



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



Εθνική Αρχή
Ανώτατης Εκπαίδευσης
Hellenic Authority
for Higher Education

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ΑΠΟΦΑΣΗ ΠΙΣΤΟΠΟΙΗΣΗΣ

Το Συμβούλιο Αξιολόγησης και Πιστοποίησης της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)

Έχοντας υπόψη:

1. Τις διατάξεις του Ν. 4653/2020 (ΦΕΚ 12/Α'/24-01-2020) «Εθνική Αρχή Ανώτατης Εκπαίδευσης. Ειδικοί Λογαριασμοί Κονδυλίων Έρευνας Ανώτατων Εκπαιδευτικών Ιδρυμάτων, Ερευνητικών και Τεχνολογικών Φορέων και άλλες Διατάξεις», όπως ισχύει.
2. Την υπ' αριθμ. 18135/Ζ1/7-2-2020 Απόφαση της Υπουργού Παιδείας και Θρησκευμάτων (ΦΕΚ 94/τεύχος ΥΟΔΔ/7-2-2020), περί διορισμού του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ), την υπ' αριθμ. 16384/Ζ1/15.02.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 137/τ. ΥΟΔΔ/19-02-2024), περί παράτασης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της ΕΘΑΑΕ, καθώς και την υπ' αριθμ. 88986/Ζ1/1.08.2024 απόφαση του Υπουργού Παιδείας, Θρησκευμάτων και Αθλητισμού (ΦΕΚ 846/Υ.Ο.Δ.Δ/7.8.2024) περί της ανανέωσης της θητείας του Προέδρου του Ανώτατου Συμβουλίου της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ).
3. Την υπ' αριθμ. 15650/23-04-2020 Απόφαση του Προέδρου της ΕΘΑΑΕ (ΦΕΚ 329/τ. ΥΟΔΔ/04-05-2020) «Ορισμός των μελών του Συμβουλίου Αξιολόγησης και Πιστοποίησης (ΣΑΠ) της Εθνικής Αρχής Ανώτατης Εκπαίδευσης (ΕΘΑΑΕ)», όπως ισχύει.
4. Την υπ' αριθμ. ACC002258_27062026 Έκθεση Πιστοποίησης της Επιτροπής Εξωτερικής Αξιολόγησης & Πιστοποίησης του ΠΜΣ «Διεθνές και Ευρωπαϊκό Δίκαιο» του Τμήματος Νομικής του Εθνικού και Καποδιστριακού Πανεπιστημίου Αθηνών.
5. Την 62/09-07-2026 συνεδρίαση του Συμβουλίου Αξιολόγησης και Πιστοποίησης, θέμα 2 «Έγκριση εκθέσεων πιστοποίησης – Χορήγηση πιστοποίησης».

ΠΙΣΤΟΠΟΙΕΙ ΟΤΙ

το Πρόγραμμα Μεταπτυχιακών Σπουδών

Διεθνές και Ευρωπαϊκό Δίκαιο

του Τμήματος Νομικής

του Εθνικού και Καποδιστριακού Πανεπιστημίου Αθηνών

συμμορφώνεται πλήρως με τις αρχές του Προτύπου Ποιότητας για την Πιστοποίηση των Προγραμμάτων Μεταπτυχιακών Σπουδών της ΕΘΑΑΕ και τις Αρχές και Κατευθυντήριες Οδηγίες για τη Διασφάλιση Ποιότητας στον Ευρωπαϊκό Χώρο Ανώτατης Εκπαίδευσης (ESG), για το επίπεδο σπουδών 7 του Εθνικού και Ευρωπαϊκού Πλαισίου Προσόντων.

Η διάρκεια ισχύος της πιστοποίησης ορίζεται για πέντε έτη, από 09-07-2026 έως 08-07-2031.



Ο Πρόεδρος της ΕΘΑΑΕ

Καθηγητής Περικλής Α. Μήτκας



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή

enqa



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Accreditation Report for the Postgraduate Study Programme of:

LLM in International and European Law

Department: Law

Institution: National and Kapodistrian University of Athens

Date: June 2026



Με τη συγχρηματοδότηση
της Ευρωπαϊκής Ένωσης



Πρόγραμμα
Ανθρώπινο Δυναμικό και
Κοινωνική Συνοχή



Report of the Panel appointed by the HAHE to undertake the review of
the Postgraduate Study Programme of **LLM in International and
European 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 LLM in International and European Law of the **National and Kapodistrian University of Athens** comprised the following five (5) members, drawn from the HAHE Register, in accordance with Law 4653/2020:

