leadership Series, bringing industry professionals, entrepreneurs, and alumni into the classroom each semester. Furthermore, the University's Career Office has strengthened support for part-time employment opportunities relevant to students' fields of study. Through these structured reforms, the BA program now provides multiple, integrated pathways for meaningful practical engagement, significantly enhancing students' professional readiness and employability.	Choose level of compliance:
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The course BSM-443 Artificial Intelligence for Business is offered very late in the program (year 4, semester 8). Since the positioning of the program is around business administration and artificial intelligence, we recommend moving this course to the first or second study year. Students can then acquaint themselves with this topic early on and build on this knowledge in later stages of the program.	Following internal review and Senate approval, the course has been relocated to Year 3 (Semester 5). This adjustment enables students to acquire foundational knowledge in artificial intelligence, data-driven decision-making, and digital business applications early in their academic journey. The revised syllabus now emphasises core AI concepts, business use cases, ethical implications, and practical exposure to AI-enabled tools appropriate for second-year students. To ensure academic progression, advanced AI applications have been integrated into upper-level courses such as Digital Strategy, Business Analytics, and Innovation Management. This scaffolded approach allows students to progressively deepen their understanding and apply AI concepts across functional business areas throughout Years 3 and 4. The curriculum mapping has been updated accordingly to ensure coherence of learning outcomes and alignment with the program's innovation-oriented positioning. Through this restructuring, the BA program now introduces artificial intelligence early in the student learning pathway, strengthening both academic integration and the program's distinctive focus on business and emerging technologies.	Choose level of compliance:
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2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
We suggest adding more elements to the program through which students can get practical experience, for example internships, real-life cases, and guest lectures. The strongly connected alumni base provides a good starting point for this.	As indicated above, a structured and non-credit Summer Internship has now been introduced as a compulsory component of the curriculum. Formal agreements have been established with local and international companies, SMEs, financial institutions, and start-up enterprises to ensure high-quality placements aligned with learning outcomes. Internship performance is assessed through employer evaluations and reflective academic assignments. In addition, real-life business case projects have been embedded across core courses. Students now work on live industry challenges in collaboration with partner organisations, presenting solutions to company representatives. This initiative strengthens analytical, teamwork, and problem-solving skills. Guest lectures and executive seminars have been systematised through the establishment of a Business Leadership Series, bringing industry professionals, entrepreneurs, and alumni into the classroom each semester. Furthermore, the University's Career Office has strengthened support for part-time employment opportunities relevant to students' fields of study. Through these structured reforms, the BA program now provides multiple, integrated pathways for meaningful practical engagement, significantly enhancing students' professional readiness and employability.	Choose level of compliance:

We also recommend increasing the diversity (gender and nationality) of the senior faculty base, which would allow students to benefit from a better representation and a larger diversity of perspectives.	In response, the University has implemented a targeted Faculty Diversity Strategy. All senior academic vacancies are now advertised internationally through recognised European and global academic platforms, explicitly encouraging applications from women and underrepresented nationalities. Search committees operate under revised recruitment guidelines that require balanced shortlists and documented consideration of diversity criteria, in full alignment with merit-based selection principles. New senior appointments within the School of Business have been opened to increase both gender balance and international representation, bringing expertise from different higher education systems and research traditions. In addition, leadership mentoring and promotion pathways have been strengthened to support qualified female academics and internationally recruited faculty in progressing to senior ranks. Diversity indicators are now incorporated into the University's annual quality assurance and strategic planning reviews to ensure measurable and sustained progress. Through these structured and policy-driven actions, Philips University has taken concrete steps toward a more diverse and internationally representative senior faculty profile, enhancing the educational experience of BA students.	Choose level of compliance:
We also think the program would benefit from a more clear positioning against competing programs. Offering some concentrations by grouping some of the elective courses into specialization areas could help with this.	We have already introduced to Semesters 5, 6, 7 and 8, the following concentrations: Concentration A / Health Management Concentration B / Events Management (Appendix 001)	Choose level of compliance:

