ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report
for the Postgraduate Study Programme of:

International Private Law, Law of International Business Transactions, and Comparative Legal Studies

School of Law
Institution: National and Kapodistrian University of Athens
Date: 26 September 2023

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **International Private Law, Law of International Business Transactions, and Comparative Legal Studies** of the **National and Kapodistrian University of Athens** for the purposes of granting accreditation.

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PART A: BACKGROUND AND CONTEXT OF THE REVIEW

I.   The External Evaluation & Accreditation Panel

The Panel responsible for the Accreditation Review of the postgraduate study programme of **International private law, law of international business transactions & comparative legal studies** of the **National and Kapodistrian University of Athens** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **Assoc. Prof. Thomas Skouteris**
   The American University in Cairo

2. **Professor Emeritus Joseph Joseph**
   University of Cyprus, Nicosia, Cyprus

3. **Professor Symeon Giannakos**
   Salve Regina University, Newport (RI), USA

4. **Maria Kalitsi, PhD**

II.   Review Procedure and Documentation

The review of the Postgraduate Study Programme (PSP) took place between 12-14 September 2023. This exercise was facilitated by the accreditation authority, HAHE. Consistent with the Final Timetable shared by HAHE, all sessions were conducted remotely via Webex. It was heartening to witness full attendance from all scheduled participants. This included notable presences such as the Institution's Provost, Prof. L.-A. Sicilianos, the Program director Prof. E. Moustaira, a majority of the faculty involved in the Program, as well as representatives from MODIP (Mr Bourletidis and Mr Chajitheodorou). The attendance also encapsulated students, alumni, and social partners in significant numbers, ensuring a gender- diverse representation.

In preparation for this important review, the Panel was furnished with the accreditation proposal and all requisite documents well in advance. These materials were made accessible in the electronic environment orchestrated by HAHE, ensuring seamless access and reference. Supplementing these written documents were PowerPoint presentations detailing key aspects of the program, as well as a comprehensive video tour that showcased the facilities associated with the program. Both these elements significantly contributed to offering the Panel a multi-dimensional understanding of the program's infrastructure and ethos.

The discussions and interactions during the review were hallmarked by professionalism, collaboration, and readiness. The Panel was appreciative of the thorough, detailed, and comprehensive nature of the accreditation proposal. It was evident that there were no lacunae in the information provided, ensuring that the Panel was equipped to conduct a well-informed review. The meetings, characterized by prompt responses and open dialogues, were not only enlightening but also congenial. This enabled the Panel to cultivate a clear and firsthand comprehension of the Program's human resources, prevailing culture, and operational practices.

Post the formal review, the Panel convened as mandated by the guidelines to collaboratively draft the report, encapsulating the findings and observations from the review. All remarks and feedback integrated into the report were arrived at through consensus, ensuring a cohesive and united voice in the evaluation.

In conclusion, the Institution not only met but exceeded the anticipated standards for the review. Their commendable preparedness, organization, and collaboration undoubtedly set a benchmark for such evaluations.

III.   Postgraduate Study Programme Profile

The postgraduate study programme, titled "Private International Law, International Transaction Law & Comparative Legal Studies," falls under the jurisdiction of the Law School of EKPA. This program, with specializations in a) "Private International Law & International Transaction Law" and b) "Comparative Legal Studies," has been operational in accordance with the founding decision 905/17.7.2018/FEK 400/2018 t.B from its inception in 2018 and was governed by the Regulation 1090/ 21.11. 2018/FEK 5467/2018 t.B up to the academic year 2022-2023. Starting from the academic year 2023-2024, it operates based on the amended Regulation. This PSP is an evolution of the tracks of Private International and Comparative Law of the unified PSP of the Law School. Since its establishment, the program has been recognized by both the domestic and foreign academic communities. It has implemented high-quality educational and research activities and has consistently been a pioneer in the Greek realm. The PSP offers comprehensive and targeted knowledge of the entirety of Private International Law, International Transactions, and Comparative Law. It also delves deeply into issues arising from their autonomous operation and their interaction, equipping the new jurist to meet the needs of everyday life as these emerge and are addressed in the contemporary internationalized regulatory environment.

The orientation and purpose of the PSP are manifold:
- Equipping graduates to serve as legal professionals, judges, state apparatus members, diplomatic corps members, in public and private enterprises, and as staff in international organizations.
- Promoting advanced research in the field.
- Offering the possibility for graduates to continue their studies at the doctoral level, either in Greece or abroad.

In terms of duration, the program runs for one year, culminating in the award of a Master of Laws (LLM) degree.

PART B: COMPLIANCE WITH THE PRINCIPLES

PRINCIPLE 1: QUALITY ASSURANCE POLICY AND QUALITY GOAL SETTING FOR THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY AS PART OF THEIR STRATEGIC MANAGEMENT. THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE POSTGRADUATE STUDY PROGRAMMES OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL STAKEHOLDERS.

The quality assurance policy of the academic unit should be in line with the quality assurance policy of the Institution and must be formulated in the form of a public statement, which is implemented by all stakeholders. It focuses on the achievement of special goals related to the quality assurance of the study programmes offered by the academic unit.