1. GIANNAKOS SYMEON (Chair)
(Title, Name, Surname)
Salve Regina University
(Institution of origin)
2. LIANOS MICHALIS
(Title, Name, Surname)
Université de Rouen
(Institution of origin)
3. TSAGOURIAS NICHOLAS
(Title, Name, Surname)
School of Law, University of Sheffield
(Institution of origin)
4. TSAROUHAS DIMITRIS
(Title, Name, Surname)
Georgetown University
(Institution of origin)
5. Καλίτση Μαρία
(Title, Name, Surname)
Democritus University of Thrace
(Institution of origin)

II. Review Procedure and Documentation

Brief reference to the Panel preparation for the postgraduate study programme review, as well as to the documentation provided and considered by the Panel. Dates of the review, review, meetings held, and any additional information regarding the procedure, as appropriate.

The External Evaluation and Accreditation Panel (the “Panel”) was constituted in February 2026, and the accreditation review was conducted virtually during the week commencing Monday, 6 April 2026. The review covered two programmes of postgraduate study (PSPs): the LLM in International and European Legal Studies and the LLM in International and European Law.

All relevant documentation was made available online via HAHE’s PSP folder. The material was comprehensive, professionally prepared, and contained all necessary information. It was provided in a timely manner, enabling the Panel members to familiarise themselves with the documentation well in advance of the review. The PSP responded promptly to all additional requests for information made by the Panel.

The first day of the review included a meeting with the Director of the PSP, the Deputy Head of the School of Law, and members of MODIP, the Steering Committee, and OMEA. The Director presented the programme, followed by a wide-ranging and constructive discussion covering all aspects of its design, delivery, and objectives. The discussion exceeded the allocated time; consequently, the video presentation of the infrastructure and physical resources supporting the PSP was shared with the Panel separately, and related questions were addressed in subsequent sessions.

On Tuesday, 7 April 2026, the Panel held discussions with teaching staff, current students, graduates, employers, and social partners selected by the School. The Panel also met again with the Director of the PSP, the Deputy Head of the School, and members of MODIP, the Steering Committee, and OMEA for a concluding session.

All discussions were collegiate, professional, and constructive. The meetings with current students and graduates were particularly informative. In the Panel’s view, the diverse composition of these groups, comprising individuals with exclusively Greek educational backgrounds as well as those with international educational experience, was especially valuable, as it highlighted differing expectations regarding programme content, delivery, and staff engagement. This is of particular importance for a PSP seeking to attract international students.

The Panel wishes to thank the Director of the PSP and the Deputy Head of the School for their constructive, open, and collegial approach, as well as their clear willingness to engage with and build upon the Panel’s observations, recommendations, and suggestions. In the Panel’s view, the concluding meeting exemplified the purpose and value of accreditation reviews.

The Panel would also like to express its appreciation to all those involved in the process for their efforts, contributions, and the assistance provided throughout the review. Finally, the Panel wishes to commend HAHE for the efficient organisation of the accreditation process.

III. Postgraduate Study Programme Profile

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. Short description of the home Department and Institution, with reference to student population, campus or any other related facts.

According to the programme's website, this "is an intensive Master's programme, which provides students with an in-depth understanding of International and European Union Law in both their theoretical and practical aspects." Indeed, the program is rigorous, requiring students to complete 8 courses in two successive semesters and then write a Master's thesis over the summer. The programme must be completed in 12 months and is part of the European Law School consortium.

PART B: COMPLIANCE WITH THE PRINCIPLES

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP “LL.M in International and European Law ” Quality Assurance Policy (QAP) is aligned with that of the School of Law and the National and Kapodistrian University of Athens. Its primary aims are to strengthen the academic profile of the programme, promote its purpose and subject matter, implement its strategic objectives (as set annually), and identify the means, methods, and actions required to achieve them, while ensuring the participation of all relevant stakeholders.

Quality assurance for the PSP under review is ensured through

1. The implementation of a QAP
2. The distribution and management financial resources
3. Setting annual quality assurance targets
4. Internal quality assurance review on an annual basis
5. Collection and analysis of data for the improvement of the PSP
6. Publication of information related to PSP
7. External evaluation

These mechanisms ensure (a) the appropriateness of the structure and organisation of the PSP;

(b) alignment of the intended learning outcomes and qualifications with the European and National Qualifications Frameworks for Higher Education; (c) the promotion of quality and effectiveness in teaching; (d) the suitability of the qualifications of the teaching staff;

(e) the setting, implementation, and review of specific annual quality targets for the continuous improvement of the PSP; (f) responsiveness to labour market demands in relation to the qualifications awarded; (g) the quality of student support services; (h) the efficient use of programme resources, primarily derived from tuition fees; and (i) the conduct of annual internal evaluation and review in collaboration with OMEA and MODIP.

