



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Specialised Public Law

Department: Law

Institution: National and Kapodistrian University of Athens

Date: 26/06/2024

NOTES

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Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **Specialised Public Law** 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 Specialised Public Law 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. BANAKAS STATHIS (Chair)
(Title, Name, Surname)
University of Notre Dame
(Institution of origin)
2. HATZIMIHAIL NIKITAS
(Title, Name, Surname)
University of Cyprus
(Institution of origin)
3. PAPAEFTHYMIΟΥ SOPHIE
(Title, Name, Surname)
Sciences Po Lyon
(Institution of origin)
4. Rapsomatiotis Aristeidis
(Title, Name, Surname)
University of the Peloponnese
(Institution of origin)
5. TSAGOURIAS NICHOLAS
(Title, Name, Surname)
School of Law, University of Sheffield
(Institution of origin)

II. Review Procedure and Documentation

Please refer briefly to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. State the dates of the review and describe the review and the meetings held. Feel free to mention any additional information regarding the procedure, as appropriate.

The Panel consisted of Professor Sophie Papaefthymiou (SciencesPo, Lyon), Professor Nicholas Tsagourias (University of Sheffield), Professor Nikitas Hatzimihail (University of Cyprus), Mr Aristeidis Rapsomatiotis (Doctoral student, University of Peloponnissos) and Professor Efstathios Banakas (University of East Anglia-Chair). The Institution provided substantial documentation on the PSP online, which was available to us before the online working sessions. The documents were helpful, although in some cases not very much up to date, necessitating request for further information, sometimes given during the oral sessions. The working sessions of the review took place online from Tuesday the 11th of June until Thursday the 13th, followed by private deliberations of the Panel until Friday the 21st of June. There was no visit in person, but a video presentation of the premises and facilities was offered.

III. Postgraduate Study Programme Profile

Please provide a brief overview of the postgraduate study programme with reference to the following: history, academic remit, duration of studies, qualification awarded, employment opportunities, orientation challenges or any other key background information. Also, you may provide a short description of the home Department and Institution, with reference to student population, campus or any other facts, as deemed appropriate.

A Study Guide published by the PSP for its students, contains the basic guidelines for postgraduate studies at the School of Law, the current legal status, the requirements for the award of a Master's degree, the indicative curriculum, the lecturers and the content of the courses, as well as the services provided. As stated in the Study Guide, the Faculty of Law of the National and Kapodistrian University of Athens and the Faculty of Law of the University of Bordeaux in France have re-established from the academic year 2018- 2019, the Joint Postgraduate Studies Programme (Joint LLM-hereafter also referred to as PSP) entitled "Specialised Public Law" ("Droit public spécialisé"). The aim of the PSP is to provide a high level of postgraduate education in the scientific field of Public Law. For the award of the Diploma of Postgraduate Studies, the successful completion of two semesters of compulsory attendance of a cycle of systematic and specialised studies with parallel research work and the writing of a postgraduate thesis are required. The degrees awarded will be double (one from the Faculty of Law of the National and Kapodistrian University of Athens and one from the Faculty of Law of the University of Bordeaux), with an indication of the collaborating institutions. The duration of study in the PSP leading to the award of the Diploma of Postgraduate Studies (PMS, LLM) is defined as two (2) academic semesters, without summer vacation, which includes the time for the preparation of the thesis. Students are required to stay for at least three weeks in Bordeaux for intensive teaching and will cover their own travel and accommodation costs in France. For their participation in the PSP, postgraduate students pay tuition fees amounting to one thousand five hundred (1,500) euros. Employment opportunities are similar to those awaiting graduates of the General Public Law PSP, mainly in the legal professions, notably the Bar and the administrative judiciary, and the public sector.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP has adopted a quality assurance policy in line with the quality assurance policy of the University and the Unit. The quality assurance policy covers the structure of the programme, learning outcomes, teaching and learning methodology, staff qualifications, support services, finance, programme wide assessment and review processes. The quality assurance policy suits the specific programme, but more could and should be done after accreditation, taking better into account the particularities of a bilingual, binational dual program. There is commitment to continuous review of the policy and the effective use of financial resources to benefit the programme.

II. Analysis

The quality assurance policy and its specific targets are well defined. They are in any case aligned with the character of the programme and will assure a further improvement in the quality of the programme's output and the effective support of the teaching experience. The policy appears to be the same for all PSPs offered by the Unit. 9 targets are set for the PSP, namely (i) Improving the Graduation Rate of Postgraduate Students; (ii) the activation of Academic Advising; (iii) implementation of actions linking the PSP with the labour market and society at large; (iv) putting to use the Unit and the PSP's alumni and fostering collaborations and networking; (v) attracting to the PSP teaching staff from abroad; (vi) participation in the CIVIS European University Consortium (in which the NKUA is a member); (vii) improvement of the infrastructure and support services for the PSP's student community; (viii) Improvement of accessibility for SWSN; (ix) promotion of gender equality. All these targets are set for other PSPs in the Unit. For example, they are also found verbatim in the Quality Assurance Policy of the PSP on the History, Philosophy and Sociology of Law. However, that PSP also lists four worthy targets (passing this accreditation process notwithstanding), which could apply to this PSP as well, such as improving flexibility of Studies and Student-centred Learning; ensuring the active participation of students and alumni in the internal evaluation processes; participation of the PSP's postgraduate students of the programme in Erasmus; and participation of the PSP's students in research. The PSP on specialized public law would benefit significantly in setting its quality assurance policy in these broader terms.

Discussions with members of staff, current and former students and external stakeholders have confirmed the aforementioned findings, as well as revealed informal good practices. On the other hand, the Panel did not find much evidence of bringing the French component of the program into the process of designing, implementing and monitoring a quality assurance policy. We did not even find evidence that such policy was communicated in French language. In fact, the statement as to quality assurance on the programme's web page (https://www.law.uoa.gr/fileadmin/depts/law.uoa.gr/www/uploads/News/Dhmosio/DILWSI_POLITIKHS_POIOTHITAS_EDD.docx) is written in Greek and reproduces the Law School's mission statement, including a reference about added value in the Greek and English language. Nothing in the statement appears to have taken

into account the French language part of the programme, let alone the French component's input in its quality assurance.

