

Higher Education Institution's Response

Date:
Date.

5 January, 2023

- **Higher Education Institution:**
PHILIPS UNIVERSITY

- **Town:** Nicosia

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

In Greek:

**Λογιστική και Χρηματοοικονομικά (4 ακαδημαϊκά έτη, 240 ECTS, Πτυχίο,
Εξ αποστάσεως)**

In English:

**Accounting and Finance (4 academic years, 240 ECTS, Bachelor, Distance
Learning)**

- **Language(s) of instruction:** Greek
- **Programme's status:** New
- **Concentrations (if any):**

In Greek: Concentrations

In English: Concentrations

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
<p><i>The EEC believes that the PU management team alongside with the teaching staff should consider ways with which the program’s design, structure, and delivery can be improved.</i></p>	<p>The essential part for the program development, design, structure and delivery is the Internal Quality Assurance process, with self-assessment being its primary component. This process involves all stakeholders such as teaching and administration staff, students, employers, industry and policy representatives, and trade unions.</p>	<p>Choose an item.</p>
<p><i>The following two elective courses should be added to the program: Data Analytics and Sustainability in Accounting and Finance, so that the program is consistent with developments in the technological business environment.</i></p>	<p>Philips University appreciates the constructive recommendation given by the EEC, concerning the courses ACF-432 Data Analytics and ACF-433 Sustainability in Accounting and Finance, which it has accepted, has adopted and has already implemented them, as per the attached See Appendix 001 supplementary documents.</p> <p>ACF- 432 Data Analytics focuses on types of analysis and the role it plays in data-driven decision-making culture, especially for financial planning and analytics. It will cover the key challenges in accounting data analysis ranging from collection and organization to modelling and analysis of data.</p> <p><u>The role of Data Analytics in Accounting and Finance:</u></p> <p>Advances in data analytics create opportunities for accountants and finance professionals to offer higher-quality services to their business clients in three areas:</p> <ul style="list-style-type: none"> • A broader and deeper perspective on business’s financial and other operations 	<p>Choose an item.</p>

	<ul style="list-style-type: none"> • More accurate predictions of future market and industry trends • Automation in routine tasks to improve accounting accuracy and reduce cost. <p>Sustainability Accounting involves the activities that have direct impact on society, environment and economic performance of an organization, while Sustainability Finance is the set of financial regulations, standards, norms and products that pursue an environmental objective. Sustainability Accounting is a tool used by organizations to become more sustainable. It supports students to contribute to and influence an organization’s values, culture, strategy and practices to ensure they align to sustainability principles, practices, frameworks and standards. In Sustainability for Accountants and Finance Professionals, students will develop their awareness of environmental, social and governance impact on organizations, and the role Accountants play in linking these issues to broader business agendas. During the fourth year, our students are expected to deepen their knowledge in Accounting and Finance and have the opportunity to take cutting-edge modules such as ACF- 433 Sustainability in Accounting and Finance and ACF-432 Data Analytics.</p>	
<p><i>The curriculum should be revisited on a predetermined systematic periodical basis, in terms of the content of core and elective modules, so that it meets innovative developments in related fields.</i></p>	<p>The curriculum is revisited on a systematic periodical basis, within the framework of Internal Quality Assurance, involving, on an advising basis, the following stakeholders:</p> <ul style="list-style-type: none"> • Faculty and other staff members • Students • Alumni • Potential employers of graduates 	<p>Choose an item.</p>

- Industry representatives
- Trade Unions
- Related to higher education NGOs, and
- Ministry of Education

Final decisions are reached by the Senate of the University.

When the syllabus is revised, we do not restrict the courses to the Cypriot market, but we take into consideration what happens at an international level (EU, USA, Canada, New Zealand, Australia and other countries).

As regards the present program BA in Accounting and Finance, we have already added in the examination Syllabi the latest developments concerning Accounting and Finance Analytics and Contemporary issues in Accounting and Finance covering Advanced Financial Accounting and Financial Management courses. In addition, we enrich our program with the courses of ACF-433 Sustainability in Accounting and ACF-432 Data Analytics.

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
<p><i>The EEC evaluated that in most study guides and provided examples, there are insufficient opportunities for interactive activities</i></p> <p><i>We therefore recommend that course units specifically define weekly interactive activities in their study guides and Moodle pages.</i></p>	<p>Following the recommendation of the EEC, we carefully reviewed all Study Guides, and we made sure that they follow punctually both the relevant instructions of DIPAE and the general principles of the pedagogical philosophy of distance learning. Consequently, each Study Guide, among others, includes for each week the corresponding educational material, the relevant learning outcomes, specific bibliography, interactive activities and assignments, as well as self-assessment exercises with indicative answers.</p> <p>More specifically, for each week in the Study Guide, there is at least one major interactive activity related to the educational material, which is evaluated, and at the same time they are subject of peer assessment. In addition, there are additional exercises related to the weekly content, which are similarly assessed. Finally, there are interactive self-assessment exercises that accompany the relevant educational material of each week.</p> <p>Following the suggestion of the EEC, the above activities are posted on MOODLE, and the relevant model answers of the students appear in the chat / forum.</p>	<p>Choose an item.</p>
<p><i>There are clearly defined evaluation criteria for student assignments and the final exam (typically 80% exam – 20% assignment, or 70%-30%). It is, however, not entirely clear to the EEC how the proposed assessment framework abides with E-learning methodology, in terms of tutorial attendance and the weekly interactive activities not being weighted in the assessment.</i></p>	<p>Following the recommendation of the EEC, we made sure that it is made clear in each Study Guide that the final grade of the course is determined based on the student assessment, as follows:</p> <ol style="list-style-type: none"> 1. Written Final Exam (60%) 2. Written Assignments (20%) 3. Interactive Activities–Exercises–Quizzes (20%) <p>There is individual grading of the above activities, which appear in both the Study Guide and the weekly structure of the course in MOODLE. More specifically, the grade of assessment of the weekly interactive activities/exercises, especially in MOODLE, is planned to be visible and obvious.</p>	<p>Choose an item.</p>

One of the major advantages of our distance learning program is that students can connect any time in an e-learning environment and learn at their own pace.