Indicatively, the quality policy statement of the academic unit includes its commitment to implement a quality policy that will promote the academic profile and orientation of the postgraduate study programme (PSP), its purpose and field of study; it will realise the programme's goals and it will determine the means and ways for attaining them; it will implement appropriate quality procedures, aiming at the programme's improvement.

In particular, in order to implement this policy, the academic unit commits itself to put into practice quality procedures that will demonstrate:

a) *the suitability of the structure and organisation of postgraduate study programmes*
b) *the pursuit of learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education - level 7*
c) *the promotion of the quality and effectiveness of teaching at the PSP*
d) *the appropriateness of the qualifications of the teaching staff for the PSP*
e) *the drafting, implementation, and review of specific annual quality goals for the improvement of the PSP*
f) *the level of demand for the graduates' qualifications in the labour market*
g) *the quality of support services, such as the administrative services, the libraries and the student welfare office for the PSP*
h) *the efficient utilisation of the financial resources of the PSP that may be drawn from tuition fees*
i) *the conduct of an annual review and audit of the quality assurance system of the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- ▪ *Quality Assurance Policy of the PSP*
- ▪ *Quality goal setting of the PSP*

Study Programme Compliance

   I.   Findings

   The Law School of the National and Kapodistrian University of Athens has developed and institutionalized a coherent and comprehensive evaluation and accreditation framework and process. The process actively engages all of the academic and administrative levels in both a vertical and horizontal way. It has a fixed timeline with specific landmarks within each academic year. It begins at the end of October and progresses to the middle of June involving systematic consultation between the Unit of Quality Assurance (MODIP) and the Team for

Internal Evaluation (OMEA). The process aims to a continues improvement of the study program and teaching, the securing of necessary funds for the program, the reinforcing of the quality of the teaching faculty and the logistical framework which supports it. The whole process culminates with the external evaluation and accreditation stage.

II. Analysis

The process is clearly delineated in a way that could be used as a prototype for other institutions. It seems efficient, logical, effective. It produces a complete picture of the educational process and meets all of the landmarks set by the first principle of the accreditation process. The only component that can be added to the process is a systematic survey of the graduates of the program to gage specific needs required by the changing conditions in the market towards periodic adjustment of the curriculum.

III. Conclusions

The Quality Assurance process of the institutions and the program is fully institutionalized and completely operational.

Panel Judgement

Principle 1: Quality assurance policy and quality goal setting for the postgraduate study programmes of the institution and the academic unit	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- To reduce the burden of time on students who are working professionals, the program may want to consider offering electives in a hybrid or even in an online format.
- The possibility of offering hybrid electives or online courses should be explored thought a survey directed at the program's graduated students. Alternatively, the program may start experimenting with offering one or two electives online.

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD DEVELOP THEIR POSTGRADUATE STUDY PROGRAMMES FOLLOWING A DEFINED WRITTEN PROCESS WHICH WILL INVOLVE THE PARTICIPANTS, INFORMATION SOURCES AND THE APPROVAL COMMITTEES FOR THE POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PRORAMME DESIGN. DURING THE IMPLEMENTATION OF THE POSTGRADUATE STUDY PROGRAMMES, THE DEGREE OF ACHIEVEMENT OF THE LEARNING OUTCOMES SHOULD BE ASSESSED. THE ABOVE DETAILS, AS WELL AS INFORMATION ON THE PROGRAMME'S STRUCTURE ARE PUBLISHED IN THE STUDENT GUIDE.

The academic units develop their postgraduate study programmes following a well-defined procedure. The academic profile and orientation of the programme, the research character, the scientific objectives, the specific subject areas, and specialisations are described at this stage.

The structure, content and organisation of courses and teaching methods should be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge (e.g. course on research methodology, participation in research projects, thesis with a research component).

The expected learning outcomes must be determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. During the implementation of the programme, the degree of achievement of the expected learning outcomes and the feedback of the learning process must be assessed with the appropriate tools. For each learning outcome that is designed and made public, it is necessary that its evaluation criteria are also designed and made public.

In addition, the design of PSP must consider:

- *the Institutional strategy*
- *the active involvement of students*
- *the experience of external stakeholders from the labour market*
- *the anticipated student workload according to the European Credit Transfer and Accumulation System (ECTS) for level 7*
- *the option of providing work experience to students*
- *the linking of teaching and research*
- *the relevant regulatory framework and the official procedure for the approval of the PSP by the Institution*

The procedure of approval or revision of the programmes provides for the verification of compliance with the basic requirements of the Standards by the Institution's Quality Assurance Unit (QAU).

Documentation
- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*
- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The PSP under review demonstrates a written process outlining the development of postgraduate study programs. This process includes involvement from participants, usage of various information sources, and a requirement for approval by relevant committees. The design showcases defined objectives, learning outcomes, and potential employment prospects. The program's structure and other vital details are made available in the student guide.

The academic units have set procedures for the creation of their postgraduate studies, detailing their academic orientation, research focus, and specific subject areas. Emphasis on deepening knowledge and skill acquisition is evident through course designs and teaching methods, including research-oriented components.