At the same time, further work is needed as to the effective realisation of the policy across all aspects of the programme and conveying to the Unit and MODIP the specific needs of this programme.

III. **Conclusions**

The PSP overall complies with Principle 1 but there are areas where the implementation of its quality assurance policy and the PSP-specific targets should be strengthened. More specifically:

(i) the quality assurance policy should inform all aspects of the PSP (academic, administrative, professional) in the sense that specific policies and targets should comply with and contribute individually and collectively to the realisation of the specific PSP's quality assurance policy and its targets (integrated/holistic approach/culture of quality);

(ii) the quality assurance policy and its targets should be communicated more effectively to those involved in the delivery and administration of the programme;

(iii) account should be taken, in designing, implementing and monitoring the quality assurance policy, of the dual character of the programme, which operates in two languages and in two very different academic environments

(iv) implementation of and adherence to the quality assurance policy and its targets could be better monitored by all those involved in the delivery and administration of the programme, with a view to further bolstering a culture of quality assurance

(v) the mandates of existing PSP bodies could be amended in order to monitor, assess and measure the implementation of the quality assurance policy by setting out targets (responsibility/strengthen quality assurance);

(vi) current informal good practices that reflect and realise the quality assurance policy and its targets should be better shared, for example between French and Greek staff, and formalized (strengthen quality assurance). Such changes will allow the programme to fully fulfil its strong potential.

Panel Judgement

Please tick one of the following:

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

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- R1.1 Ensure that the quality assurance policy is truly specific to the PSP
- R1.2 Integrate the quality assurance policy and targets all aspects of the programme
- R1.3 Collaborate with the programme's French partners and teaching staff in developing and ensuring the integration of the quality assurance policy
- R1.4 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme, in Athens notably but also to the French partners
- R 1.5 Take measures to make a quality assurance policy specific to the programme is easily accessible, perhaps through multiple platforms.
- R.1.6 Prepare a French language version of the policy and other relevant documentation.
- R1.7 Monitor the implementation of the quality assurance policy and targets
- R1.8 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets and to foster collaboration and exchange of good practices between Greek and French teaching staff
- R1.9 Take steps towards embedding the institution of academic advisors, using it also as an intermediary that would facilitate, by resolving problems and communicating feedback, the quicker action for quality assurance and improvement
- R1.10 Institutionalise and better share across the programme existing informal good practices

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The design, academic profile, content, learning objectives and delivery modes of the Programme (PSP) follow established procedures and are contained in the programme documents. The expected learning outcomes are aligned with the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. Certain tools are employed to gauge the attainment of the expected learning outcomes or the general objectives of the programme mainly through feedback by students and graduates.

II. Analysis

The process of designing and setting out the content, learning outcomes and delivery modes is well-structured. However, the tools for measuring the achievement of the learning outcomes are not adequate or transparent. There is no information as to how and when the content of the programme has been updated. There is only generic information about the content of each course and, although the School in its submission states that courses integrate new knowledge and engage with contemporary topics, the submitted documentation does not support this statement nor does it support the statement of innovation. There is no explanation of how the comparative element of the programme is attained. On the basis of documentation and discussions, the Panel has ascertained that different methods of assessment are used, although the documentation states that only written exams are used. Finally, from the submitted documentation and the conversations with social partners, it appears that they are not involved in the design of the programme.

III. Conclusions

The programme is compliant with certain aspects of this principle but falls short in others. The programme should:

1. Introduce clearer and measurable indicators to assess the extent to which the programme has attained its goals;
2. Provide grade descriptors to make assessment more transparent;
3. state in advance the assessment methods per module;
4. provide responses to student feedback regarding the programme and each module and post them on e-class;
5. integrate external stakeholders in the design and delivery of the programme;
6. update its content and link it to market needs;
7. introduce a compulsory module on comparative law;
8. introduce more elective modules such as on new technologies or

procurement;

9. update yearly the content of existing modules and provide a more detailed description of their content in the study guide

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- R2.1: Introduce clearer and measurable indicators to assess the extent to which the programme has attained its goals;
- R2.2: Provide grade descriptors to make assessment more transparent;
- R2.3 diversify its assessment methods;
- R2.4 provide responses to student feedback regarding the programme and each course and post them in the e-class;
- R2.5 integrate external stakeholders in the design and delivery of the programme;
- R2.6 update its content and link it to market needs;
- R2.7 introduce a compulsory module on comparative law;
- R2.8 introduce more elective modules such as on new technologies or procurement;
- R2.9 update yearly the content of existing modules and provide a more detailed description of their content in the study guide

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Postgraduate Study Programme (PSP) under review exhibits a student- centred approach, with various innovative teaching and assessment methods. The programme, primarily academic in nature, is divided into two main phases: the first semester conducted by Greek teachers in Greek and the subsequent part facilitated by French teachers, either in Greece or during the students' compulsory visit to France for a duration of 3-4 weeks.

The structure of the programme allows for a blend of Greek and French educational experiences. The Greek phase concludes in the first semester, with classes held every Monday and assessments conducted in December. French faculty contribute by teaching classes in Greece and hosting students during their stay in France. This international collaboration promotes a comparative approach to the curriculum, potentially exposing students to both Greek and French legal and cultural perspectives.

The programme's design is flexible, permitting students to choose when to visit France after consulting with their instructors, although it is mandatory for all. The expenses for the stay in France are borne by the students themselves. During their stay, students attend one or two 3-hour classes almost daily, ensuring an intensive learning experience.

Students have reported significant benefits from the direct interaction with professors, particularly appreciating the small class sizes that facilitate more personalized instruction and closer communication. The French professors are noted for their engagement and support, particularly in assisting students with language barriers.

However, the programme lacks a predefined schedule for the French segment in Greece, resulting in ad hoc notifications to students. The French component also lacks an online learning platform like eclass; materials are instead disseminated via email. Despite these logistical issues, the French professors maintain high responsiveness, addressing any arising problems efficiently.