Although attendance in tutorials is not compulsory, students are encouraged to attend them, if they wish to score high grades in semester final exams.

In an on-line environment, information can be accessed when it is most convenient for the learner, asynchronously.

In addition, and in response to the above recommendation of the EEC, the University has broadened and has enriched the formative and summative assessment methods. Assessment is viewed as a process of gathering evidence to make decisions for a variety of purposes, including learner's attainment of educational outcomes and teachers' effectiveness. Program evaluation is a systematic method of assessment related to the desired implementation or outcome of an educational innovation or program.

As part of its learning and teaching strategy, Philips University aims to ensure that research within the program team actively informs teaching and curriculum development. The program responds to the key features of the University's student as producer initiative in the following ways. Discovery, Technology, Research and Evaluation, Student Voice, support for research-based teaching and learning through expert engagement with information resources.

The assessment regime also allows students to demonstrate the acquisition of key skills. Written assignments allow students to demonstrate their ability to select, interpret and summarise the various sources and, to reflect the University's Student as Producer ethos, they enable students to engage in the discovery mode of learning by pursuing independent research and developing their own knowledge and understanding. Both written assignments and examinations allow students to show that they have developed their literacy and proficiency in the use of technical language as well as having developed their ability

	to produce a sound argument based on coherence and logic.	
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3. Teaching staff
(ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For official use Only
<p><i>Although there is an existing training plan in standard E-learning methods, it is mostly focused on the means of delivery (i.e., Teams, and basic features of Moodle such as digital repositories). The EEC believes that the program can benefit from additional staff training regarding online interactive elements (i.e., Moodle add-ons such as H5P) and theories supporting online education (i.e., self-regulated learning, conversational framework). There needs to be a clear strategy and plan regarding staff training by the PU.</i></p>	<p>Following this recommendation of the EEC, the University implements the educational planning for the training of the instructors in the Distance Learning Programs of Study with a three-day seminar, which includes the following:</p> <ul style="list-style-type: none"> • Introduction to distance learning • Theories supporting online education, such as self-regulated learning, conversational framework, etc. • Quality in distance learning • Characteristics of adult students • Organization of Group Counseling meetings / Tele-Meetings, communication, OSS elements, alternative scenarios in OSS and others • Assessment of written assignments • Plagiarism • Rights / Obligations of teachers • Technological and Technical skills to support distance education. • Online interactive elements, including Moodle add-ons such as HSP <p>The University has put into effect an overall comprehensive faculty training program, which consists of the following:</p> <ol style="list-style-type: none"> 1. Publishing a comprehensive Faculty Handbook. 2. Orientation sessions for newly hired faculty members. 3. Implementation of a Faculty Mentors Program, by which older faculty members are assigned as Mentors to new faculty members for advising and consultations on a continuous basis. 4. Periodic offerings of training programs to all members of the teaching staff on pedagogical, research and other faculty-related matters. <p>In addition, instructors participate in the University's 'Staff Development Plan', which</p>	<p>Choose an item.</p>

	<p>includes financial and other support to participate in local and international conferences and seminars, to have membership in international professional associations, and offering in-house training seminars.</p> <p>As the case is with all instructors at the University, distance learning instructors undergo annual evaluation, which includes (a) the evaluation/feedback by the students at the end of each semester, (b) an evaluation by the pertinent Dean of School based on the instructor's self-assessment report, as well periodic observations and meetings between the Program Coordinator and the instructors.</p>	
<p><i>The EEC noted that the current teaching team does not exhibit reasonable gender diversity as it is almost exclusively male dominated. The EEC also believes that the teaching staff can benefit from hiring faculty at earlier stages in their career, again to improve diversity of the teaching team and add fresh perspectives. The EEC recommends amending recruitment priorities accordingly.</i></p>	<p>The University accepts this observation and recommendation of the EEC. The Management of the University has already given instructions to all involved with faculty recruitment to give particular emphasis on gender diversity, and to also make sure that faculty at earlier stages of their career is hired.</p> <p>Philips University is committed to the principle of "Equal Opportunity", the pursuit of diversity amongst its employees and student population and a supportive environment for all members of our community. No member of staff, applicant for admission as a student, or applicant for appointment as a member of staff is treated less favourably than another because of her or his gender or of belonging to a protected group.</p> <p>Philips University is committed to providing equality for all, irrespective of gender, age, race, colour, religion, nationality, disability, sexual orientation, marriage, pregnancy and maternity.</p>	<p>Choose an item.</p>