The current program does not include an obligatory final thesis project where learnings from the program are integrated. This could be achieved by introducing an obligatory thesis at the end. Of course, this final project should be of sufficient academic level and could be tied to a company project.	The current program includes as core subjects the following: <u>Semester 7</u> GEN-450 Project I <u>Semester 8</u> GEN-451 Project II (Appendix 001)	Choose level of compliance:

3. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
Develop more robust means for research to inform teaching—it is not clear the extent to which this is done at the moment.	In response, the Department of Business Administration has implemented a structured Research-Teaching Integration Framework to ensure that scholarly activity systematically informs curriculum design and classroom practice. First, course syllabi have been enriched to include explicit references to recent peer-reviewed research, case studies derived from faculty publications, and contemporary empirical findings. Faculty members are required to document how their research expertise contributes to course content during annual program review processes. Second, research-led seminars and workshops have been introduced within upper-level modules, where students engage with ongoing faculty research projects in areas such as digital transformation, artificial intelligence in business, entrepreneurship, and sustainable management. Selected students are also given opportunities to contribute as research assistants, strengthening experiential learning. Third, capstone term papers/projects have been aligned more closely with faculty research themes, ensuring methodological rigor and exposure to current scholarly debates. Through these structured measures, research is now systematically embedded in teaching practice, reinforcing academic depth, critical thinking, and the program's innovation-oriented positioning.	Choose level of compliance:

Make better known available funding for teaching-load remission and research conferences. Introduce mechanisms to that faculty take advantage of available conferences and other research related financial support.	The University promotes excellence in faculty research, research seminars and creative activity by: • Encourage and supporting research and creative activity that makes valuable contributions in all areas, including the wider community. • Encourage and supporting faculty in research, research seminars and creative activity, in regards to both funding and time-through, for example, load lifts, travel funding and assistance with grant, writing and administration.	Choose level of compliance:
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.	In response, a structured Research Development Plan has been adopted and is currently being implemented. A regular Research Seminar Series has been established, featuring both international and local external scholars, industry researchers, and policy experts. These seminars are scheduled each semester and are open to faculty, students, and external stakeholders, fostering scholarly dialogue and interdisciplinary exchange. In addition, the University has introduced a Visiting Scholar Scheme, enabling short-term research visits by distinguished academics, while also supporting outbound mobility for faculty to collaborate with partner institutions abroad. These initiatives strengthen international research networks and enhance exposure to high-impact research environments. Research-oriented workshops are now organised annually, focusing on advanced research methodologies, grant writing, publication strategies, and research impact assessment. A formal mentoring framework has also been implemented, pairing junior	Choose level of compliance:

	academics with experienced researchers to support publication in peer-reviewed journals and competitive funding applications. Furthermore, research performance indicators have been incorporated into faculty evaluation and promotion criteria, reinforcing expectations for quality and impact. Through these structured initiatives, Philips University is actively fostering a vibrant research culture that supports high-quality, internationally visible, and impactful scholarship within the BA program's academic community.	
More emphasis on 'high quality' research (published in leading international journals, AJG/ABS 3-4 level journals), by a broader group of scholars. Attract and retain research-oriented faculty members at Philips University.	The University has adopted a targeted Research Excellence Strategy aligned with international standards. Revised promotion and evaluation criteria explicitly recognise publications in leading peer-reviewed journals, including AJG/ABS 3-4 level outlets, as key indicators of academic excellence. Research performance is systematically monitored through annual faculty reviews, with transparent benchmarks for quality, impact, and citation performance. To broaden participation, structured research mentoring has been implemented, pairing early-career academics with experienced scholars who have strong publication records. Internal research workshops focus on publishing in top-tier journals, research design refinement, and responding to reviewer feedback. Competitive seed funding and reduced teaching loads are provided for faculty actively targeting high-quality journal submissions. In parallel, recruitment policies have been strengthened to prioritise candidates with demonstrated research capacity and publication potential in reputable international journals. International advertising of positions and competitive research support packages	Choose level of compliance:

	have enhanced the University's ability to attract and retain research-oriented academics. Through these coordinated measures, Philips University is cultivating a broader, high-performing research community committed to internationally recognised, high-impact scholarship.	
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4. Student admission, progression, recognition and certification (ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
One area for improvement is promotion and visibility, as many students seem to discover the university independently. Increased advertising and communication should help attract a wider group of students.	In response, the University has implemented a structured Marketing and Outreach Enhancement Plan aimed at broadening awareness and attracting a more diverse pool of applicants. A comprehensive communication strategy has been developed, integrating digital marketing, social media campaigns, targeted online advertising, and search engine optimisation. The program's distinctive positioning, emphasising innovation, artificial intelligence in business, entrepreneurship, and employability, has been clearly articulated across the University website and promotional materials. In addition, the University has intensified engagement with secondary schools through career fairs, school visits, information sessions, and on-campus Open Days. Dedicated outreach officers now maintain systematic communication with school counsellors and prospective students. Alumni ambassadors and industry partners also participate in promotional events, sharing testimonials about career pathways and practical learning opportunities. International visibility has been enhanced through participation in regional education fairs and collaboration with recruitment agents where appropriate. Performance indicators such as application numbers, geographic diversity of applicants, and digital engagement metrics are now monitored regularly to assess impact.	Choose level of compliance:

	Through these coordinated actions, Philips University has significantly strengthened its promotional efforts and enhanced the visibility of the BA program in both local and regional markets.	
If the number of applications increases considerably in the coming years, Philips University might adopt a more stringent selection procedure for this bachelor program.	While the BA in Business Studies remains accessible in line with the University's widening participation policy, revised admission criteria have been formally approved for implementation if applicant demand exceeds available places. These include higher minimum academic performance thresholds, structured evaluation of relevant subjects (e.g. mathematics or economics), and, where appropriate, a motivation statement assessing applicants' alignment with the program's innovation- and technology-oriented focus. In addition, a holistic review mechanism has been designed, allowing consideration of extra-curricular achievements, entrepreneurial initiatives, and demonstrated interest in business and digital transformation. Clear, transparent selection guidelines have been prepared to ensure fairness, consistency, and compliance with national higher education regulations. Capacity planning and student-staff ratio monitoring are now embedded within annual strategic reviews to ensure quality is not compromised by growth.	Choose level of compliance:

5. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
In general, we recommend continuing along the current path. The university has strong growth ambitions, which may jeopardize the high-quality student support and sense of community and belonging that is currently an important strength of the school and this program. However, as long as the faculty and administrative staff grows in alignment with the student body, we foresee no problems regarding this issue.	We fully agree for EEC constructive comments.	Choose level of compliance:



6. Additional for doctoral programmes (ALL ESG)

N/A



7. Eligibility (Joint programme) (ALL ESG)

N/A

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
The BA Business Studies of Philips University provides an adequate preparation for the job market and aligns with EQF level 6 and CYQAA standards. We recommend re-accreditation without any reservations.	The University is gratified with this conclusion of the EEC and its recommendation for “ <i>re-accreditation without any reservations</i> ”.	Choose level of compliance:
Increase gender and nationality diversity of the senior staff.	As indicated above, the University has implemented a targeted Faculty Diversity Strategy. All senior academic vacancies are now advertised internationally through recognised European and global academic platforms, explicitly encouraging applications from women and underrepresented nationalities. Search committees operate under revised recruitment guidelines that require balanced shortlists and documented consideration of diversity criteria, in full alignment with merit-based selection principles. New senior appointments within the School of Business have been opened to increase both gender balance and international representation, bringing expertise from different higher education systems and research traditions. In addition, leadership mentoring and promotion pathways have been strengthened to support qualified female academics and internationally recruited faculty in progressing to senior ranks. Diversity indicators are now incorporated into the University’s annual quality assurance and strategic planning reviews to ensure measurable and sustained progress. Through these structured and policy-driven actions, Philips University has taken concrete steps toward a more diverse and internationally representative senior faculty profile, enhancing the educational experience of BA students.	Choose level of compliance:

Increase interactions between students and business practice.	As indicated above, a structured and non-credit Summer Internship Module has now been introduced as a compulsory component of the curriculum. Formal agreements have been established with local and international companies, SMEs, financial institutions, and start-up enterprises to ensure high-quality placements aligned with learning outcomes. Internship performance is assessed through employer evaluations and reflective academic assignments. In addition, real-life business case projects have been embedded across core courses. Students now work on live industry challenges in collaboration with partner organisations, presenting solutions to company representatives. This initiative strengthens analytical, teamwork, and problem-solving skills. Guest lectures and executive seminars have been systematised through the establishment of a Business Leadership Series, bringing industry professionals, entrepreneurs, and alumni into the classroom each semester. Furthermore, the University's Career Office has strengthened support for part-time employment opportunities relevant to students' fields of study. Through these structured reforms, the BA program now provides multiple, integrated pathways for meaningful practical engagement, significantly enhancing students' professional readiness and employability.	Choose level of compliance:
Encourage and incentivize higher quality research, and relatedly, more research that has international standing.	As indicated above, the University has adopted a targeted Research Excellence Strategy aligned with international standards. Revised promotion and evaluation criteria explicitly recognise publications in leading peer-reviewed journals, including AJG/ABS 3-4 level outlets, as key indicators of academic excellence. Research performance is systematically monitored through annual faculty reviews, with	Choose level of compliance:

	transparent benchmarks for quality, impact, and citation performance. To broaden participation, structured research mentoring has been implemented, pairing early-career academics with experienced scholars who have strong publication records. Internal research workshops focus on publishing in top-tier journals, research design refinement, and responding to reviewer feedback. Competitive seed funding and reduced teaching loads are provided for faculty actively targeting high-quality journal submissions. In parallel, recruitment policies have been strengthened to prioritise candidates with demonstrated research capacity and publication potential in reputable international journals. International advertising of positions and competitive research support packages have enhanced the University's ability to attract and retain research-oriented academics. Through these coordinated measures, Philips University is cultivating a broader, high-performing research community committed to internationally recognised, high-impact scholarship.	
Increase the international visibility of the program.	As indicated above, the University has implemented a structured Marketing and Outreach Enhancement Plan aimed at broadening awareness and attracting a more diverse pool of applicants. A comprehensive communication strategy has been developed, integrating digital marketing, social media campaigns, targeted online advertising, and search engine optimisation. The program's distinctive positioning, emphasising innovation, artificial intelligence in business, entrepreneurship, and employability, has been clearly articulated across the University website and promotional materials. In addition, the University has intensified engagement with secondary schools through career fairs,	Choose level of compliance:

	school visits, information sessions, and on-campus Open Days. Dedicated outreach officers now maintain systematic communication with school counsellors and prospective students. Alumni ambassadors and industry partners also participate in promotional events, sharing testimonials about career pathways and practical learning opportunities. International visibility has been enhanced through participation in regional education fairs and collaboration with recruitment agents where appropriate. Performance indicators such as application numbers, geographic diversity of applicants, and digital engagement metrics are now monitored regularly to assess impact. Through these coordinated actions, Philips University has significantly strengthened its promotional efforts and enhanced the visibility of the BA program in both local and regional markets.	
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Conclusion and Final Remarks

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

We also fully appreciate and thank Ms. Emily Mouskou and Dr. Lefkios Neophytou as co-ordinators of the evaluation role process.

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

APPENDIX 001

BA in BUSINESS STUDIES
Programme Structure

YEAR ONE

YEAR 1 - Semester 1

COURSE	ECTS
CORE	(25)
ACF-110 Accounting I	5
BSM-110 Economics I	5
BSM-111 Introduction to Management	5
CST-110 Computers and Applications	5
CST-115 Mathematics and Statistics I	5
ELECTIVES: Any ONE from	(5)
BSM-112 Business Law I	5
PRL-130 Communication & Language Development I	5
PSY-110 General Psychology	5
TOTAL:	30