Assessment methods include oral exams conducted via Zoom for the French- taught courses. Students highlight the supportive role of professors during these assessments, although the language remains a challenge. Furthermore, the programme allows for some flexibility in thesis topics, which can be chosen by students or assigned by professors, with submissions and defenses scheduled in the spring.

Student satisfaction surveys are conducted, but response rates are low, and there is a call for more systematic feedback collection and utilization. There is also a notable financial burden on students due to the cost of living in France, which is a significant concern for many.

II. Analysis

The student-centred approach of the programme is evident in its flexible learning paths and the close interaction between students and faculty. The international component, with mandatory travel to France, enriches the students' educational experience by immersing them in a different academic and cultural environment. This exposure is beneficial for their personal and professional growth.

However, the programme's delivery shows areas needing improvement. The lack of a specific timetable for the French segment in Greece can disrupt students' planning and preparation. The absence of a structured online platform for the French courses is a significant drawback, as it limits the availability of resources and hinders efficient communication. Moreover, the financial strain of living in France is a critical issue that needs addressing to ensure equitable access to the programme.

The programme's assessment methods are aligned with the student-centred approach, offering flexibility and support. However, the reliance on oral exams, particularly in a foreign language, can be challenging for students. While professors provide support, a more diversified assessment approach might be beneficial.

III. Conclusions

In conclusion, the PSP demonstrates substantial compliance with Principle 3: Student-Centred Learning, Teaching, and Assessment. The programme provides a comparative educational experience, fosters interaction with French faculty, and promotes students' self-confidence and academic growth. However, improvements are needed in the organization and communication of the French segment, the establishment of a structured online learning platform, and the management of financial burdens on students. Addressing these areas will enhance the overall student experience and ensure that the programme fully embodies a student-centred learning approach.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

R.3.1. Establish a clear timetable for the French segment in Greece and communicate it to students well in advance.

R 3.2. Implement an online learning platform for the French courses to facilitate better access to materials and communication.

R.3.3. Explore financial support options for students to alleviate the costs associated with the compulsory stay in France.

R 3.4. Diversify assessment methods to include written and practical evaluations in addition to oral exams.

R 3.5. Increase efforts to systematically collect and utilize student feedback to inform continuous improvements in the programme.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Student Admission

The PSP is open to law graduates of universities in Greece and recognized similar institutions abroad, who demonstrate excellent knowledge of French. It admits a maximum of twenty (20) students per academic year.. Every May a notice for the admission of postgraduate students to the Master's programme is published and posted on the website of the School of Law of the University of Athens and the University of Bordeaux Law School. The applications, together with the necessary supporting documents, must be submitted to the PSP Secretariat. This information, given in the Institution's Accreditation Proposal, does not indicate if there are any candidates from France, after the publication of the call for applications in the website of the French partner University, and as far as we can tell from our interviews with EKPA Staff and the one French Professor from Bordeaux that we had the opportunity to interview, there aren't any at the present time. Of course, it would make no sense for French students to join this programme, as they have no opportunity to enrich their knowledge with learning about Greek Public law, since no Greek Public law subjects are taught in French. The selection of applicants is based on the following criteria:- Degree at 50%; - Average grade in three undergraduate courses related to the subject of the MSc at 20%; - Participation in an Erasmus programme at a French University at 10%; - Performance in a Diploma thesis, where this is foreseen in the first cycle of studies at 5%; - Certified knowledge of another language (other than Greek and French) at 10%; - Research activity or publications at 5%. This list is impressive. However, the current number of students is well below the maximum of 20 that can be accepted.

Monitoring of student progress and assessment

In order to monitor the progress of students, the information system UniTron is installed in the School's Secretariat, where the students' data, the students'

performance, their course declarations, etc. are recorded and students can submit applications. The evaluation of students is carried out at the end of each semester by written or oral examinations or by carrying out assignments throughout the semester or can be based on mid-term progress examinations, written assignments, or a combination of all of the above. The method of assessment is determined by the teacher of each course. The examiner shall take into account the contributions, research papers, exercises or other forms of student participation during the course of the teaching. When conducting written or oral examinations, it is mandatory to ensure the integrity of the process. Grading shall be on a scale of 1-10. Correction of marks is permitted where there is an obvious clerical error or cumulative error, following a letter from the lecturer responsible and a decision by the Faculty Assembly. Courses in which a candidate has not obtained a pass mark must be retaken. However, work or exercises which are graded independently shall be registered and shall not be repeated if they have been successfully completed. There are two examination periods for each course. A student who has failed or failed to attend one or more courses in the first or second semester shall be admitted to the second period. If the student fails twice in the same course (and in up to two courses), he/she is examined, at his/her request, by a three-member committee of faculty members of the School, who teach the same or related subject matter to the course. If he/she fails again, he/she is removed from the Register by decision of the Assembly on the recommendation of the Steering Committee.

Recognition of Postgraduate Studies and Certification

The Procedure for the award and recognition of titles, the duration of studies, the conditions for the promotion and assurance of the progress of students in their studies is as follows: Attendance in the PSP and the award of the diploma corresponds to 60 credit points. The courses and the thesis are graded on a scale from zero (0) to ten (10). A student who receives a grade of five (5) or higher is considered to have succeeded. For the calculation of the grade of the Master's degree, the grade of each course and thesis is multiplied by the corresponding number of credits and the sum of the individual products is divided by the total number of credits required for the award of the Master's degree. The grade shall be calculated to the second decimal place. The postgraduate diploma shall be marked 'good' (for students with a grade point average of less than six and a half (6,5)), 'very good' (for students with a grade point average of more than or equal to six and a half (6,5) but less than eight and a half (8,5)) and 'excellent' (for students with a grade point average of eight and a half (8,5) or more). The School's Secretariat issues to all graduates a Certificate of Analytical Grading, which indicates the courses in which they have been examined during their studies, as well as the ECTS credits awarded for each course. It also issues a Diploma Supplement, which contains a detailed account (in Greek and in English) of the applicant's academic record during his/her studies at the School of Law. The oath is not a constituent part of the successful completion of studies, but it is a necessary condition for the award of the diploma.