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
<p><i>The program allows admission based on up to 50% recognition of prior learning. This admission criteria are relatively uncommon and slightly outsized relative to similar institutions/programs. The EEC recommends revisiting this particular admission criteria.</i></p>	<p>The Admission Requirements of the program is in line with the law of private universities. However, implementing further the recommendation of the EEC, and in order the secure quality students for the Accounting and Finance program, by distance learning, Greek and Cypriots whose native language is Greek, the university has added for the above program the following additional criteria.</p> <p>Admission Requirements:</p> <p>Graduation from a six-year public or private school of secondary education formally registered by the Ministry of Education, Sport and Youth of the Republic of Cyprus or the Ministry of Education, Research and Religious Affairs of the Republic of Greece with an overall average of a t least 70% or success in the placement tests*. In addition, evidence that the applicant is competent in written and spoken Greek, plus successful completion of a personal interview with our Admissions Officer, either in person or by phone/skype/zoom. Those applicants who have lower grade average, have to undergo through interview as well as to pass a standardized placement test*.</p> <p>*Standardized Placement Test. These tests are administered by the University during the orientation week and aim to assess each student’s potential. These tests measure quantitative and verbal aptitudes. All test scores are then screened by a panel. Appropriate programs are then drawn up to assist students in light of the observations made by the panel. Holders of the General Certificate of Education, with a pass mark in four subjects, including three subjects at Advanced Level and an Ordinary Level in Greek Language, are exempted from the placement test.</p>	<p>Choose an item.</p>

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
<p><i>A consistent e-learning to be used by all course units in the program is necessary to create a common, professional online experience for the students in the online program. Such a template should include features of Moodle enabling (i) peer-to-peer interactions, (ii) peer to-tutor ongoing communications, (iii) embedding material into the structure of Moodle, and (iv) learning analytics (which are not currently utilized). These features are necessary for conducting E-learning interactions.</i></p>	<p>The University enriched its Moodle platform with add-ons such as H5P, and developed a consistent e-learning to be used in all courses including the Moodle features recommended by the EEC.</p> <p>We have upgraded and updated Philips University’s Moodle. Philips University is now using the latest version of Moodle (4.1) and a new modern/responsive theme.</p> <p>The responsive theme allows us to make Moodle more user friendly and easier to navigate it for both of teachers and students. The design changed and some helpful addons are installed. For example:</p> <ul style="list-style-type: none"> • H5P is installed. H5P allows users to create, share and reuse interactive content. • Embed videos and pdfs are now possible directly to the Moodle Course Page. • Forums and videos can be added directly to the Moodle Course Page • Learning analytics are enabled and displayed to each course. That means all the teachers will be able to view reports such as: <ul style="list-style-type: none"> ○ Competency breakdown ○ Insights ○ Logs ○ Live Logs ○ Activity report ○ Course participation ○ Activity completion <p>See Appendix 002.</p>	<p>Choose an item.</p>
<p><i>The way the material is presented on Moodle should also abide with web-based accessibility criteria, essential for students with special needs, and the EEC believes a greater awareness of these</i></p>	<p>The University handles this recommendation of the EEC with the above enriched Moodle platform with add-ons. (See above recommendation response and the above relevant Appendix 002.</p>	<p>Choose an item.</p>

<p><i>criteria would be welcome, despite much of the external software, including Moodle, generally being accessibility-compliant.</i></p>		
<p><i>The EEC strongly recommends providing human support to instructors in designing and maintaining online interactive activities embedded in all courses throughout the program, which will potentially support students as well. The human support is expected to have both pedagogical and technology enhanced learning expertise. Such human support is typically denoted as a 'learning technologist'.</i></p>	<p>In implementing this recommendation of the EEC, the University has enriched the existing staff of the Distance Learning Unit by hiring Dr. Kosmas Pipyros, a highly qualified professional with both pedagogical and technology enhanced learning expertise, to operate as a “learning technologist”; to support instructors in designing and maintaining online interactive activities embedded in all courses throughout the program, and to support students as well.</p> <p>See Appendix 003.</p>	<p>Choose an item.</p>

6. Additional for doctoral programmes
(ALL ESG)

NA

7. Eligibility (Joint programme)
(*ALL ESG*)

NA

B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For official use Only
<p><i>The EEC recommends approval of the program.</i></p> <p><i>In summary, the EEC identified the following issues:</i></p> <p><i>1. The EEC noted that a consistent E-learning template was not currently available to be used by all course units in the program, underutilizing technological features and inducing accessibility constraints. Accordingly, the EEC strongly recommends providing human support to instructors in designing and maintaining online interactive activities embedded in all courses throughout the program, who will potentially support students as well. The human support is expected to have both pedagogical and technology-enhanced learning expertise</i></p> <p><i>2. The EEC expects the content of the program to be better aligned with technological and environmental trends. The following elective courses should be added to the program: Data Analytics, and Sustainability in Accounting and Finance, so that the program is consistent with developments in the technological business environment.</i></p>	<p>Philips University feels gratified with the important recommendation of the EEC that “the EEC recommends approval of the program”.</p> <p>Please kindly note, that a consistent e-learning template is currently available to be used by all course units in the program, as per Appendix 002.</p> <p>In addition, Dr. Kosmas Pipyros, a highly qualified professional with both pedagogical and technology enhanced learning expertise, hired to operate as a “learning technologist.”</p> <p>Furthermore, ACF- 432 Data Analytics, and ACF-433 Sustainability in Accounting and Finance have already been embedded in the curriculum.</p> <p>The university appreciates the professional and constructive handling of the EEC of this program of study and it has already accepted and fully implemented all its recommendations.</p> <p>The university also truly appreciates Ms Emily Alexandridou’s role as Coordinator on behalf of DIPAE for the external evaluation process.</p>	<p>Choose an item.</p>