YEAR 1 - Semester 2

COURSE	ECTS
	(25)
ACF-120 Accounting II	5
BSM-120 Economics II	5
BSM-121 Theory and Practice of Management	5
CST-125 Mathematics and Statistics II	5
CST-126 Fundamentals of Technological Changes	5
ELECTIVES: Any ONE from	(5)
BSM-122 Business Law II	5
PRL-140 Communication and Language Development II	5
PSS-110 Modern Society & Sociology	5
TOTAL: 30	

YEAR TWO

YEAR 2 - Semester 3

COURSE		ECTS
CORE		(25)
ACF-211	Financial Accounting	5
ACF-213	Introduction to Finance	5
BSM-230	Managerial Economics	5
BSM-231	Principles of Marketing	5
BSM-239	Sustainable Business Society	5
ELECTIVES: Any ONE from		(5)
BSM-237	Business in Europe	5
BSM-238	Dynamics of Cyprus Economy	5
BSM-241	Organizational Behavior	5
TOTAL:		(30)

YEAR 2 - Semester 4

COURSE		ECTS
CORE		(25)
ACF-223	Financial Management I	5
ACF-224	Management Accounting I	5
BSM-236	Digital Business	5
BSM-248	Marketing Research	5
CST-127	Data Visualisation	5
ELECTIVES: Any ONE from		(5)
BSM-246	Business and Society	5
CIS-232	Operations Research	5
PSY-227	Work and Organizational Psychology	5
TOTAL:		(30)

YEAR THREE		
YEAR 3 - Semester 5		
COURSE		ECTS
CORE		(20)
ACF-324	Management Accounting II	5
BSM-247	Digital Marketing	5
BSM-443	Artificial Intelligence for Business	5
CST-214	Business Information Systems	5
Any One Concentration OR One from each Concentration		(10)
<u>Concentration A / Health Management</u>		
BSM-358	Health Services Management	5
BSM-359	Organizational Theory	5
<u>Concentration B / Events Management</u>		
BSM-357	Supply Chain Management	5
GEN-340	Consumer Behaviour	5
TOTAL: (30)		

YEAR 3 - Semester 6		
COURSE		ECTS
CORE		(20)
ACF-331	Financial Management II	5
BSM-310	Human Resource Management	5
BSM-311	International Management	5
BSM-363	Business Data Analytics	5
Any One Concentration OR One from each Concentration		(10)
<u>Concentration A / Health Management</u>		
BSM-360	Business Games and Strategies	5
BSM-361	Economics of Health Services	5
<u>Concentration B / Events Management</u>		
BSM-362	Strategic Management of Tourism, Hospitality, Events	5
BSM-364	Management and Economics of Regional Development and Competitiveness	5
TOTAL: (30)		

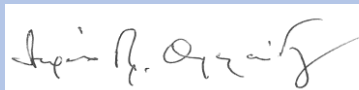
YEAR FOUR

YEAR 4 – Semester 7

COURSE		ECTS
CORE		(20)
BIS-421	Enterprise IT Architecture	5
CST-422	Advanced Information Systems	5
BSM-472	Productions and Operations Management	5
GEN-450	Project I	5
Any One Concentration OR One from each Concentration		(10)
Concentration A / Health Management		
BSM-441	Strategy in Action	5
BSM-471	Innovation and Creativity	5
Concentration B / Events Management		
BSM-470	Integrated Marketing Communications	5
BSM-473	Small Business Management	5
TOTAL:		(30)

YEAR 4 - Semester 8		
COURSE		ECTS
CORE		(20)
BSM-322	Business Policy and Strategic Management	5
BSM-442	Corporate Governance	5
PRL-420	Business Ethics and Leadership	5
GEN-451	Project II	5
Any One Concentration OR One from each Concentration		(10)
Concentration A / Health Management		
BIS-419	Entrepreneurship and Innovation	5
BSM-483	Risk Management and Analysis	5
Concentration B / Events Management		
BSM-480	Entrepreneurship and Strategic Business Planning	5
BSM-481	Marketing of Services	5
TOTAL:		(30)

C. Higher Education Institution academic representatives

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

Date: **19 February, 2026**