II. Analysis

Our findings based on written and oral evidence we assembled from the documentation and oral online sessions, raise a number of concerns:

1 The panel has seen no evidence of a 'double degree', one from EKPA and one from Bordeaux, available to graduates of the programme, as claimed in the Study Guide of EKPA and the accreditation proposal. We have not seen evidence of a postgraduate degree/title awarded by the University of Bordeaux to students completing their studies successfully on this programme. We have only seen the logo of the University of Bordeaux on the diploma awarded by EKPA which is only conferred and signed by EKPA authorities. Unless the relevant documentation is forthcoming, we are bound to hold the claim in the Study Guide of a 'double degree' awarded to graduates of the programme, one by EKPA and, at the same time, one by Bordeaux, as wrong and misleading.

2 There is no participation of Bordeaux students in this 'joint' programme, only Bordeaux Faculty teaching Greek students, in separate, tailor-made courses, unavailable to Bordeaux students. There appear to be no candidates from France, after the publication of the call for applications in the website of the French partner University, and as far as we can tell from our interviews with EKPA Staff and the one French Professor from Bordeaux that we had the opportunity to interview, there aren't any at the present time. Of course, it would make no sense for French students to join this programme, as they have no opportunity to enrich their knowledge with learning about Greek Public law, since no Greek Public law subjects are taught in French. This casts serious doubts on the claim of a 'joint degree'.

3 When visiting Bordeaux, Greek students have no opportunities to attend French classes offered to their French counterparts, but are taught separately, as a group of visitors. Such opportunities are, in any event, impossible at the time the Greek students visit Bordeaux, in the month of June, when classes are finished and the University is deserted from students.

4 There is no provision of any financial support for Greek students, towards the cost of their visit to Bordeaux, This contrasts with the well established financial support of undergraduate exchange students under the EU EKPA Erasmus program. The required residence in Bordeaux for at least three weeks imposes a considerable financial burden on students of this programme, creating an inequality with students enrolled in the General Public law PSP of EKPA, who do not have to finance such a visit abroad to qualify for their degree, which, however, gives them similar (if not better) employment opportunities.

5 We were given no information as to any added value of this PSP when applying for admission as a Doctoral candidate in France or elsewhere, or in seeking employment in Greece or abroad.

III. Conclusions

Provided it is accepted that this is not a truly 'joint' degree of the two Universities, but only a Degree issued by EKPA with an element of foreign (French) law instruction, the general framework of admission, progression, recognition and certification is substantially compliant.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The Institution must address the issues of concern raised in the analysis above, mostly related to the presentation of this degree programme as a joint degree programme of EKPA and the University of Bordeaux. More precisely:

- 1 The (mis)representation of the programme as a 'joint degree' programme, and the misleading information that the graduates of the programme are awarded a 'double degree', by EKPA and Bordeaux, need to be corrected in the programme literature and Study Guide.
- 2 The obligatory Bordeaux visits of students must be scheduled at a period in which the University in Bordeaux is in full teaching mode, to allow students to benefit from lectures and seminars for French students, and to fully participate in student life.
- 3 To seek ways of financial support of students who have to bear the full travel, accommodation and subsistence cost of their visit at Bordeaux University, without the option of not making this visit.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Recruitment of the teaching staff of the PSP corresponds to established criteria and procedures. The core teaching staff consists of senior law faculty members, a few from the Unit while the majority from the University of Bordeaux. Workload of the teaching staff appears balanced. The strong involvement of international teaching staff certainly facilitates inward mobility, especially given the regular visits to Greece of the French professors, as well as the Bordeaux residence component for the PSP (Greek) students.

II. Analysis

The PSP derives from a long-established collaboration and academic exchange between senior professors in Athens and Bordeaux, Prof.Em. Antonios Pantelis and Bernard Pacteau. Today, the PSP lists in its A7 document 11 members of teaching staff, including 2 professors from Athens, 7 professors from Bordeaux, one from Toulouse and another from Luxembourg. Members of the teaching staff are highly qualified in their respective fields. The teaching team seems to have remained largely unchanged since the earlier days of the present PSP. Teaching time is balanced and fairly divided between staff members, while the teacher- student ratio is good.

The involvement of several French law professors is important to the programme. The curriculum seems to address precisely the international teaching staff's areas of specialisation. The fact that the PSP entails regular visits to Athens by international members of the teaching staff evidently assures inbound mobility for the Unit, and its teaching staff, as well as provides opportunities for outbound mobility for EKPA faculty and teaching staff.

Regarding the involvement of teaching staff from the Unit, the submitted documentation (namely the A7 report) lists only 2 Athens law faculty, one of which comes from the Sector of Public Law of the EKPA Law Faculty, even though the Panel understands from its meetings during the visit that other faculty members with specialisation in public law are also participating in the programme (also, the Luxembourg professor is a native Greek speaker). Stronger involvement of Greece-based faculty members would strengthen the programme on its substance, resolve many of the administrative and quality-assurance manners identified in this report, act as a students' gateway to French public law and allow more effectively the integration of master's dissertations into the PSP's structure. This role could be served by existing faculty members, one or more new faculty hires, or the recruitment of adjunct faculty.

III. Conclusions

The PSP has excellent teaching staff and could benefit from further administrative support from the Unit. Better integration between foreign teaching staff and the Unit, and increased involvement by Unit faculty members and teaching staff, will significantly help the PSP assure its quality targets. EKPA teaching staff could also make better use of the opportunity for international exchanges, such as short- and long-term visits, joint seminars and conferences, or even joint research.

Panel Judgement

Please tick one of the following:

Principle 5: Teaching staff of postgraduate study programmes

Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

R 5.1: Encourage and support faculty members' research output especially in international journals and publishers

R 5.2: Increase the number of Athens faculty members involved in the PSP and its teaching

R 5.3 Take measures to support outbound mobility

R 5.4: Explore avenues to attract external funding, including European and national projects

R 5.5 Draw on the program to further develop research activities and seminars.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme is run by three (3) faculty (teaching and research) members of the Athens Law School, eight (8) faculty members of Bordeaux, Toulouse and Luxembourg Law Schools, and one (1) administrative staff.