C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
Prof. Demetrios Natsopoulos	Rector	
Professor Shiakallis Constantina	Vice-Rector for Academic Affairs	
Professor Hadjis Andreas	Dean, School of Economics and Management	
Professor Alexakis Panagiotis	Program Coordinator	
Professor Pavlakis Andreas	Director, Distance Learning Unit	

Date: 5 January 2023



APPENDIX 1
New Courses - Syllabi

ACF-432 Data Analytics

ACF-433
Sustainability in Accounting and Finance

Course Title	DATA ANALYTICS				
Course Code	ACF-432				
Course Type	Elective				
Level	Undergraduate				
Year / Semester	3 / Six				
Teacher's Name	TAB				
ECTS	5	Lectures / week	3	Laboratories / week	
Course Purpose and Objectives	<p>This course prepares students to gather, describe, and analyse data, and use advanced statistical tools to make decisions on operations, risk management, finance, etc. Analysis is done targeting economic and financial decisions in complex systems that involve multiple partners. Topics include probability, statistics, hypothesis testing, regression, clustering, decision trees, and forecasting.</p>				
Learning Outcomes	<p>On completion of this course, students should be able to:</p> <ul style="list-style-type: none"> □ Gather sufficient relevant data, conduct data analytics using scientific methods, and make appropriate and powerful connections between quantitative analysis and real-world problems. □ Demonstrate a sophisticated understanding of the concepts and methods; know the exact scopes and possible limitations of each method; and show capability of using data analytics skills to provide constructive guidance in decision making. □ Understand how data analytics may be applied to financial planning and analysis to enhance its effectiveness. □ Show substantial understanding of the real problems; conduct deep data analytics using correct methods; and draw reasonable conclusions with sufficient explanation and elaboration. □ Write an insightful and well-organized report for a real-world case study, including thoughtful and convincing details. □ Make better business decisions by using advanced techniques in data analytics. 				
Prerequisites	CST-115, CST-125 Maths & Statistics CST-214 Information Systems		Required		

Course Content	<p>Introduction, Data Summarization and Visualization</p> <p>Linear and Nonlinear Regression</p> <p>Model Selection</p> <p>Classification, Logistic Regression</p> <p>Clustering</p> <p>Decision Trees</p> <p>Project Presentation</p>
Teaching Methodology	Distance Learning
Bibliography	<p>Recommended Reading:</p> <p>Data Mining and Business Analytics with R, by Johannes Ledolter; Publisher: Wiley, Available in Johns Hopkins online library: https://catalyst.library.jhu.edu/catalog/bib_4637122</p> <p>An Introduction to Statistical Learning with Application in R, by Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani; Publisher: Springer, Available in Johns Hopkins online library: https://catalyst.library.jhu.edu/catalog/bib_6591386</p> <p>Elements of Statistical Learning: Data Mining, Inference, and Prediction, by Trevor Hastie, Robert Tibshirani and Jerome Friedman The book is free at https://web.stanford.edu/~hastie/Papers/ESLII.pdf</p>
Assessment	80% attributable to the end of semester exams: (midterm 20%, final exam 60% of a three hours duration), and 20% on analysis of topical case studies, written reports, essays, project presentation etc.
Language	Greek

Course Title	SUSTAINABILITY IN ACCOUNTING and FINANCE			
Course Code	ACF-433			
Course Type	Elective			
Level	Undergraduate			
Year / Semester	4/Seven			
Teacher's Name	TBA			
ECTS	5	Lectures / week	3	Laboratories / week
Course Purpose and Objectives	<p>Develop students knowledge and skills in the area of sustainability, to develop the knowledge and skills needed to identify and evaluate change in sustainability practices and reporting, and to communicate about sustainability, to inform and influence various stakeholder groups.</p> <p>Furthermore, by exploring a series of case studies and other digital content, students will develop an understanding how the principles of sustainability are applied in practice and the skills needed to apply them in real world settings.</p>			
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Understand the theoretical role and practical implications of accounting in measuring and governing sustainability performance in modern corporations. Critically evaluate environmental, social and governance principles in the context of an organization's values, culture and strategy.</p> <p>Apply accounting techniques in internal measurement and external reporting for sustainability performance.</p> <p>Analyse and apply sustainability accounting techniques to assess sustainability performance.</p> <p>Ability to present in oral and written form an analysis of business solutions in response to specific issues related to the measurement and management of sustainability performance</p> <p>Employ appropriate mathematical tools to solve financial problems;</p> <p>Be aware of the different types and applications of sampling techniques.</p> <p>Be aware of the Paris Climate Agreement, and the United Nations 2030 Agenda towards a sustainable and inclusive economy.</p>			
Prerequisites	ACF-211 Financial Accounting ACF-314 Management Accounting		Required	