The PSP’s specific quality-related targets include:

1. Improving the graduation rate of PSP students
2. Promoting flexible, student-centred learning
3. Enhancing the active participation of students and graduates in internal quality review processes
4. Strengthening the quality of staff research
5. Increasing student participation in research activities
6. Strengthening links between taught postgraduate (PGT) and postgraduate research (PGR) study
7. Enhancing engagement between the PSP, the labour market, and wider society
8. Strengthening alumni networking and engagement
9. Attracting lecturers from abroad

II. Analysis

The PSP has established a robust QAP that is fully aligned with the quality assurance frameworks of both the School and the University. In particular, it has

put in place the necessary mechanisms to ensure the continuous monitoring and periodic review of its structure, organisation, delivery, human resources, and its links with external stakeholders with a view to maintaining high educational standards and achieving its stated objectives.

III. Conclusions

The PSP is fully compliant with this principle

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 2: DESIGN AND APPROVAL OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

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

In addition, the design of PSP must consider:

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

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

Documentation

- *Senate decision for the establishment of the PSP*
- *PSP curriculum structure: courses, course categories, ECTS awarded, expected learning outcomes according to the EQF, internship, mobility opportunities*
- *Labour market data regarding the employment of graduates, international experience in a relevant scientific field*
- *PSP Student Guide*
- *Course and thesis outlines*

- *Teaching staff (name list including of areas of specialisation, its relation to the courses taught, employment relationship, and teaching assignment in hours as well as other teaching commitments in hours)*

Study Programme Compliance

I. Findings

The PSP under review has been designed in accordance with appropriate academic standards and quality assurance processes. It offers two distinct streams—LLM in International Law and LLM in European Union Law—which draw on the School of Law’s established expertise. The PSP is also integrated into the European Law School Network and CIVIS, thereby benefiting from enhanced opportunities for academic collaboration, as well as staff and student mobility.

The PSP has a duration of one year, divided into two semesters. Students are required to complete a specified number of ECTS credits through a combination of compulsory courses (two courses, each worth 10 ECTS), optional courses (eight courses, each worth 5 ECTS), and a dissertation (15 ECTS).

The PSP aims to deepen students’ knowledge and understanding of International and EU Law, promote research skills, and facilitate further academic study. Students’ practical skills are further enhanced through participation in activities such as mooting.

The teaching staff possess substantial academic and research expertise as well as professional experience and are well equipped to deliver the PSP and support its educational and professional objectives. Their research is effectively integrated into the curriculum in particular through specialised courses, tailored teaching content, and dissertation supervision.

Teaching and research are further enriched through invited lectures, seminars, and academic events. These activities facilitate the incorporation of current developments into teaching and enhance the overall student experience. In addition, Athens PIL, the Public International Law Centre, provides an important platform for advancing research and fostering academic engagement.

Mechanisms are in place to ensure student evaluation of the PSP.

II. Analysis

The design, structure, and accreditation process of the PSP under review are in line with the School’s and the University’s regulations and standards. The PSP’s intended learning outcomes are appropriate to this level of study and reflect the distinct focus of the two streams. The PSP is delivered by well-qualified and experienced staff, and teaching is supported by a dynamic research environment. The PSP responds to academic needs.

There are, however, certain aspects of the PSP that would benefit from further attention. Although student participation in evaluations is relatively high, it remains below desirable levels. The School may wish to consider ways to enhance engagement. In the Panel’s view, greater transparency and clearer

communication regarding how student feedback is taken into account, particularly how it informs curriculum development and PSP design, may encourage more active participation.

The curriculum would also benefit from periodic updating to address contemporary developments in international law, as highlighted in discussions with students and stakeholders. The European Union stream could be strengthened through the inclusion of additional specialised courses, such as on EU Data Protection Law. Similarly, the International Law stream would benefit from offering dedicated courses in areas such as International Criminal Law or the Use of Force, which is currently being addressed only partially in the International Humanitarian Law course.

The content of certain courses, in particular, optional/specialized ones, should be reconsidered in order to balance general and specialized knowledge and enable students to develop deeper expertise in specific areas, in line with the programme's objectives.

III. Conclusions

The PSP complies substantially with this principle.

Panel Judgement

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

Panel Recommendations

Take measures to increase student participation in assessment processes and in internal and external evaluations. This could include enhancing transparency and systematically informing students, for e.g. via the online platform, of how their feedback has been considered and acted upon.