It appears from the Programme's Accreditation proposal that there is sufficient infrastructure so as to cover all academic needs. Information about all services is available on the Programme's website. The Programme is situated at the premises of the Law School, downtown Athens.

The Programme uses the Law School Library, located in walking distance from the Law School. There are three reading rooms of a capacity of 275 seats, and seventeen (17) OPAC (Online Public Access Catalogue) workstations. The Library contains approximately 100.000 volumes, dating from 1900 on, some very rare 17th century books, numerous electronic books and journals, and several online databases. The Library staff offers assistance in using the library catalogue and the electronic resources. Users have access to loan service. Inter-library loans are also ensured. Access to digital libraries and databases is ensured by the connection of the students with several international resources. Teaching and research staff have access to a special platform for uploading information about their teaching and research activities. All facilities create an environment conducive for higher learning and research.

No virtual visit of the Library was scheduled; the Panel was invited to visit the Library site. The Programme informs the Panel that the Library is not yet accessible to students with health conditions or impairments, and that several measures toward this aim are taken in cooperation with the Accessibility Office of the Institution.

All teaching and research facilities (amphitheatres, lecture rooms, labs) are equipped with distance learning infrastructure. There is support of different video conference platforms (Zoom, Teams, Skype, Webex). A student dashboard gives access to students' e-services and University portals (e-mail cloud service, wifi, e-learning platform powered by WebEx, Students Information System, access to library resources through University VPN, Plagiarism detection software [Turnitin], e-questionnaires).

Services provided to teaching staff and students include secretarial assistance (UniTron), e-class, an Information Centre, a Unified Institutional Repository and Digital Library Platform (Pergamos), a Multimedia Service, and an « Ask a Librarian » Service.

Special Labs are adequately equipped in workstations and digital resources. The Lab "Law and Informatics" cooperates with major companies, and conducts research on the needs of the public and private sectors. No information was provided about the existence of a book loan service in the Labs.

It is clear from the Accreditation Proposal that all kinds of advisory and support services are provided to students, including professional orientation, a Career Liaison Office, a Psychic Health Centre, as well as an Academic Advisor and a Student Ombudsman (Sinigoros tou Fititi).

The Programme has provided a detailed description of the infrastructure and services which have been made available by the Institution to the Unit, to support learning and academic activity (human resources, infrastructure, services, etc.). The Institution is meant to cover the cost of the infrastructure services from state resources. Student fees (including registration fees) are the Programme's own income.

Scholarships for excellence as well as based on social criteria may be offered to up to 30% of the students.

The Institution hosts cultural associations, and offers the students the possibility

of attending foreign language courses (25 foreign languages are taught). Sports are practiced at the premises of the University Campus.

Students with health conditions or impairments are supported during their studies and exams.

II. Analysis

A virtual visit of the library and the School had been scheduled. Relying on the submitted Accreditation Proposal and the School website, the Panel confirms the library's wealth in books and reviews, as well as its adequate equipment in computers and other facilities for the students.

The Panel regrets that physical access to all reading spaces is not available to students with health conditions or impairments, and the use of politically incorrect terms ("handicap"). It also regrets that the opening hours of the Library are restricted.

No information was provided about the opening hours of all Labs, the students' use of the different advisory services, and an online Alumni Network.

III. Conclusions

It appears that all services function properly so as to satisfy the students' needs, with the exception of the Library reading rooms, which are not yet accessible to students with health conditions or impairments.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

R6.1 The opening hours of the Library should be extended during the week, and the Library should also open on weekends.

R6.2 Internships at the end of the academic year should be instituted

R6.3 There should be cooperation with administrative courts and law firms in Greece.

R6.4 Special career events for students, in which representatives of the Public sector services and the professions, and distinguished alumni are regularly attending, should be organised

during Term time.

R6.5 Alumni network, and online directory should be created, designed to facilitate connections and to enhance communication among alumni, by the organisation of reunions, guest lectures, and by the provision of career services.

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The PSP is supported by UniTron, the centralized IT system of EKPA. This system manages all data related to students' academic status and performance, course scheduling and registration, and logistical services necessary for the delivery of the study program. Key features of UniTron include:

- Student Data Management: Comprehensive profiles, enrollment, retention, and graduation rates.
- Course Management: Scheduling, registration, electronic syllabi, grade recording, and exam scheduling.
- Student and Faculty Services: Online services for course enrollment, grade

updates, certificate issuance, and personalized information on teaching and exam schedules.

- Resource Management: Classroom scheduling, textbook management, and student welfare services (food, accommodation, healthcare).

- Report and Statistics Management: Tools for analyzing information and extracting conclusions, with ongoing development of a Business Intelligence (BI) system by EKPA's Quality Assurance Unit (MODIP) to enhance data analysis capabilities.

Data on detailed student profiles, completion, and dropout rates are disaggregated and fed into the National Information System for Quality Assurance in Higher Education (NISQA) of HAHE on an annual basis.

II. Analysis

The Programme systematically collects data through UniTron, ensuring a comprehensive and integrated approach to information management. The annual report from HAHE is readily accessible via the Programme's website, and the PSP engages in systematic data gathering, encouraging student participation in the annual internal evaluation.

Despite the extensive data collected, the Programme's utilization of this data to enhance teaching performance, research output, and student graduation rates could be further improved. There appears to be a disconnect between the quality assurance policy and the use of key performance indicators (KPIs), a structural issue that extends beyond the Program in question.

III. Conclusions

The use of UniTron for information management is fully compliant with the accreditation requirements. The system facilitates important data flow, which has the potential to significantly improve the Programme. However, there are opportunities to better manage and utilize the existing data flow. Enhanced linkage between quality assurance policies and KPIs could further optimize the Programme's operations and outcomes.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

R7.1. Improved Communication: Establish a robust strategy to communicate survey results and the actions taken based on these results to all stakeholders, ensuring transparency and fostering trust.