Expected learning outcomes align with the European and National Qualifications Framework (EQF, NQF) and Dublin Descriptors for level 7. Assessment tools are in place to gauge the achievement level of these learning outcomes. Notably, the program design includes the Institutional strategy, active student participation, feedback from the labour market, and is in sync with the ECTS for level 7. It provides work experience options and ensures a link between teaching and research. Lastly, the approval or revision procedures ensure that the PSP meets the standards set by the Institution's Quality Assurance Unit (QAU).

II. Analysis

The PSP reflects a comprehensive understanding of Principle 2's expectations. It embraces a holistic approach by including multiple stakeholders – from students to labour market representatives. By aligning with the EQF, NQF, and Dublin Descriptors for level 7, it ensures a high standard of expected learning outcomes.

Its emphasis on marrying teaching with research promotes a culture of inquiry and applicability. The inclusion of work experience options further enhances the program's relevance to the real-world scenario. Additionally, the PSP's robust approval and revision mechanisms, involving the QAU, act as an essential safeguard to maintain the program's quality and relevance.

III. Conclusions

The PSP appears to be well-grounded in the ethos of Principle 2, emphasizing the importance of a well-defined process, inclusive participation, and alignment with national and international standards. By focusing on practical skills, research integration, and external feedback, the program promises to deliver not only academic excellence but also real-world applicability. The checks and balances provided by the QAU serve to cement its credibility and trustworthiness. It would be prudent for institutions to continue this integrated approach and regularly revisit their programs in line with evolving educational and market needs.

Panel Judgement

Principle 2: Design and approval of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

1. Establishment of an Advisory Group: The Panel strongly recommends the formation of an advisory group, composed of distinguished Alumni and representatives from the market, as well as other pertinent stakeholders. This advisory group would serve as a platform for continuous improvement and feedback.
- Frequency of Meetings: An annual assembly should be convened to facilitate dialogue, assess the current state of the program, and deliberate on potential enhancements.
- Agenda Focus: Every meeting should specifically aim at discussing and proposing modifications that can uplift the program's standards and align it with evolving market needs.
- Documentation & Outcomes: It's essential for the advisory group to maintain comprehensive records of their meetings. Their deliberations should culminate in tangible recommendations, which the institution should actively consider and implement as deemed fit.

2. Enhancement of Quality Assessment Goals:
The Panel emphasizes the necessity to broaden the scope of both qualitative and quantitative goals set by the institution. This expansion should ensure:
- Comprehensive Coverage: The institution should aim to cover all dimensions of quality assessment. This ensures a holistic approach to evaluating and enhancing the program.
- Alignment with Principles: The goals set forth should directly correlate with the 10 principles. Such an alignment ensures that the program remains anchored to its foundational principles while striving for excellence.
- The Panel believes that adhering to these recommendations will not only enrich the quality of the program but also ensure that it remains adaptable and relevant in the ever-evolving educational landscape.

PRINCIPLE 3: STUDENT-CENTRED LEARNING, TEACHING, AND ASSESSMENT

INSTITUTIONS SHOULD ENSURE THAT POSTGRADUATE STUDY PROGRAMMES PROVIDE THE NECESSARY CONDITIONS TO ENCOURAGE STUDENTS TO TAKE AN ACTIVE ROLE IN THE LEARNING PROCESS. THE ASSESSMENT METHODS SHOULD REFLECT THIS APPROACH.

Student-centred learning and teaching plays an important role in enhancing students' motivation, their self-evaluation, and their active participation in the learning process. The above entail continuous consideration of the programme's delivery and the assessment of the related outcomes.

The student-centred learning and teaching process

- *respects and attends to the diversity of students and their needs by adopting flexible learning paths*
- *considers and uses different modes of delivery, where appropriate*
- *flexibly uses a variety of pedagogical methods*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods aiming at improvement*
- *regularly evaluates the quality and effectiveness of teaching, as documented especially through student surveys*
- *strengthens the student's sense of autonomy, while ensuring adequate guidance and support from the teaching staff*
- *promotes mutual respect in the student-teacher relationship*
- *applies appropriate procedures for dealing with the students' complaints*
- *provides counselling and guidance for the preparation of the thesis*

In addition
- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The 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.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation
- *Sample of a fully completed questionnaire for the evaluation of the PSP by the students*
- *Regulations for dealing with students' complaints and appeals*
- *Regulation for the function of academic advisor*
- *Reference to the teaching modes and assessment methods*

Study Programme Compliance

    I.   Findings

Student-centered learning and teaching play an important role in stimulating students' motivation, self-reflection and engagement in the learning process. The PSP under review follows the principles of student-centered learning and teaching to achieve the learning goal underlined by the Study Program. Compulsory and elective courses are chosen by the postgraduates' students according to their interests. The teaching methods consist in professors' lectures, assignments, guest lecturers from foreign institutions. There is a provision for visits in institutions and

moot courts, meanwhile the preparation and presentation of assignments may familiarize LL.M students -among others-with bibliography searching and oral presentation. The student assessment is conducted by the teaching staff, is written or oral, mitigating circumstances are taken into consideration. A formal procedure for student appeals is in place.