Course Content	<p>Introduction to sustainability for Accountants and Finance Professionals</p> <p>Sustainable Finance and the European Union</p> <p>International Platform on Sustainable Finance (IPSF)</p> <p>The role of accounting and finance for developing and implementing a sustainable strategy</p> <p>Sustainability performance measurement</p> <p>Sustainability reporting and assurance frameworks</p> <p>Integrated Reporting <IR></p> <p>Non-financial disclosure EU directive</p> <p>Sustainability governance, management control and incentive systems for sustainability</p> <p>Value chain sustainable assessment</p> <p>Sustainability in practice</p> <p>Responsible investment</p>
Teaching Methodology	Distance Learning
Bibliography	<p>Recommended Reading:</p> <p>Tilt, C.A. "Corporate Responsibility Accounting and Accountants". Idowu, Samuel O.; Leal Filho, Walter (Eds.), Professionals' Perspectives of Corporate Social Responsibility, latest edition.</p> <p>"Accounting for Sustainability" (http://www.accountingforsustainability.org).</p> <p>Gray, R. "Current Developments and Trends in Social Environmental Auditing, Reporting & Attestation: A personal Perspective". (E-Journal)</p> <p>Moller, Andreas; Schaltegger, Stefan. "The Sustainability Balanced Scorecard as a Framework for Eco-efficiency Analysis". Journal of Industrial Ecology.</p>
Assessment	80% attributable to the end of semester exams: (midterm 20%, final exam 60% of a three hours duration), and 20% on analysis of topical case studies, written reports, essays, project presentation etc.).
Language	Greek



APPENDIX 2

E-Learning Template

TestCourse

Reports

- Competency breakdown
- Insights
- Logs
- Live logs
- Activity report
- Course participation
- Activity completion

Administration

- ▼ Course administration
 - ⚙ Settings
 - ⚙ Course completion
 - Users
 - ▼ Filters
 - ▼ Reports
 - 📄 Competency breakdown
 - 📄 Insights
 - 📄 Logs
 - 📄 Live logs
 - 📄 Activity report
 - 📄 Course participation
 - 📄 Activity completion

We have

proceeded with the upgrade and update of the Moodle.

- We have upgraded Moodle 3.8 to the latest version (4.1)
- H5P is installed
- Learning analytics (such as bellow) is enabled and displayed to each course.
 - Competency breakdown
 - Insights
 - Logs
 - Live Logs
 - Activity report
 - Course participation
 - Activity completion
- Forum and Chat is added to all courses
- Common Template is created for consistency to all the courses
- Embed PDF/Video/Word is enabled
- A new updated and responsive theme is added to Moodle

Bellow is the old version of Moodle (Before the upgrade)

Philips University Moodle

- 🏠 Dashboard
- 🏠 Site home
- 📅 Calendar
- 📄 Private files
- 🔧 Site administration

Moodle

Dashboard / Site administration / Server / Environment

Environment

Check how your server suits current and future installation requirements

Moodle version 3.8.2 (Build: 20200309) ↕

Server checks

Bellow is the new version of Moodle

Moodle

Environment

Check how your server suits current and future installation requirements

Moodle version 4.1 upwards

Server checks

Lambda Theme added to Moodle


Moodle



Dashboard > Site administration > Appearance > Themes > Theme selector > Theme selector

Select device





Clear theme caches

Device type	Current theme	Information
Default		lambda Defined in config.php

Dashboard > Site pages > My courses

Course overview

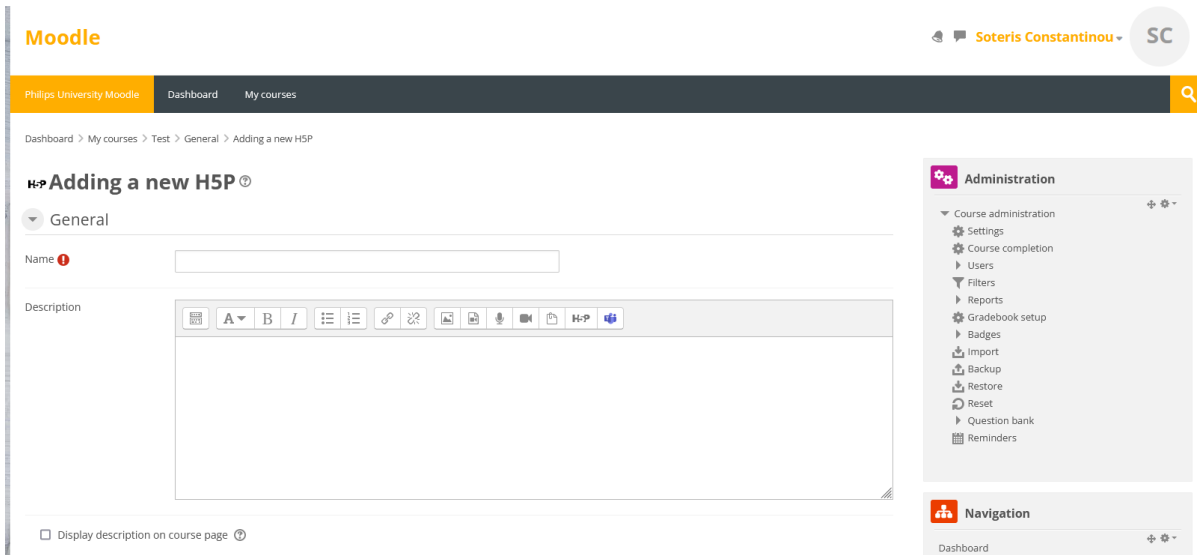
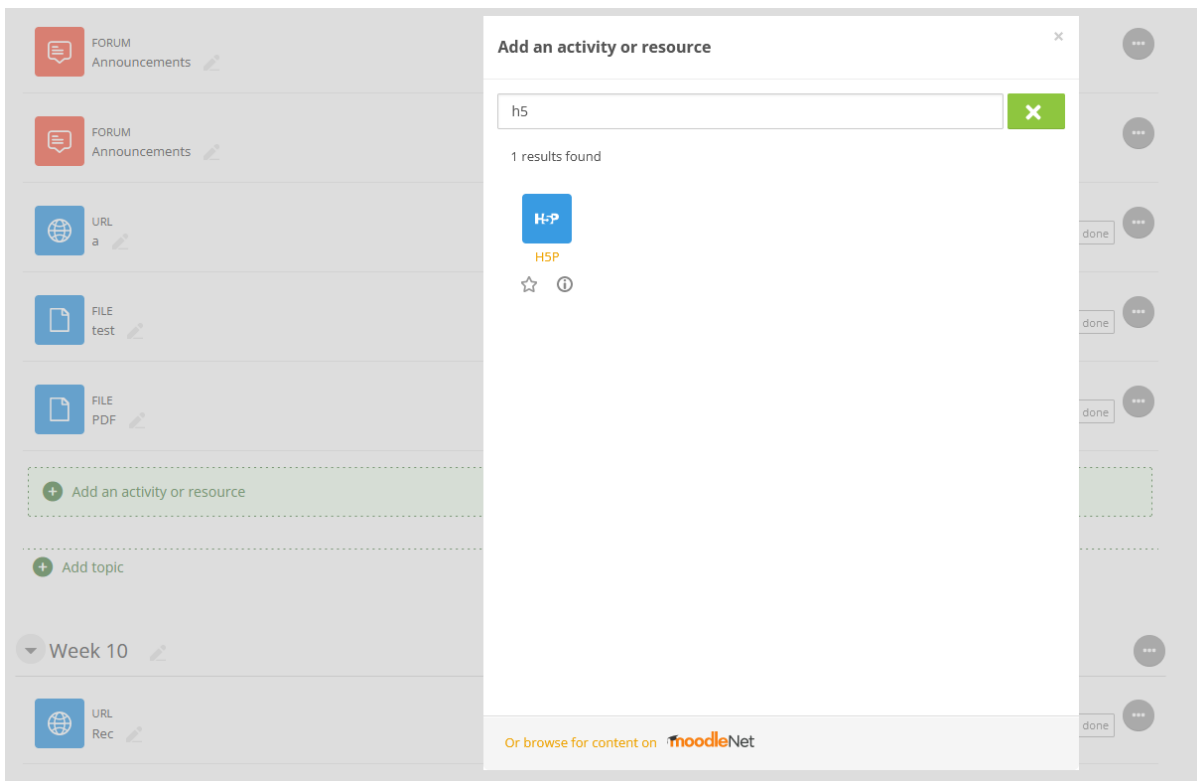
In progress Search Sort by course name List