Consider introducing courses that address contemporary developments in the field, as well as topics aligned with labour market demands and student interests.

Rebalance the curriculum to ensure an appropriate mix between general and specialised knowledge within the offered courses, with a view to strengthening students' depth of expertise.

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

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

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

The student-centred learning and teaching process

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

In addition

- *The academic staff are familiar with the existing examination system and methods and are supported in developing their own skills in this field.*
- *The assessment criteria and methods are published in advance. The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary is linked to advice on the learning process.*
- *Student assessment is conducted by more than one examiner, where possible.*
- *Assessment is consistent, fairly applied to all students and conducted in accordance with the stated procedures.*
- *A formal procedure for student appeals is in place.*
- *The function of the academic advisor runs smoothly.*

Documentation

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

Study Programme Compliance

I. Findings

The PSP under review applies student-centered learning and teaching principles to achieve the learning outcomes set by the Study Programme. Courses are delivered in relatively small groups, as each of the two PSP specializations admits a limited number of students (up to 25). Postgraduate students select elective courses based on their academic interests, and a wide range of options is available in both specializations. Teaching methods include lectures by faculty members, written assignments, and guest lectures delivered by academics from foreign institutions. Moot court activities are also offered, while the preparation and presentation of assignments help LL.M. students to develop skills such as bibliographic research and oral communication. Student assessment is carried out by the teaching staff, either in written or oral form, at the instructor's discretion. Student satisfaction surveys are conducted regularly, although the response rate remains very low. A formal student-appeals procedure is in place, and students may also consult their academic advisor for further guidance.

II. Analysis

Students generally prefer to resolve any issues directly with their professors or with the PSP Secretariat. The assessment criteria and methods are published in advance. Students report that they gain in-depth knowledge of the relevant legal fields, while the combination of written assignments, moot courts, and presentations contributes significantly to the development of their skills. Expanding cooperation with international academic institutions and inviting more foreign scholars would contribute meaningfully to the overall learning process.

III. Conclusions

Overall, the Programme fully meets the requirements of Principle 3.

Panel Judgement

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

Panel Recommendations

Student participation in evaluation questionnaires should be increased to a statistically meaningful level. Introducing two evaluation periods—one mid-semester and one at the end- would allow students to observe and reflect on the outcomes of the evaluation process. Additionally, offering more guest lectures by academics from foreign institutions would further enrich the learning experience.

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*

Documentation

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

Study Programme Compliance

I. Findings

The PSP is open to law graduates, while graduates from related disciplines may also be admitted in exceptional cases. The total number of students admitted to each LL.M. specialization does not exceed twenty-five (25). Student selection is based mainly on the relevance of previous studies, the LL.B. grade, and the overall profile of the applicant. The general requirements, admission criteria, and selection procedures are fair and transparent.

Student assessment takes place at the end of each semester through written or oral examinations, written assignments during the semester, or a combination of these methods. The assessment method is determined by each instructor. The LL.M. thesis is written exclusively in English and follows specific quality standards. The PSP does not offer formal traineeship or mobility opportunities under the Erasmus Programme. The Diploma Supplement is issued in both Greek and English.

II. Analysis

The PSP follows the principles of transparency and fairness throughout all stages covered by Principle 4. Student evaluation is conducted through a combination of written assignments, presentations, and written or oral examinations. The wide range of elective courses allows students to pursue their academic interests more effectively.

Mobility opportunities do not exist due to the intensive nature of the PSP, its duration, and the strict timeline. In addition, the fact that distance-learning attendance is allowed only in exceptional cases may limit access for working students.

III. Conclusions

Overall, the Unit has established and implemented clear, publicly available regulations governing all stages of the study process, as outlined in the Study Program. Introducing a formal traineeship component would strengthen the programme's connection to the labor market, as would the organization of career days. Finally, if the Unit wishes to make the PSP more flexible, it could consider allowing students to take two additional modules instead of writing a thesis.

Panel Judgement

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

Panel Recommendations

More opportunities for engagement with the labor market and for networking should be provided. For greater flexibility and to attract more working professionals, the option of completing two additional modules instead of writing a thesis could be introduced.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Appointments are conducted, as expected, according to the provisions of Greek law covering Higher Education and the Regulations of the Faculty.

This complies with the formal requirements for teaching staff.

However, there are no data on the substantive aspects involved in the selection among the highly competitive candidates that the Law Faculty of Athens attracts.

The data provided is not include any information on teaching challenges and methodologies.