II. Analysis

The relationship between students and teaching staff is quite close. All the interviewed students confirm that the teaching staff was readily available and accessible. The students were not aware of reported instances/appeals. There is a University Ombudsperson, but the interviewed students claimed that any complaint is received and faced by the teaching staff directly. Classes take place in relatively small groups as the total student number is 25 students. Interviewed students report that the quality of instruction is very high, and the teaching staff stimulates their interests. Assessments take the form of written, and sometimes, oral exams. Student satisfaction surveys are regularly conducted. The student response rate is, however, statistically too low to be useful, probably because the majority of them are professionals and find the process not useful for their goals. Teaching staff foster student-centered learning. They often go beyond the call of duty and are commendable. The combined use of research, assignments, research papers, oral presentation, and guest lecturers' presentation promote absolutely the principles of student-centered learning and teaching.

III. Conclusions

Overall, the student-centered learning, teaching and assessment is totally achieved by the PSP according to the principle 3, the teaching methods and the accessibility of the teaching staff stimulate the students' interest for more extensive research.

Panel Judgement

Principle 3: Student-centred learning, teaching, and assessment	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Student-participation in questionnaires should be increased to a statistically relevant percentage.

PRINCIPLE 4: STUDENT ADMISSION, PROGRESSION, RECOGNITION OF POSTGRADUATE STUDIES, AND CERTIFICATION.

INSTITUTIONS SHOULD DEVELOP AND APPLY PUBLISHED REGULATIONS COVERING ALL ASPECTS AND PHASES OF STUDIES (ADMISSION, PROGRESSION, THESIS DRAFTING, RECOGNITION AND CERTIFICATION).

All the issues from the beginning to the end of studies should be governed by the internal regulations of the academic units. Indicatively:

- *the student admission procedures and the required supporting documents*
- *student rights and obligations, and monitoring of student progression*
- *internship issues, if applicable, and granting of scholarships*
- *the procedures and terms for the drafting of assignments and the thesis*
- *the procedure of award and recognition of degrees, the duration of studies, the conditions for progression and for the assurance of the progress of students in their studies*
- *the terms and conditions for enhancing student mobility*

All the above must be made public in the context of the Student Guide.

Documentation
- *Internal regulation for the operation of the Postgraduate Study Programme*
- *Research Ethics Regulation*
- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template*

Study Programme Compliance

I. **Findings**

The Study Program provides detailed information on the main aspects and phases of studies (admission, progression, recognition, and certification). The general requirements, admission criteria and the relative process are fair and transparent. To be eligible for admission, prospective students must hold a Bachelor´s Degree in Law, but the Steering Committee may also accept a bachelor's degree in a field other than Law, with the condition that it is related to the courses of the LL.M program. To obtain the LL.M. degree, students must successfully complete two semesters of core and optional, intensive taught modules and submit a master thesis. The LL.M Thesis is written in English. For the successful completion of the program students must collect 75 ECTS. The Credit Transfer System (ECTS) is not applied. If the student succeeds in a second qualification of the same or of a different PSP must re-attend the corresponding mandatory courses with those of the previous specialization in which has studied.

II. **Analysis**

The PSP under review follows the principles of transparency and fairness in all the phases of Principle 4. The PSP is intensive, the duration of studies and the strict timeline may not be convenient for the students. There is no option to complete more modules and not to submit a master thesis, which is inflexible and may discourage prospective students who are also law practitioners.

III.   Conclusions

Overall, the Unit has developed and applied published regulations covering all aspects and phases of studies, which are described in the Study Program. The PSP is intensive and requires the full commitment of students.

Panel Judgement

Principle 4: Student admission, progression, recognition of postgraduate studies and certification	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

It could be a provision for admission of part time students, usually law practitioners, who will submit the LL.M thesis one semester after the completion of the teaching modules.

PRINCIPLE 5: TEACHING **S**TAFF **O**F **P**OSTGRADUATE **S**TUDY **P**ROGRAMMES

INSTITUTIONS SHOULD ASSURE THEMSELVES OF THE LEVEL OF KNOWLEDGE AND SKILLS OF THEIR TEACHING STAFF, AND APPLY FAIR AND TRANSPARENT PROCESSES FOR THEIR RECRUITMENT, TRAINING AND FURTHER DEVELOPMENT.

The Institution should attend to the adequacy of the teaching staff of the academic unit teaching at the PSP, the appropriate staff-student ratio, the appropriate staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training- development, the staff development policy (including participation in mobility schemes, conferences, and educational leaves-as mandated by law).

More specifically, the academic unit should set up and follow clear, transparent and fair processes for the recruitment of properly qualified staff for the PSP and offer them conditions of employment that recognise the importance of teaching and research; offer opportunities and promote the professional development of the teaching staff; encourage scholarly activity to strengthen the link between education and research; encourage innovation in teaching methods and the use of new technologies; promote the increase of the volume and quality of the research output within the academic unit; follow quality assurance processes for all staff (with respect to attendance requirements, performance, self-assessment, training, etc.); develop policies to attract highly qualified academic staff.

