



**ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ**  
HELLENIC REPUBLIC



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# Accreditation Report for the Postgraduate Study Programme of:

**Public Law – Public Policies**

**School of Law**

**Institution: National and Kapodistrian University of Athens**

**Date: 7 October 2023**

Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Public Law – Public Policies** 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 **Public Law – Public Policies** of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Prof. Symeon Giannakos (Chair)**  
Salve Regina University, USA
- 2. Prof. Emeritus Joseph Joseph**  
University of Cyprus, Cyprus.
- 3. Assoc. Prof. Thomas Skouteris**  
American University in Cairo
- 4. Assoc. Prof. Dimitris Tsarouhas**  
Virginia Polytechnic Institute and State Univ. USA
- 5. Maria Kalitsi, Ph.D.(c)**  
Democritus University of Thrace

## **II. Review Procedure and Documentation**

The external evaluation and accreditation review of the Public Law-Public Policy post-graduate program of the National and Kapodistrian University of Athens (EKPA) took place during the week beginning on September 25. The review process was facilitated by the Hellenic Authority of Higher Education (HAHE) and the Law School of the University. HAHE arranged for the private meetings of the Evaluation and Accreditation Panel (EEAP) through Zoom, and provided all the digital materials through its website, while the Law School facilitated the online meetings between the Law School's Dean, the Secretary of the Quality Assurance Unit of the Law School (MODIP), the program's Steering Committee (OMEA), and the post-graduate program's representatives, with the EEAP through WebEx. Specifically, the private meeting of the EEAP took place on Monday, September 25. The EEAP members discussed the review process in detail and allocated specific responsibilities for each member. Following this meeting the EEAP met with the Head of the Department, the Director of the Civic Law post-graduate program, the Secretary of MODIP and one of its members, along with the members of the program's OMEA. Following this meeting, the EEAP reviewed a pre-recorded online presentation of the facilities of the Law School such as classrooms, seminar areas, and the library. The first day of the review process ended with a private meeting of the EEAP to assess the first impression.

On September 27, the EEAP met with the program's faculty, current students of the program, graduates of the program, and market representatives, such as employers of the program's graduates and social partners. The EEAP then held a private meeting through ZOOM to prepare for the final meeting again with the Head of the Department, the Program Director, the MODIP secretary, the OMEA, and representatives of the teaching faculty. On October 2, the EEAP met again to discuss the draft of the report prepared over the weekend and make plans for finalizing it and submitting it to HAHE.

All meetings were held with the utmost courtesy and professionalism of all involved and the entire process was efficient and effective, but also amicable and collegial.

### **III. Postgraduate Study Programme Profile**

The Public Law-Public Policy postgraduate program is a one-year program requiring the completion of a total of six courses. A masters' thesis was also required until this year, but it will become optional for the coming academic year. If not chosen by the students, the program will then require in its place two additional courses for a total of eight courses. It is one of about six post-graduate programs offered by the School of Law of the National and Kapodistrian University of Athens. The program is competitive admitting the best law school graduates in Greece (about 25 per year) and fulfils a vital educational mission in the Greek marketplace, providing a strong educational academic experience for its graduates in the Greek context.

## **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 document outlines a comprehensive Quality Assurance Policy for the Law School's Postgraduate Program "Public Law-Public Policies." It aligns with the broader Quality Policy of EKPA. The policy is publicized and implemented by all stakeholders, including teaching, administrative, and technical staff.

Structure and Organization: The policy details the structure and organization of the postgraduate program, emphasizing its alignment with institutional goals.

Learning Outcomes: The program aims to align learning outcomes with the

European and National Qualifications Framework for Higher Education - level 7.

Teaching Quality: The policy underscores the promotion of quality and effectiveness in teaching.

Staff Qualifications: The suitability of the teaching staff, especially external collaborators, is highlighted.

Annual Quality Goals: Specific annual quality objectives are set for the program's improvement.

Market Demand: The policy mentions regular needs assessments to gauge the demand for qualifications in the job market.

Support Services: High-quality support services, including administrative services and libraries, are emphasized.

Financial Resources: Efficient utilization of financial resources, including tuition fees, is outlined.

Annual Review: An annual review and audit are conducted in cooperation with the institution's Quality Assurance Unit (QAU).

## **II. Analysis**

Alignment with Institutional Goals: The policy is well-aligned with the broader institutional quality assurance policy, fulfilling the requirement for strategic coherence.