R7.2. Stakeholder Engagement: Increase involvement of students and faculty in the analysis and follow-up actions derived from collected data to enhance the effectiveness of the feedback loop.

R7.3. Stay in touch with Alumni: Conduct an alumni survey as early as possible and set a goal of conducting such regular surveys (e.g., every three years).

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The programme gives the opportunity to interested parties to be informed about the programme. The means used are a dedicated website, publicity, and electronic or social media.

II. Analysis

The website contains information about the programme, the programme' quality assurance statement, the internal quality assurance report, the entry exams and the online application. For any other information, users need to resort to the Law School's general website which in the Panel's opinion is not very user friendly or informative. There is no information about teaching staff, their research and teaching profile (not even a link to the general staff information). There is also no information about the courses taught each year and their content. The Government Gazette is from 2019 and does not describe the content of the courses nor does it mention any changes that may have occurred. There is no information about any academic activities taking place in the course of and related to the programme. There is no information about the French component of the programme. In the Panel's opinion, the information on the website which is externally faced is not very informative or up to date neither is it student-centred and user friendly. It also does not satisfy the criteria of equality, diversity and inclusion.

III. Conclusions

In the Panel's opinion, the PSP is substantiially compliant with this principle.

1. Information on the website should be regularly updated

2. There should be updated information about the courses taught each year and their content
3. The study guide should be published on the website
4. There should be information about the teaching and research profile of staff
5. There should be information about the French component of the programme
6. The English website should be developed

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

- R.8.1 Information on the website should be regularly updated
- R 8.2 There should be updated information about the courses taught each year and their content
- R 8.3 The study guide should be published on the website
- R 8.4 There should be information about the teaching and research profile of staff
- R 8.5 There should be information about the French component of the programme
- R 8.6 The English website should be developed

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

The Programme complies with the requirements as to its annual self-assessment process, handled at School level, and the provision of all relevant information to the MODIP for the Institution's own report to the Authority.

During the current academic year (2023-2024) the teaching staff consists of three (3) faculty members, eight (8) faculty members appointed by the University of Bordeaux, as well as by the University of Toulouse and the University of Luxembourg; Professors Emeriti participate in the Programme. The infrastructure and the teaching and administrative services are adequate.

In its latest annual evaluation (January 2023) MODIP has examined all relevant data, considered the Programme's achievements, especially the updating of the curriculum, the quality of teaching and the student dissertations' completion in due time.

It has mentioned the strong points, namely the faculty's competence, quality of teaching and significant contribution to research, the teaching of innovative and relevant to the market topics, the high rate of on time completion of the studies, and the adequacy of the infrastructure and of the administrative support.

It has also observed the weak points, namely low participation in the student e-questionnaires, lower than expected participation of the students in international research programmes, overload of the teaching and research staff in the exercise of other activities, rendering their participation in the Programme very onerous, not systematic cooperation with social and political institutions.

It determined the required corrective and preventive actions and reflected on the Programme's initiatives for further and continuous improvement.

The recommended corrective action consists in the strengthening of the research potential of the Programme by giving emphasis on international cooperation, and of the students' mobility and participation in international conferences.

Preventive actions include: compulsory participation in the evaluation procedure, and making of it a condition of the graduation oath; making use of the recently appointed teaching staff; increase of the financial resources, so as to encourage mobility and extroversion.

II. Analysis

The PSP fully meets the requirements of Principle 9 as to on-going monitoring and periodic internal evaluation. All procedures take place on time, following the Institution's rules and according to the HAHE model. Self-assessment takes place twice a year. The results are submitted to MODIP, which examines all relevant data, from course outlines to student questionnaires and to the Programme's self-assessment and aims. MODIP's annual examination is included in a report which is transmitted to the Institution's authorities. Special attention is paid to the teaching programme as well as to the participation of all concerned persons in the procedures.

The MODIP report confirms that the outcomes of the self-assessment are properly recorded and submitted to it. It also confirms that the findings of the self-assessment of the PSP have been shared within the School.

However, it is worth noting that the Programme has submitted to HAHE a report about the academic year 2021-2022, completed in January 2023, while presenting it to the Panel as a report of the "current year". In its Accreditation proposal it only describes the procedure and informs the Panel about the timetable, without referring to the objectives, which had to be achieved by December 2023 and for which a Supervisor had been appointed by the MODIP.

III. Conclusions

All procedures comply with the rules and principles of the Internal System of Quality Assurance of the Institution.

The MODIP report is comprehensive. It adequately describes the Programme's

strong points, and also sheds light on the weak points.

The Panel regrets that no information has been provided about the conformity of the Programme to the recommended actions.

It is worth mentioning that the MODIP report of the Programme and that of the Master's degree in "History, Sociology and Philosophy of Law" are written in very similar terms, most probably because both degrees depend on similar structural conditions.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The Panel recommends that the Unit:

R 9.1: addresses and implements all MODIP recommendations and informs MODIP accordingly ;

R9.2: communicates all reports to stakeholders ;

R.9.3 Explores the possibilities of outside funding and external networks

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

Please comment on the compliance with the Principle. Specifically: Please describe the findings related to the Principle, analyse, and conclude your judgement. Findings, analysis of judgement and conclusions should be developed below in three distinct parts.

I. Findings

Checking compliance with the recommendations of the external evaluation committee and incorporating these recommendations is part of the process of monitoring the operation by the MODIP. The content of the Commission's recommendations, as well as the full text of the external evaluators' report, is communicated a) to the Rectoral Authorities of the Institution and to those who are responsible for the implementation of the Institution's Strategy, and b) to all faculty members, members of the teaching staff and administrative staff of the Unit and in particular to those involved in the implementation of the proposals in question. Within two months of the completion of the external evaluation process, a comprehensive action plan for the incorporation of the accepted observations of the panel is developed, which includes a) Description of the recommendations; b) Measurable and Observable Objectives for each Dimension (What the Institution expects to achieve); c) Actions (What the Institution needs to do to achieve the objectives); d) Responsibilities (Who takes each action); e) Timetable (When the objectives will be achieved); f) Necessary Resources (Material and Human). There is continuous monitoring by the Law School's OMEA of the implementation of the recommendations of the external evaluation committee, within the timeframe that has been set. The monitoring of implementation is accompanied by taking the necessary initiatives and interventions where delays are observed. At the end of two years from the completion of the accreditation process, a Monitoring - Progress Report will be

drawn up in cooperation with the MODIP and submitted to the HAHE, which will analyse the progress achieved in relation to the implementation of the recommendations of the external evaluation committee and the progress in implementing the Action Plan discussed in this section.