Documentation
- *Procedures and criteria for teaching staff recruitment*
- *Employment regulations or contracts, and obligations of the teaching staff*
- *Policy for staff support and development*
- *Individual performance of the teaching staff in scientific-research and teaching work, based on internationally recognised systems of scientific evaluation (e.g. Google Scholar, Scopus, etc.)*
- *List of teaching staff including subject areas, employment relationship, Institution of origin, Department of origin*

Study Programme Compliance

I. **Findings**

The Department, recognising the importance of teaching and research, follows a clear, transparent, and fair process for the recruitment of qualified staff. Their expertise, international background, high qualifications, and enthusiasm enhance the quality of classroom teaching and research output. All of them are Ph.D. holders, active researchers, productive scholars, and dedicated teachers. Visiting professors from other countries and institutions, as well as guest speakers, deliver lectures and participate in teaching and other academic activities of the Department. New technologies are widely used in the classroom and in communicating with students. The staff-student ratio is very good.

II.   Analysis

The teaching staff follow innovative and widely used pedagogical practices and instructional methods that meet international standards. There is enthusiasm and skills in utilizing new technologies, both in the classroom and in interaction among faculty and students. The Panel had the opportunity to interact with students and received the impression that they think very highly of their teachers. Current students as well as graduates talked with respect, gratitude and admiration about their professors, the departmental culture, and the learning environment. They confirmed that their teachers are committed, accessible, understanding, and ready to provide support and guidance. Overall, the teaching, encouragement and advising provided by faculty members are evident and highly appreciated by the students.

III.   Conclusions

The Department and the University provide encouragement and adequate opportunities for the professional development of the faculty, although there is room for improvement. All teaching staff should be commended for the firm commitment, concentrated effort, and enthusiasm in maintaining high-quality teaching and research despite the obstacles and difficulties created by limited resources and other external factors for which the Department cannot be blamed. It is pointed out that there is a collaborative climate in the Department built on, and reflecting, mutual respect and collegial spirit, not only among faculty members, but also between students and teaching staff.

Panel Judgement

Principle 5: Teaching staff of postgraduate study programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

- The excellent collegial atmosphere in the Department and accessibility of faculty by the students should be maintained and further enhanced, as it is instrumental in sharing experiences and getting feedback.
- Faculty members could intensify their efforts and enhance their high-quality research output, especially by publishing in international peer-reviewed journals and publishing houses.
- The Department and the University could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects. This is in line with the broader need to address the general systemic problem of an inadequately funded public university system.

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

INSTITUTIONS SHOULD HAVE ADEQUATE FUNDING TO COVER THE TEACHING AND LEARNING NEEDS OF THE POSTGRADUATE STUDY PROGRAMME. THEY SHOULD –ON THE ONE HAND- PROVIDE SATISFACTORY INFRASTRUCTURE AND SERVICES FOR LEARING AND STUDENT SUPPORT, AND – ON THE OTHER HAND- FACILITATE DIRECT ACCESS TO THEM BY ESTABLISHING INTERNAL RULES TO THIS END (E.G. LECTURE ROOMS, LABORATORIES, LIBRARIES, NETWORKS, NETWORKS, CAREER AND SOCIAL POLICY SERVICES ETC.).

Institutions and their academic units must have sufficient resources and means, on a planned and long-term basis, to support learning and academic activity in general, so as to offer PSP students the best possible level of studies. The above means include facilities such as the necessary general and more specialised libraries and possibilities for access to electronic databases, study rooms, educational and scientific equipment, IT and communication services, support and counselling services.

When allocating the available resources, the needs of all students must be taken into consideration (e.g. whether they are full-time or part-time students, employed students, students with disabilities), in addition to the shift towards student-centred learning and the adoption of flexible modes of learning and teaching. Support activities and facilities may be organised in various ways, depending on the institutional context. However, the internal quality assurance proves -on the one hand- the quantity and quality of the available facilities and services, and -on the other hand- that students are aware of all available services.

In delivering support services, the role of support and administration staff is crucial and therefore this segment of staff needs to be qualified and have opportunities to develop its competences.

Documentation
- *Detailed description of the infrastructure and services made available by the Institution to the academic unit for the PSP, to support learning and academic activity (human resources, infrastructure, services, etc.) and the corresponding firm commitment of the Institution to financially cover these infrastructure-services from state or other resources*
- *Administrative support staff of the PSP (job descriptions, qualifications and responsibilities)*
- *Informative / promotional material given to students with reference to the available services*
- *Tuition utilisation plan (if applicable)*

Study Programme Compliance

    I.   Findings

Institutions should have adequate funding to cover teaching and learning needs. They should -on the one hand- provide satisfactory infrastructure and services for learning and student support and -on the other hand- facilitate direct access to them by establishing internal rules to this end (e.g., lecture rooms, laboratories, libraries, networks, boarding, career, and social policy services. 6 faculty members, 1 administrative staff and 2 researchers-PhD holders form the human resources of the PSP. The access to the Law Library and the available sources of information are appropriate and adequate. The tuition fees for the LL.M. program amount to 1,200 €.

    II.   Analysis

The Unit proposal states that the number of human resources (academic and auxiliary staff) and material resources (teaching spaces) is sufficient to serve the

educational needs of the master students, but the very limited number (6) of teaching staff is not considered sufficient to achieve educational pluralism. Interviewed students claim that the main core of the teaching staff consists of 3 faculty members. The material resources are adequate, but due to program subject and its international aspect there is always the necessity of more international resources. The Law Library offers a substantial amount of printed and online resources to all students and staff, reading spaces, inter-library loan facilities, as well as access to major national and international legal databases to all students. All these resources are easily accessible to the students and described at the Study Program.