Stakeholder Involvement: The policy is not only publicized but also implemented by all relevant stakeholders, ensuring a collective commitment to quality.

Comprehensiveness: The policy is exhaustive, covering all the key areas from teaching quality to financial resource management.

Adaptability: The policy allows for annual reviews, making it adaptable to changing educational landscapes and market demands.

## **III. Conclusions**

The Quality Assurance Policy for the Postgraduate Program "Public Law-Public Policies" at the Law School is a robust framework that aligns well with institutional goals and involves all stakeholders. It is comprehensive, covering all essential aspects of quality assurance, from academic rigor to resource allocation. The policy also allows for adaptability, with provisions for annual reviews and updates.



## Panel Judgement

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

## Panel Recommendations

- KPIs: Increase the breadth and depth of KPIs for the implementation of the QAP, and to set goals that address in depth all 10 Principles of the Standards of Review.
- Transparency: While the policy is publicized, efforts should be made to ensure that it is easily accessible, perhaps through multiple platforms.
- Stakeholder Training: Regular training sessions could be beneficial for stakeholders to fully understand and implement the policy.
- Regular Updates: Given the dynamic nature of legal education and market demands, the policy should be reviewed more frequently, possibly bi-annually.
- Student Involvement: Include student feedback in the annual review process to make the program more responsive to their needs. Increase the percentage of students involved in the reviews of courses.

## **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 PROGRAMME 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 Postgraduate Program (PGP) in "Public Law-Public Policies" at the Law School of EKPA is designed with a well-defined process. It involves participants, information sources, and approval committees, as stipulated by the standards for postgraduate study programs. The program's objectives, expected learning outcomes, and employment prospects are clearly outlined in the program design and are published in the Student Guide. The academic profile and orientation of the program are well-articulated, focusing on Public Law with specializations in Tax Law, Environmental Law, and Social Protection Law. The program aims to deepen knowledge and promote research, with a structure that includes mandatory and elective courses, seminars, and a thesis component. The program also actively involves students in its review process and has mechanisms for continuous updating and quality assurance.

### **II. Analysis**

The program aligns well with the standards for postgraduate study. It follows a well-defined written process for design and approval, involving multiple stakeholders. The program's academic profile is robust, with a focus on research and specific subject areas. The teaching methods and course organization are oriented towards deepening knowledge and skill application, including a research methodology course and thesis component. The expected learning outcomes are aligned with the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. The program also takes into account institutional strategy, student involvement, and labour market feedback. However, there is room for improvement in explicitly linking teaching and research and in providing work experience options for students.

### **III. Conclusions**

The PSP in "Public Law-Public Policies" is a well-designed program that largely meets the standards for postgraduate study programs. It is comprehensive, with a clear focus on academic rigor, research, and practical application. The program is also dynamic, with mechanisms for continuous improvement and updating. It involves students and faculty in its quality assurance processes and has established collaborations with similar schools and professional bodies. However, the program could benefit from stronger integration of teaching and research and from providing more practical work experience options for students.

## Panel Judgement

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

## Panel Recommendations

- **Enhance Research-Teaching Linkage:** The program should consider stronger integration of research activities into the teaching process, perhaps through research seminars or collaborative research projects involving both faculty and students.
- **Incorporate Practical Experience:** Given the program's focus on employment prospects, incorporating internships or other forms of practical work experience could be beneficial.
- **Publicize Evaluation Criteria:** While learning outcomes are well-defined, the program should make public the criteria used for their evaluation. the Program needs to establish a compulsory practice of all course syllabi publicizing grade descriptors for each assignment.
- **External Stakeholder Feedback:** The program should consider formalizing the feedback mechanism from external stakeholders in the labour market to ensure that the program remains aligned with employment needs.
- **Quality Assurance:** Continue the good practice of involving students in the quality assurance process, perhaps extending this to alumni for a more longitudinal perspective. Increase the number of responses by students in questionnaires.

### **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**

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 the market and 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 usually written and in some cases 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 interviewed students confirmed 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 mostly 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. 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 completely achieved by the PSP according to principle 3. The teaching methods and the accessibility of the teaching staff stimulate the students' interest for more extensive research.

### Panel Judgement

<b>Principle 3: Student-centred learning, teaching, and assessment</b>	
Fully compliant	<b>X</b>
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. 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 Greek, but upon request it may be written in English. Starting next year, students will have the option to complete two elective courses and not submit a master thesis. 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. Considering that the PSP is intensive, the duration of studies and the strict timeline for its completion is comparable to that of the other postgraduate programs. Students did argue to extend its duration by a semester. The option of completing two more modules instead of submitting a master thesis is innovative and favours the participation of students who work in



professional legal practice. The variety of optional modules is quite wide and covers multiple aspects of contemporary issues in the field of public law.