II. Analysis

Our findings show a well-organised internal process of review and implementation of recommendations of the external evaluation panel. We have no specific information on how often such external evaluations are scheduled to take place, but the fact that the internal review and implementation takes at least two years to complete is telling in this regard. However, it is worth noticing that in its Accreditation proposal the Programme only describes the procedure and informs us about the timetable, while it does not refer to the objectives, which had to be achieved by December 2023. The Panel regrets that no information has been provided about the conformity of the Programme with the recommended actions. It is worth mentioning that the ETHAAE report of this Programme and that of the PSP degree "History, Sociology and Philosophy of Law" are written in very similar terms, most probably because both degrees depend on similar structural conditions.

III. Conclusions

We are happy with the internal review process of external evaluations, but a little concerned that their review and implementation takes at least two years to complete.

Panel Judgement

Please tick one of the following:

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

Panel Recommendations

Please provide your recommendations with regard to issues that need to be addressed, as appropriate.

The internal review and implementation of the external evaluation, which currently takes at least two years to complete, needs to be shortened.

PART C: CONCLUSIONS

I. Features of Good Practice

Please state aspects of good practice identified, with regard to the postgraduate study programme.

The quality assurance policy of the unit and its specific targets are well defined. They are in any case aligned with the character of the programme and will assure a further improvement in the quality of the programme's output and the effective support of the teaching experience. Our findings show a well-organised internal process of review and implementation of recommendations of the external evaluation panel. The process of designing and setting out the content, learning outcomes and delivery modes is well-structured.

The programme provides a valuable comparative educational experience, fosters interaction with French faculty, and promotes students' self-confidence and academic growth. Provided it is accepted that this is not a truly 'joint' degree of the two Universities, but only a Degree issued by EKPA with an element of French law instruction, the programme offers to students an interesting and useful insight of French Public law, which as is well known, is the raw model of Greek Public law. The PSP has excellent teaching staff and could benefit from further administrative support from the Unit. Better integration between foreign teaching staff and the Unit, and increased involvement by Unit faculty members and teaching staff, will significantly help the PSP assure its quality targets. It appears that all basic educational services function properly so as to satisfy the students' needs, with the exception of the Library reading rooms, which are not yet accessible to students with health conditions or impairments.

II. Areas of Weakness

Please state weak areas identified, with regard to the postgraduate study programme.

There are areas where the implementation of its quality assurance policy and the PSP-specific targets should be more vigorously pursued. More specifically:

- (i) the quality assurance policy should inform all aspects of the PSP (academic, administrative, professional) in the sense that specific policies and targets should comply with, and contribute individually and collectively to, the realisation of the specific PSP's quality assurance policy and its targets (integrated/holistic approach/culture of quality);
- (ii) the quality assurance policy and its targets should be communicated more effectively to those involved in the delivery and administration of the programme;
- (iii) account should be taken, in designing, implementing and monitoring the quality assurance policy of the dual character of the programme, which operates in two languages and in two very different academic environments

(iv) implementation of and adherence to the quality assurance policy and its targets could be better monitored by all those involved in the delivery and administration of the programme, with a view to further bolstering a culture of quality assurance

(v) the mandates of existing PSP bodies could be amended in order to monitor, assess and measure the implementation of the quality assurance policy by setting out targets (responsibility/strengthen quality assurance);

(vi) current informal good practices that reflect and realise the quality assurance policy and its targets should be better shared, for example between French and Greek staff, and formalized (strengthen quality assurance). Such changes will allow the programme to fully fulfil its strong potential.

Further attention is needed, to the following issues:

1. There are no clear and measurable indicators to assess the extent to which the programme has attained its goals;
2. There are no grade descriptors to make assessment more transparent;
3. Assessment methods per module are not always known in advance.;
4. No responses to student feedback regarding the programme and each module are posted on e-class;
5. External stakeholders do not seem to be involved in the design and delivery of the programme;
6. The content needs to be updated and linked to market needs;
7. There is no compulsory module on comparative law;
8. There is a lack of new elective modules such as on new technologies or procurement;

Furthermore, improvements are needed in the organization and communication of the French segment, the establishment of a structured online learning platform, and the management of financial burdens on students. Addressing these areas will enhance the overall student experience and ensure that the programme fully embodies a student-centred learning approach.

The programme's delivery shows areas needing improvement. The lack of a specific timetable for the French segment in Greece can disrupt students' planning and preparation. The absence of a structured online platform for the French courses is a significant drawback, as it limits the availability of resources and hinders efficient communication. Moreover, the financial strain on Greek student living in France for a month is a critical issue that needs addressing to ensure equitable access to the programme. The reliance on oral exams, particularly in a foreign language, can be challenging for students. While professors provide support, a more diversified assessment approach might be beneficial. There appears to be a disconnect between

the quality assurance policy and the use of key performance indicators (KPIs), a structural issue that extends beyond the Program in question.

Other important concerns:

1 The panel has seen no evidence of a 'double degree', one from EKPA and one from Bordeaux, available to graduates of the programme, as claimed in the Study Guide of EKPA and the accreditation proposal. We have not seen evidence of a postgraduate degree/title awarded by the University of Bordeaux to students completing their studies successfully on this programme. We have only seen the logo of the University of Bordeaux on the diploma awarded by EKPA, which is only conferred and signed by EKPA authorities.