III.   Conclusions

Overall, the Unit has the human and material resources to support the teaching and learning process, but as indicated by the Panel (Recommendations on Principle 5), the Unit could seek ways and means to provide further support to faculty members to enhance research and intensify their efforts for attracting external funding, especially through international and European projects.

Panel Judgement

Principle 6: Learning resources and student support	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

The Unit creates a career advice centre.

PRINCIPLE 7: INFORMATION MANAGEMENT

INSTITUTIONS BEAR FULL RESPONISBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASLILY ACCESSIBLE WAY.

Institutions are expected to establish and operate an information system for the management and monitoring of data concerning students, teaching staff, course structure and organisation, teaching and provision of services to students.

Reliable data is essential for accurate information and decision-making, as well as for identifying areas of smooth operation and areas for improvement. Effective procedures for collecting and analysing information on postgraduate study programmes and other activities feed data into the internal system of quality assurance.

The information collected depends, to some extent, on the type and mission of the Institution. The following are of interest:

- *key performance indicators*
- *student population profile*
- *student progression, success, and drop-out rates*
- *student satisfaction with their programmes*
- *availability of learning resources and student support*

A number of methods may be used to collect information. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Documentation

- *Report from the National Information System for Quality Assurance in Higher Education (NISQA) at the level of the Institution, the department, and the PSP*
- *Operation of an information management system for the collection of administrative data for the implementation of the PSP (Students' Record)*
- *Other tools and procedures designed to collect data on the academic and administrative functions of the academic unit and the PSP*

Study Programme Compliance

I.   Findings

The information system of the Business Law graduate program is supported by the centralized information system (UniTron) of the National and Kapodistrian University of Athens. The system manages all data relating to the student's academic status and performance, course scheduling and registration, and all necessary logistical services for the delivery of the study program, such as classroom scheduling, electronic syllabi, grade recording, exam scheduling, and course evaluations. Subsequently, data regarding the quality of education is fed into the National Information System for Quality Assurance in Higher Education (NISQA) of HAHE on a yearly basis.

II. Analysis

Interviews held by the EEAP of current and former students substantiated the program's assertion of delivering a high-quality educational experience for the students. All students were genuinely satisfied with the academic rigor of the program, the quality of education received, and the services provided to them.

The student body of the program is predominantly made up of law school graduates and actually the best in that category as well. Subsequently the quality of the students is already high. They are also working professionals and even though of high quality, their professional obligations make it hard for them to complete an intensive program within one year's duration. In this regard, the faculty and the administration may want to consider experimenting with hybrid and even online courses. Part of the date collection process, then, should also aim to collect information regarding this possible option depending on feedback from working professional who have completed the program.

III. Conclusions

The information management system is both effective and efficient and serves the students' academic needs to the fullest extent.

Panel Judgement

Principle 7: Information management	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Consider implementing a survey with the program's graduates to gage the changing market demand.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

INSTITUTIONS SHOULD PUBLISH INFORMATION ABOUT THEIR TEACHING AND ACADEMIC ACTIVITIES RELATED TO THE POSTGRADUATE STUDY PROGRAMMES IN A DIRECT AND READILY ACCESSIBLE WAY. THE RELEVANT INFORMATION SHOULD BE UP-TO-DATE, OBJECTIVE AND CLEAR.

Information on the Institutions' activities is useful for prospective and current students, graduates, other stakeholders, and the public.

Therefore, Institutions and their academic units must provide information about their activities, including the PSP they offer, the intended learning outcomes, the degrees awarded, the teaching, learning and assessment procedures applied, the pass rates, and the learning opportunities available to their students. Information is also provided on the employment perspectives of PSP graduates.

Documentation
- *Dedicated segment on the website of the department for the promotion of the PSP*
- *Bilingual version of the PSP website with complete, clear and objective information*
- *Provision for website maintenance and updating*

Study Programme Compliance

   I.   Findings
   HAHE's standard eight requires a "Dedicated segment on the website of the department for the promotion of the PSP, Bilingual version of the PSP website with complete, clear and objective information, [and] Provision for website maintenance and updating."   The internal evaluation report notes that information via the website is made available in Greek and English. At the same time, the report notes that one of the priorities of the program in the near future is the upgrading of the website's English version.

   There is no English version of the website of the program, but this is not unique to this program. The University does not seem to be contributing resources or effort to the development of the website for postgraduate programs and the Hellenic version of the website is adequate but basic. It is limited to a series of links that connect to files with the basic necessary information. When one compares this website with other postgraduate websites in other universities in Athens, the lack of the website is glaring.

   II.   Analysis
   The program aims primarily to serve law school graduates.   One would expect that the accepted students are already familiar with the faculties program and the program itself while serving as undergraduates. There is no other similar postgraduate program in Greece. As such, there is no competition, and this can go a long way explaining the lack of attention to the program's website. All the same, the website does not emit the status reserved for itself by the oldest law school in Greece. Both the Hellenic and the English version of the website needs serious upgrading.