-  **CST-352 Computer Networking II (FALL 2022)**
Fall 2022
-  **CST-474 Network Security (FALL 2022)**
Fall 2022
-  **TestCourse**
Miscellaneous
-  **AIA-354 Computers and Applications I (FALL 2022)**
Fall 2022
Hidden from students

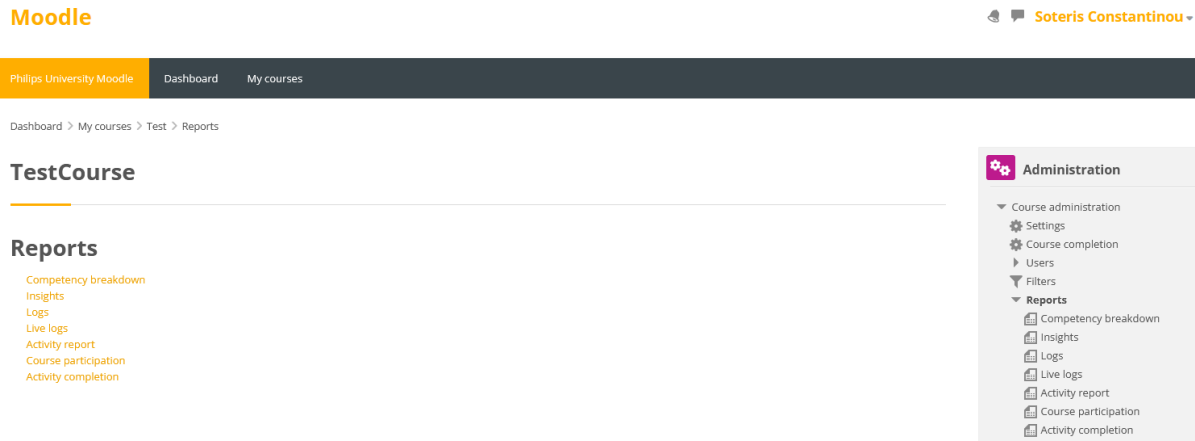
Navigation

- Dashboard
- Site home
- Site pages
 - My courses
 - Site blogs
 - Site badges
 - Tags
- My courses
 - Test
 - CST-474_F22
 - CST-352_F22
 - CST-241
 - CST-123
 - CST120_S21
 - CST126_S21
 - CST120_F21
 - CST110_F21
 - CST361_F21
 - More...