2 There is no participation of Bordeaux students in this 'joint' programme, only Bordeaux Faculty teaching Greek students, in separate, tailor-made courses unavailable to Bordeaux students. There appear to be no candidates from France, the publication of the call for applications in the website of the French partner University notwithstanding, and as far as we can tell from our interviews with EKPA Staff and the one French Professor from Bordeaux that we had the opportunity to interview, there aren't any at the present time. Of course, it would make no sense for French students to join this programme, as they have no opportunity to enrich their knowledge with learning about Greek Public law, since no Greek Public law subjects are taught in French. This casts serious doubts on the claim of a 'joint degree'.

3 When visiting Bordeaux, Greek students have no opportunities to attend French classes offered to their French counterparts, but are taught separately, as a group of visitors. Such opportunities are, in any event, impossible when the Greek students visit Bordeaux, in the month of June, when classes are finished and the University is deserted from students.

4 There is no provision of any financial support for Greek students, towards the cost of their visit to Bordeaux, This contrasts with the well established financial support of undergraduate exchange students under the EU Erasmus program. The required residence in Bordeaux for at least three weeks imposes a considerable financial burden on students of this programme, creating an inequality with students enrolled in the General Public law PSP of EKPA, who do not have to finance such a visit abroad to qualify for their degree, which, however, gives them similar (if not better) employment opportunities.

5 We were given no information as to any added value of this PSP when applying for admission as a Doctoral candidate in France or elsewhere, or in seeking employment in Greece or abroad.

III. Recommendations for Follow-up Actions

Please make any specific recommendations for development.

The Unit must:

R1.1 Ensure that the quality assurance policy is truly specific to the PSP

R1.2 Integrate the quality assurance policy and targets to all aspects of the programme

R1.3 Collaborate with the programme's French partners and teaching staff in developing and ensuring the integration of the quality assurance policy

R1.4 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme, in Athens notably but also to the French partners

R 1.5 Take measures to make a quality assurance policy specific to the programme is easily accessible, perhaps through multiple platforms.

R.1.6 Prepare a French language version of the policy and other relevant documentation.

R1.7 Monitor the implementation of the quality assurance policy and targets

R1.8 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets and to foster collaboration and exchange of good practices between Greek and French teaching staff

R1.9 Take steps towards embedding the institution of academic advisors, using it also as an intermediary that would facilitate, by resolving problems and communicating feedback, the quicker action for quality assurance and improvement

R1.10 Institutionalise and better share across the programme existing informal good practices

R2.1: Introduce clearer and measurable indicators to assess the extent to which the programme has attained its goals;

R2.2: Provide grade descriptors to make assessment more transparent;

R2.3 diversify its assessment methods;

R2.4 provide responses to student feedback regarding the programme and each course and post them in the e-class;

R2.5 integrate external stakeholders in the design and delivery of the programme;

R2.6 update its content and link it to market needs;

R2.7 introduce a compulsory module on comparative law;

R2.8 introduce more elective modules such as on new technologies or procurement;

R2.9 update yearly the content of existing modules and provide a more detailed description of their content in the study guide

R.3.1. Establish a clear timetable for the French segment in Greece and communicate it to students well in advance.

R 3.2. Implement an online learning platform for the French courses to facilitate better access to materials and communication.

R.3.3. Explore financial support options for students to alleviate the costs associated with the compulsory stay in France.

R 3.4. Diversify assessment methods to include written and practical evaluations in addition to oral exams.

R 3.5. Increase efforts to systematically collect and utilize student feedback to inform continuous improvements in the programme.

The Institution must address the issues of concern related to the presentation of this degree programme as a joint degree programme of EKPA and the University of Bordeaux. More precisely:

1 The (mis)representation of the programme as a 'joint degree' programme, and the misleading information that the graduates of the programme are awarded a 'double degree', by EKPA and Bordeaux, need to be corrected in the programme literature and Study Guide.

2 The obligatory Bordeaux visits of students must be scheduled at a period in which the University in Bordeaux is in full teaching mode, to allow students to benefit from lectures and seminars for French students, and to fully participate in student life.

3 To seek ways of financial support of students who have to bear the full travel, accommodation and subsistence cost of their visit at Bordeaux University, without the option of not making this visit.

Regarding the teaching staff the panel recommends that the unit should

R 5.1: Encourage and support faculty members' research output especially in international journals and publishers

R 5.2: Increase the number of Athens faculty members involved in the PSP and its teaching

R 5.3 Take measures to support outbound mobility

R 5.4: Explore avenues to attract external funding, including European and national projects

R 5.5 Draw on the program to further develop research activities and seminars.

Other recommendations:

R 6.1 The unit must ensure that:

Library reading rooms, are accessible to students with health conditions or impairments. The opening hours of the Library are extended during the week; the Library is open on Saturdays.

An internship is established at the end of the academic year, in cooperation with administrative courts and other stakeholders.

Special career events are organised for students, in which representatives of the public sector services and the professions, and distinguished alumni, are regularly invited to attend, during Term time.

Organisation of an Alumni network and a directory, designed to facilitate connections and to enhance communication among alumni, by the organisation of reunions, guest lectures, and by the provision of career services.

Further recommendations:

R 7.1. Improved Communication with Alumni: Conduct an alumni survey as early as

possible and set a goal of conducting such regular surveys (e.g., every three year).

R 7.2. Stakeholder Involvement: Increase engagement of students and faculty in data analysis and follow-up actions to enhance the feedback loop.

R 8.1 There should be links to staff profiles on the programme webpage

R 8.2. The English language webpages should be developed

R 9.1: The Unit must address and implement all MODIP recommendations and inform MODIP accordingly ;

R 9.2: The Unit must communicate all reports to stakeholders ;

R.9.3 The Unit must explore possibilities of outside funding and external networks.

R. 10. The internal review and implementation of the external evaluation, which currently takes at least two years to complete, needs to be shortened.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

1,5,6,7,9,10

The Principles where substantial compliance has been achieved are:

2,3,4,8

The Principles where partial compliance has been achieved are:

N/A

The Principles where failure of compliance was identified are:

N/A

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

The members of the External Evaluation & Accreditation Panel

Name and Surname	Signature
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