   III.   Conclusions
   The program's website is inadequate and not befitting to the history and academic status of the institution.

Panel Judgement

Principle 8: Public information concerning the postgraduate study programmes	
Fully compliant	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

Make it one of the priorities to upgrade the program's website in the near future.

PRINCIPLE 9: ON**-**GOING **M**ONITORING **A**ND **P**ERIODIC **I**NTERNAL **E**VALUATION **O**F **P**OSTGRADUATE **S**TUDY **P**ROGRAMMES

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM FOR THE AUDIT AND ANNUAL INTERNAL REVIEW OF THEIR POSTGRADUATE STUDY PROGRAMMES, SO AS TO ACHIEVE THE OBJECTIVES SET FOR THEM, THROUGH MONITORING AND POSSIBLE AMENDMENTS, WITH A VIEW TO CONTINUOUS IMPROVEMENT. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The regular monitoring, review, and revision of postgraduate study programmes aim at maintaining the level of educational provision and creating a supportive and effective learning environment for students.

The above comprise the evaluation of:

a) *the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
b) *the changing needs of society*
c) *the students' workload, progression and completion of the postgraduate studies*
d) *the effectiveness of the procedures for the assessment of students*
e) *the students' expectations, needs and satisfaction in relation to the programme*
f) *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.

Documentation
- *Procedure for the re-evaluation, redefinition and updating of the PSP curriculum*
- *Procedure for mitigating weaknesses and upgrading the structure of the PSP and the learning process*
- *Feedback processes concerning the strategy and quality goal setting of the PSP and relevant decision-making processes (students, external stakeholders)*
- *Results of the annual internal evaluation of the PSP by the Quality Assurance Unit (QAU), and the relevant minutes*

Study Programme Compliance

I.   **Findings**

The Department and the University have in place internal self-assessment procedures and mechanisms, which are part of an efficient quality assurance system, providing for regular monitoring, review and revision of the Programme. The internal quality assurance system aims at maintaining high Programme standards and an appropriate level of education while creating a supportive and effective learning environment for students. MODIP, OMEA and the departmental Study Programme Committee play a central role throughout the various stages of internal self-assessment. The outcomes of self-assessment are properly recorded, analysed, shared and utilized, especially in formulating and communicating recommendations and action plans.

II.   **Analysis**

Constant efforts are made to review and revise the Programme to ensure that it is up-to-date and in line with the latest research and pedagogical approaches.

Revisions are also aimed at harmonizing its objectives and content with students' needs and expectations, maintaining international standards and following best practices. They also take into consideration the changing needs of society and the expectations of students who provide evaluations of courses and faculty, as well as the overall learning environment.

III. Conclusions

The Panel is convinced that the commitment of the Department and the on-going internal monitoring and evaluation ensure that high quality teaching and research are firm and clear objectives embedded in the Programme. The internal review and monitoring of the Programme reflect an academically rigorous and open departmental and internal university quality assurance process. All actions taken are communicated to all parties and stakeholders concerned. Overall, the internal quality assurance system in place works efficiently in monitoring, updating and promoting the continuous improvement of the Programme.

Panel Judgement

Principle 9: On-going monitoring and periodic internal evaluation of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations
None.

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

THE POSTGRADUATE STUDY PROGRAMMES SHOULD REGULARLY UNDERGO EVALUATION BY PANELS OF EXTERNAL EXPERTS SET BY HAHE, AIMING AT ACCREDITATION. THE TERM OF VALIDITY OF THE ACCREDITATION IS DETERMINED BY HAHE.

HAHE is responsible for administrating the PSP accreditation process which is realised as an external evaluation procedure, and implemented by panels of independent experts. HAHE grants accreditation of programmes, based on the Reports delivered by the panels of external experts, with a specific term of validity, following to which, revision is required. The quality accreditation of the PSP acts as a means for the determination of the degree of compliance of the programme to the Standards, and as a catalyst for improvement, while opening new perspectives towards the international standing of the awarded degrees. Both academic units and Institutions must consistently consider the conclusions and the recommendations submitted by the panels of experts for the continuous improvement of the programme.

Documentation
- *Progress report of the PSP in question, on the results from the utilisation of possible recommendations included in the External Evaluation Report of the Institution, and in the IQAS Accreditation Report, with relation to the postgraduate study programmes*

Study Programme Compliance

I.   Findings

This Programme has not been externally evaluated before. During the current external review, all stakeholders were actively engaged. The Department and the University worked diligently in preparing materials, presentations, as well as in organizing and hosting the virtual meetings with the Panel. All the meetings included presentations, discussions, and question and answer sessions. The Panel had the opportunity to meet, talk, and interact with all the participants of all meetings. The discussions were very constructive and fruitful and were conducted in a cooperative manner and attitude. The efficiency and eagerness of the Department to answer questions and provide additional information and clarifications during the meetings are worth noting.

II.   Analysis

Based on the materials submitted and the information gathered during the online presentations and discussions, it appears that all members of staff (teaching and administrative), as well as students, alumni and other stakeholders are aware of the importance of external review, its usefulness and the contribution it can make in improving the Programme. Throughout the current external evaluation process, it was convincingly demonstrated that the University and the Department are committed to the letter, spirit and process of quality assurance and external review. There is already in place a step-by-step action plan for utilizing the findings and recommendations of the external evaluation. As they pointed out during the meetings, it will help them become better by enabling them to identify any problematic areas and find suitable solutions.