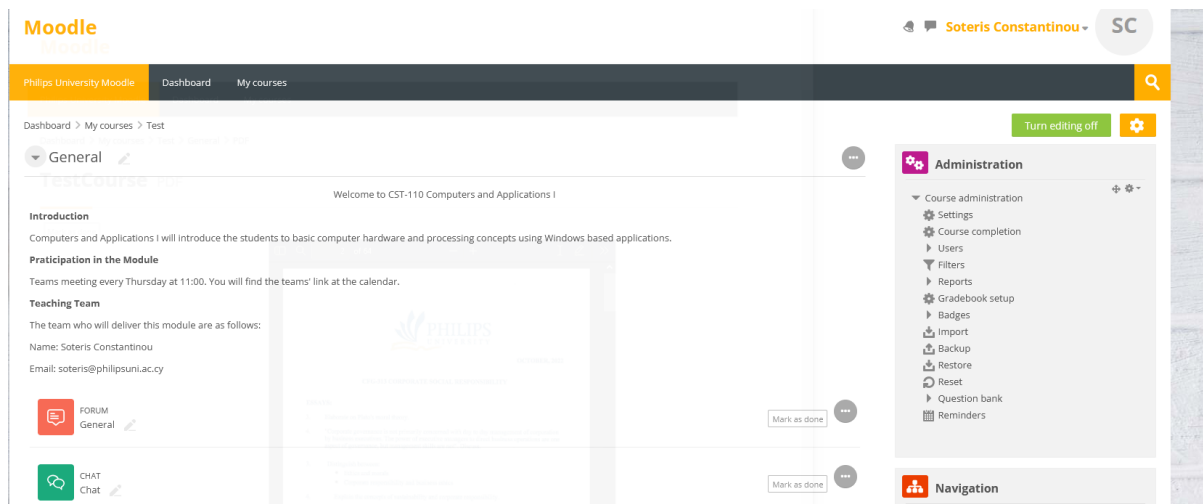
H5P is installed and enabled to all the courses:



Learning analytics are enabled to the courses



New update Chat and Forum is added to the courses



Embed Video/PDF is activated

Moodle

Philips University Moodle

Dashboard

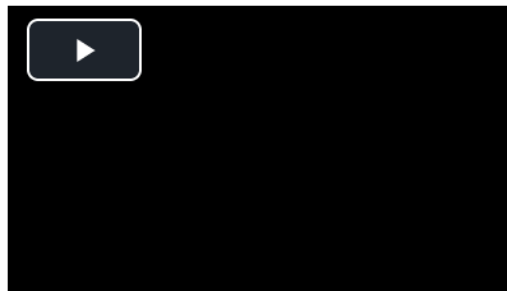
My courses

Dashboard > My courses > Test > General > Video

TestCourse Video

Mark as done

OK



Jump to...

Moodle

Philips University Moodle

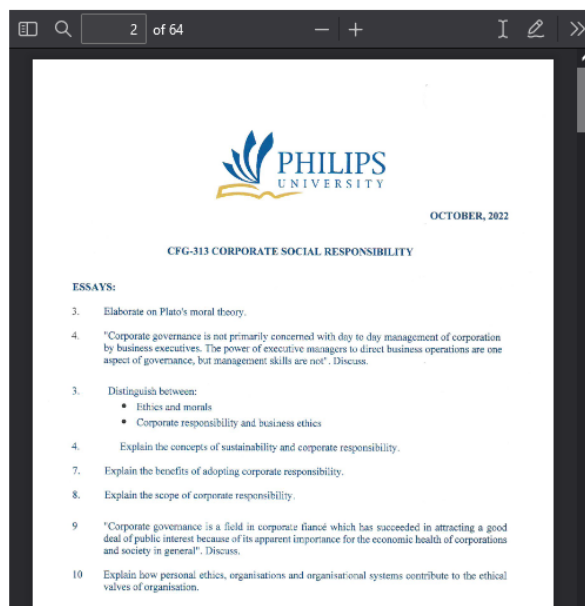
Dashboard

My courses

Dashboard > My courses > Test > General > PDF

TestCourse PDF

Mark as done





APPENDIX 3

**Academic Qualifications
(Dr. Kosmas Pipyros)**



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΟΙΚΟΝΟΜΙΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ
ΤΜΗΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ
ΕΥΕΛΠΙΔΩΝ 47 & ΛΕΥΚΑΔΟΣ 33, ΑΘΗΝΑ Τ.Κ. 113 62, ΤΗΛ.: 210 8203642- 5- FAX: 210 8828655

**ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ
ΣΤΑ ΠΛΗΡΟΦΟΡΙΑΚΑ ΣΥΣΤΗΜΑΤΑ**

ΑΡΙΘΜ. ΠΡΩΤ. 1203

ΑΝΤΙΓΡΑΦΟ ΜΕΤΑΠΤΥΧΙΑΚΟΥ ΔΙΠΛΩΜΑΤΟΣ ΕΙΔΙΚΕΥΣΗΣ

Όπως προκύπτει από τα στοιχεία που τηρούνται στην υπηρεσία μας:

Ο **ΠΗΠΥΡΟΣ ΚΟΣΜΑΣ** του Θεοδώρου και της Δήμητρας έκανε την εγγραφή του στο Πρόγραμμα Μεταπτυχιακών Σπουδών του Τμήματος Πληροφορικής, του Οικονομικού Πανεπιστημίου Αθηνών, τον Οκτώβριο του 2009 με αριθμό μητρώου M4090025.

Παρακολούθησε όλα τα απαιτούμενα μαθήματα, τα οποία διδάσκονται στα τέσσερα διδακτικά εξάμηνα του Προγράμματος. Μετά από επιτυχή εξέταση σε αυτά και εκπόνηση της διπλωματικής εργασίας, του απονεμήθηκε:

**ΜΕΤΑΠΤΥΧΙΑΚΟ ΔΙΠΛΩΜΑ ΕΙΔΙΚΕΥΣΗΣ
ΣΤΑ ΠΛΗΡΟΦΟΡΙΑΚΑ ΣΥΣΤΗΜΑΤΑ
(MASTER OF SCIENCE)**

Το Μεταπτυχιακό Δίπλωμα έλαβε το Σεπτέμβριο του 2011 με βαθμό Λίαν Καλώς **7,44** (επτά και σαράντα τέσσερα εκατοστά).