**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 characterized by flexibility and encourages the admission both of students and law practitioners.

**Panel Judgement**

<b>Principle 4: Student admission, progression, recognition of postgraduate studies and certification</b>	
Fully compliant	<b>X</b>
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 STAFF OF POSTGRADUATE STUDY PROGRAMMES**

**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 Law School, 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 School. 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 Law School 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 Law School 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 School cannot be blamed. It is pointed out that there is a collaborative climate in the School built on, and reflecting, mutual respect and collegial spirit, not only among faculty members, but also between students and teaching staff.

## Panel Judgement

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

## Panel Recommendations

- The excellent collegial atmosphere in the Law School 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 Law School 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 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, 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**

14 faculty members and 1 administrative staff form the human resources of the PSP. The material resources, teaching spaces and the student services cover are considered

sufficient and adequately cover essential teachings needs. Students are fully informed about the wide range of services offered to them by the Law School and the University at large through a detailed Study Guide made available at the start of the academic year. Access to the Law Library constitutes a major source of research support for students, not least because of the Library's extensive hard copy and digital resources, which are also available in various languages. The tuition fees for the LL.M. program amount to 1,200 €, with exceptions/waivers foreseen based on a means-tested system and in line with similar practices elsewhere.

## II. Analysis

Both the human and material resources are adequate. Student questionnaire samples point to the need for improvement and an upgrade of such resources. Accessibility to the program's physical infrastructure for special needs students is high. Support services for students of the PSP have improved overtime and the introduction of tuition fees has allowed for the program to improve the quality of services offered through the recruitment of administrative support. Students do not make adequate use of the Student Counsellor office, and the Unit is committed to making sure that the issue be addressed. The possibility of internship at institutions in Greece and/or abroad is a good practice support system.

## III. Conclusions

The material resources and support services of the PSP are adequate in terms of staffing and response to student needs. The upgrade of the existing physical infrastructure of the Program would reinforce existing forms of student support.

### Panel Judgement

<b>Principle 6: Learning resources and student support</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

### Panel Recommendations

- Library working hours are fairly extensive (11 hours a day for most of the year) but considered inadequate by some students, most of whom are working professionals. It maybe a good idea to request feedback from students on Library working hours, especially over the summer period, and adjust those hours in line with student needs.
- More extensive use of IT services would be a welcome change in the current program structure, and would enable the digitization of resources.

## **PRINCIPLE 7: INFORMATION MANAGEMENT**

**INSTITUTIONS BEAR FULL RESPONSIBILITY FOR COLLECTING, ANALYSING AND USING INFORMATION, AIMED AT THE EFFICIENT MANAGEMENT OF POSTGRADUATE STUDY PROGRAMMES AND RELATED ACTIVITIES, IN AN INTEGRATED, EFFECTIVE AND EASILY 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 Public Law - Public Policies graduate program is supported by UniTron, the centralized IT system 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 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 detailed student profile, completion and dropout rates is disaggregated and fed into the National Information System for Quality Assurance in Higher Education (NISQA) of HAHE on a yearly basis. The annual report of HAHE is immediately accessible through the program's website. The Program engages in systematic data gathering through the available student questionnaire and seeks to facilitate student participation in the program's annual internal evaluation.

**II. Analysis**

A large amount of data is aggregated by the Program and its use could assist the process of improving teaching performance, research output and the timely graduation of students. The Program uses existing data in order to improve and sets realistic goals based on existing data sources. Improving the existing data aggregation process is a collective effort, and students have an important role to play; the percentage of students that took part in the last round of the program's internal evaluation was low and can be increased. There is little evidence of systematic data use pertaining to program alumni, whose feedback could be used to plan follow-up activities and improve the existing structure of the program. This would assist the Program in highlighting its high value added, given the very positive memories that alumni have.

**III. Conclusions**

The Program is fully compliant with the Principle's expectations in terms of data collection and performance monitoring. It makes appropriate use of University-wide data information systems but also utilizes internal mechanisms.

**Panel Judgement**

<b>Principle 7: Information management</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

**Panel Recommendations**

Student questionnaire participation rates are low. Acknowledging the inherent limitations that such questionnaires entail; Faculty could make an extra effort to encourage students to offer written anonymous feedback.