III.   Conclusions

It is the impression of the Panel that the Department and the University are

committed to external evaluation as a key component of a quality assurance system. They worked diligently to facilitate the current review and meet its objectives. Overall, their positive approach toward quality assurance and external review is expected to have a positive impact on the Programme and contribute to its continuous improvement. However, more tangible results and a more meaningful assessment regarding this Principle will be possible when a second external evaluation is carried out.

Panel Judgement

Principle 10: Regular external evaluation of postgraduate study programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Make it one of the priorities to upgrade the program's website in the near future.

PART C: CONCLUSIONS

I.   Features of Good Practice

- Holistic Involvement: The PSP's design process encompasses a wide range of stakeholders, ensuring a comprehensive understanding of needs. This includes active student participation, feedback from the labour market, and adherence to institutional strategies.
- Standard Alignment & Real-world Relevance: The program not only aligns with international and national qualifications (EQF, NQF, and Dublin Descriptors for level 7) but also emphasizes real-world applicability through options like work experience and the effective linking of teaching with research.
- Robust Quality Assurance: With a well-defined approval and revision mechanism involving the Institution's Quality Assurance Unit (QAU), the PSP ensures that it remains up-to-date and consistently meets the highest educational standards.
- Comprehensive Evaluation Framework: The school has a well-defined evaluation and accreditation process that engages both academic and administrative levels.
- Fixed Timeline: The evaluation process follows a fixed timeline with specific landmarks, ensuring consistency and accountability.
- Quality Assurance Unit: Systematic consultation between the Unit of Quality Assurance (MODIP) and the Team for Internal Evaluation (OMEA) is in place.
- Continuous Improvement: The process aims for ongoing enhancement of the study program, teaching quality, and logistical support.
- Student-Centered Learning: The program adheres to principles of student-centered learning and teaching, fostering motivation and engagement.
- Diverse Teaching Methods: The program employs a mix of lectures, assignments, and guest lectures, enriched by moot courts and institutional visits.
- Transparent Admission Criteria: The program has clear and fair admission criteria, allowing for some flexibility in educational background.
- Staff Qualification: The teaching staff are highly qualified, holding Ph.D. degrees and actively participating in research.
- Professional Development: The program provides opportunities for the professional development of faculty, albeit with room for improvement.
- Resource Adequacy: The program has sufficient human and material resources, including access to a well-stocked law library.
- Internal Quality Assurance: The program has an efficient internal quality assurance system, involving MODIP, OMEA, and departmental committees, that regularly monitors and updates the program.

II.   Areas of Weakness

There isn't a significant shortcoming to point out. However, the committee suggests that the PSP put more emphasis on documenting various aspects of the Program's culture and best practices. By including these in the program's documentation, it ensures preservation for future insights and fosters a verifiable institutional memory. Recording these good practices not only solidifies commitment but also sharpens the PSP's distinct identity.

III.   Recommendations for Follow-up Actions

- Hybrid and Online Electives: Explore the feasibility of offering electives in a hybrid or online format to accommodate working professionals. Conduct a survey among program graduates to gauge interest and needs.

- Advisory Group Formation: Establish an advisory group consisting of distinguished alumni, market representatives, and other stakeholders. This group will serve as a platform for continuous improvement and feedback.

- Annual Assembly: Convene an annual meeting of the advisory group to assess the program's current state and discuss potential enhancements.

- Meeting Documentation: Ensure that comprehensive records of advisory group meetings are maintained, leading to tangible recommendations for program improvement.

- Broaden Goals: Expand both qualitative and quantitative goals to cover all dimensions of quality assessment, ensuring alignment with foundational principles.

- Increase Student Participation: Boost the response rate for student questionnaires to reach a statistically relevant percentage for more accurate assessment.

- Part-Time Admission: Consider allowing part-time students, particularly law practitioners, to submit their LL.M thesis one semester after completing teaching modules.

- Faculty Research Support: Encourage faculty to publish in international peer- reviewed journals and attract external funding, particularly through international and European projects.

- Explicit Grade Descriptors: Include explicit descriptors of grades for each assignment in course syllabi, providing students with a clear understanding of evaluation criteria.

- Institutional Memory: Document actions taken for program improvements more explicitly to build a robust institutional memory, aiding in future decision-making and assessments.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1, 2, 3, 4, 5, 6, 7, 9, and 10.

The Principles where substantial compliance has been achieved are:

8.

The Principles where partial compliance has been achieved are:

None.

The Principles where failure of compliance was identified are:

None.

Overall Judgement	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

The members of the External Evaluation & Accreditation Panel

Name and Surname   **Signature**

1. **Assoc. Prof. Thomas Skouteris**
   The American University in Cairo

2. **Professor Emeritus Joseph Joseph**
   University of Cyprus, Nicosia, Cyprus

3. **Professor Symeon Giannakos**
   Salve Regina University, Newport (RI), USA

4. **Maria Kalitsi, PhD**