Αριθμ. Πρωτ.: 419

ΑΝΤΙΓΡΑΦΟ ΔΙΔΑΚΤΟΡΙΚΟΥ ΔΙΠΛΩΜΑΤΟΣ


Ο κ. ΠΙΠΥΡΟΣ ΚΟΣΜΑΣ του Θεοδώρου από τα Τρίκαλα, αφού υπέστη τη νόμιμη διαδικασία για την απόκτηση Διδακτορικού Διπλώματος, ανακηρύχθηκε Διδάκτορας του Τμήματος Πληροφορικής του Οικονομικού Πανεπιστημίου Αθηνών την **20η Μαρτίου 2019**

Αθήνα, 12 Μαΐου 2020

ΜΕ ΕΝΤΟΛΗ ΠΡΥΤΑΝΕΩΣ
Η ΑΝΑΠΛ. ΠΡΟΪΣΤΑΜΕΝΗ
ΓΡΑΜΜΑΤΕΙΑΣ ΜΕΤΑΠΤΥΧΙΑΚΩΝ &
ΔΙΔΑΚΤΟΡΙΚΩΝ ΣΠΟΥΔΩΝ

Α. ΠΑΠΑΖΟΓΛΟΥ

Ψηφιακά υπογεγραμμένο από ANNA PAPAZOGLOU
Ημερομηνία: 2020.05.12 11:58:17 EEST





APPENDIX 4

New Structure of the Program of Study BA in Accounting and Finance (E-Learning)

**New Structure of Program of Study
BA in Accounting and Finance (E-Learning)**

**ANNEX 1
COMPLETE LIST OF COMPULSORY COURSES AND ELECTIVE COURSES
FIRST YEAR**

Semester 1

Core		ECTS
		(20)
ACF-110	Accounting and Finance I	5
BSM-110	Economics I	5
BSM-112	Business Law I	5
CST- 115	Mathematics and Statistics I	5
Electives: Two from:		(10)
BSM-111	Theory and Practice of Management I	5
CST-110	Computers and applications	5
PRL-130	Communication and Language Development I	5

Semester 2

Core		ECTS
		(25)
ACF-120	Accounting and Finance II	5
ACF-121	Introduction to Finance	5
BSM-120	Economics II	5
BSM-122	Business Law II	5
CST- 125	Mathematics and Statistics II	5
Electives: One from:		(5)
BSM-121	Theory and Practice of Management II	5
CST-331	Computerised Accounting	5

SECOND YEAR

Semester 3

Core		ECTS
		(20)
ACF-211	Financial Accounting I	5
ACF-314	Management Accounting I	5
ACF-215	Company Law I	5
ACF-315	Foundations of Finance I	5
Electives: Two from:		(10)
BSM-210	Managerial Economics I	5
BSM-230	Organisational Behaviour	5
CST-214	Information Systems	5

Semester 4

Core		ECTS
		(20)
ACF-221	Financial Accounting II	5

ACF-324	Management Accounting II	5
ACF-225	Company Law II	5
ACF-325	Foundations of Finance II	5
	Electives:	
	Two from*:	(10)
BSM-220	Managerial Economics II	5
BSM-331	Marketing Management I	5
CST-232	Operations Research	5
<u>THIRD YEAR</u>		
<u>Semester 5</u>		
	Core	ECTS
		(15)
ACF-313	Advanced Financial Accounting I	5
ACF-319	Ethics in Accounting and Finance	5
ACF-330	Financial Institutions and Instruments	5
	Electives:	
	Three from:	(15)
ACF-336	Auditing I	5
ACF-337	Taxation I	5
BSM-341	Marketing Management II	5
CST-333	Management Science	5
<u>Semester 6</u>		
	Core	ECTS
		(15)
ACF-323	Advanced Financial Accounting II	5
ACF-329	Corporate Governance	5
BSM-322	Business Policy & Strategic Management	5
	Electives:	
	Three from:	(15)
ACF-346	Auditing II	5
ACF-347	Taxation II	5
ACF-432	Data Analytics	5
BSM-311	International Management I	5
<u>FOURTH YEAR</u>		
<u>Semester 7</u>		
	Core	ECTS (20)
ACF-415	International Finance	5
ACF-434	Advanced Management Accounting I	5
ACF-439	Company Financial Reporting	5
BSM-438	Strategic Planning and Marketing	5
	Electives:	(10)
	Either	
ACF-450	Project I	5
	and one from the following	
	OR two from:	
ACF-433	Sustainability in Accounting and Finance	5
BSM-410	Dynamics of Cyprus Economy I	5
BSM-419	Entrepreneurship and Innovation	5

Semester 8

	Core	ECTS (20)
ACF-435	Investment Analysis	5
F-437	Advanced Corporate Finance	5
ACF-448	International Accounting	5
CST-422	Advanced Information Systems	5
	Electives:	(10)
	Either	
ACF-451	Project II	5
	and one from the following	
	OR two from:	
ACF-425	Financial Derivatives	5
BIS-422	Management Investigation Report	5
BSM-420	Dynamics of Cyprus Economy II	5
BSM-431	Business Games and Strategies	5