## **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 as basic as basic can be. 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 university and law school in Greece. Both the Hellenic and the English version of the website needs serious upgrading.

### III. Conclusions

The internal report recognizes the need to upgrade the website in the new future. It should be one of the priorities.

#### Panel Judgement

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

#### Panel Recommendations

Create a website with faculty bios and images, with student testimonies of their academic and professional experiences, and with live links to all necessary information.

## **PRINCIPLE 9: ON-GOING MONITORING AND PERIODIC INTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES**

**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 Law School 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 Law School 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 School 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 Law School 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

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

### Panel Recommendations

Create a website with faculty bios and images, with student testimonies of their academic and professional experiences, and with live links to all necessary information.

## **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 Law School 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 Law School 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 Law School 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 Law School 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

<b>Principle 10: Regular external evaluation of postgraduate study programmes</b>	
Fully compliant	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

#### Panel Recommendations.

Create a website with faculty bios and images, with student testimonies of their academic and professional experiences, and with live links to all necessary information.

## **PART C: CONCLUSIONS**

### **I. Features of Good Practice**

- Faculty commitment to students' academic needs and well-being
- Strong support services for the students
- Well placed academic program in relation to market needs
- Strong student body
- Intense program of studies

### **II. Areas of Weakness**

- Duration of studies can be longer; three academic semesters rather than two
- Library hours can be adaptable to students' needs
- Website needs to be developed

### **III. Recommendations for Follow-up Actions**

- Increase the breadth and depth of KPIs for the implementation of the QAP, and to set goals that address in depth all 10 Principles of the Standards of Review.
- While the policy is publicized, efforts should be made to ensure that it is easily accessible, perhaps through multiple platforms.
- Regular training sessions could be beneficial for stakeholders to fully understand and implement the policy.
- Given the dynamic nature of legal education and market demands, the policy should be reviewed more frequently, possibly bi-annually.
- Include student feedback in the annual review process to make the program more responsive to their needs. Increase the percentage of students involved in the reviews of courses.
- The program should consider stronger integration of research activities into the teaching process, perhaps through research seminars or collaborative research projects involving both faculty and students.
- Given the program's focus on employment prospects, incorporating internships or other forms of practical work experience could be beneficial.
- While learning outcomes are well-defined, the program should make public the criteria used for their evaluation. the Program needs to establish a compulsory practice of all course syllabi publicizing grade descriptors for each assignment.
- The program should consider formalizing the feedback mechanism from external stakeholders in the labour market to ensure that the program remains aligned with employment needs.
- Continue the good practice of involving students in the quality assurance process, perhaps extending this to alumni for a more longitudinal perspective. Increase the number of responses by students to questionnaires.
- Student participation in questionnaires should be increased to a statistically relevant percentage.
- 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.
- The excellent collegial atmosphere in the Law School 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 Law School 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.
- Library working hours are fairly extensive (11 hours a day for most of the year) but considered inadequate by some students, most of whom are working professionals. It may be a good idea to request feedback from students on Library working hours, especially over the summer period, and adjust those hours in line with student needs.
- More extensive use of IT services would be a welcome change in the current program structure and would enable the digitization of resources.
- Student questionnaire participation rates are low. Acknowledging the inherent limitations that such questionnaires entail; faculty could make an extra effort to encourage students to offer written anonymous feedback.
- Create a website with faculty bios and images, with student testimonies of their academic and professional experiences, and with live links to all necessary information.
- The Law School quality assurance committee may wish to consider having a more structured procedure, such as scheduled meetings and timeframes, to ensure that on-going monitoring and periodic reviews are sustained and further enhanced. Maintain and further enhance the existing positive attitude toward the external review process, its findings, and recommendations.



#### IV. Summary & Overall Assessment

The Principles which meet full compliance 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	<b>X</b>
Substantially compliant	
Partially compliant	
Non-compliant	

## The members of the External Evaluation & Accreditation Panel

**Name and Surname**

**Signature**

- 1. Prof. Symeon Giannakos (Chair)**  
Salve Regina University, USA
- 2. Prof. Emeritus Joseph Joseph**  
University of Cyprus, Cyprus.
- 3. Assoc. Prof. Thomas Skouteris**  
American University in Cairo
- 4. Assoc. Prof. Dimitris Tsarouhas**  
Virginia Polytechnic Institute and State Univ. USA
- 5. Maria Kalitsi, Ph.D.(c)**  
Democritus University of Thrace