Oral feedback mentions the possibility of asking candidates to conduct teaching simulations during the selection process.

II. Analysis

The number, breadth of specialisms, prestige, and research performance of the staff are highly satisfactory.

Staff profiles are commensurate with teaching in the English language.

The spectrum of staff specialisms seems to generate a multiplicity of optional courses. Provided that students are informed in depth and early enough about the contents of the curriculum, this is a considerable advantage of the degree.

III. Conclusions

This is clearly an “elite” course and is being staffed accordingly.

Given the lack of information on the substantive aspects of the selection for appointing staff (ranging from research culture and epistemic approach to personal skills), it is difficult to assess the margin of improving the process.

However, there is no doubt that:

- i. Current staff can and do support such a high-level PSP
- ii. Improvements can be made, particularly regarding the internationalisation and inclusiveness of the Faculty’s recruitment strategy with regard to the needs of this PSP, as noted in the next section.

Panel Judgement

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

Panel Recommendations

The Law Faculty of Athens, being a long-standing institution, has shaped its own culture and public profile. A certain degree of inbreeding is therefore to be expected, but some external influence can usefully be added. The PSP under accreditation is fully compliant, but could reach its full international potential by proceeding with a few appointments in the following directions:

- 1) Colleagues with no previous experience of the Greek academic system, hence unable to return to a known mode of teaching, research, and administration to which all existing staff have been acculturated, despite their extensive international experience. The full added value of other academic cultures can be attained by recruiting staff who do not know how to implicitly adjust to existing norms and conventions.
- 2) Colleagues from cognate disciplinary fields, who could link the “black letter” core of the PSP (which is to be maintained), with their areas (e.g., international relations and geopolitics, law and society, globalisation, etc.)
- 3) Colleagues who have not been part, at any point of their pre-appointment career, of the Law Faculty of Athens.

A continuous improvement scheme, specific to the English-speaking degrees, that introduces recent and best international developments, tools, and practices, regarding teaching and contact with students, could also help perfect an already strong teaching environment. This recommendation runs in parallel with the existing operation of the Teaching Support Centre & Learning Support Centre of the Faculty.

PRINCIPLE 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, CAREER AND SOCIAL POLICY SERVICES ETC.).

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

Spatial, material, and electronic infrastructure offer appropriate learning conditions.

Teaching rooms are functional and adequately equipped.

Physical library resources are adequate for Greek law students. There is no specific mention of books and documents in English.

Access to the legal database provision is adequate.

Student support not directly linked to learning is clearly explained to candidates.

Formal structures of recourse for students are also in place.

There is no collection of social, economic, and demographic data on applications and admissions.

Internships, partnerships, international networking, moot courts, and a series of other initiatives complete a high-quality postgraduate offer.

Some ambiguity exists regarding student recourse in rare, specific instances of dissatisfaction.

II. Analysis

The learning environment is reported in interviews as generally supportive and receptive. This considers the particularities of law students who form most of the student body.

Teaching staff and students coalesce around a culture of performance and excellence, which in the great majority of cases is empowering.

Attrition is marginal, and successful completion represents a shared effort by staff and students.

The comprehensive adequacy of the learning environment is reflected in the solid foundations of ensuing career development for students.

Staff consistency over conduct with students is adequate but perfectible.

III. Conclusions

As a PSP of excellence with international ambition, the programme offers a learning experience on a par with comparable courses internationally.

The international exchanges and internships are a very strong point in preparing the students for the next stages of practice or research.

It is precisely because of this standing that the PSP needs to examine in depth its inclusive perspective and practice.

Panel Judgement

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

Panel Recommendations

The high profile of the PSP makes it all the more necessary to collect and analyse data on the 30% of students entitled to access on social and economic criteria. A policy of inclusiveness has been applied by such excellence-seeking study programmes internationally for several decades. The PSP should avoid, via its practice, any justified or unjustified criticism of a “closed circuit” environment, and a relevant policy to that end should be established.

Connected to the previous point, sociodemographic data linked to monitoring career outcomes of the alumni should complete the social reflexivity of the PSP.

Although formal points of student recourse exist and are communicated to the students, the feedback shows that they are perceived as distant and inaccessible. A confidential, effective, proximate, and easily practicable point of recourse, independent from the PSP teaching staff, should be established to receive and act on student observations and complaints.

Inconsistency of teaching staff conduct should be avoided, e.g., discrepancies regarding compulsory physical presence in classes.

Early, clear information on which parts of the PSP students can pursue remotely would be particularly appreciated by working and international students.

Visa-related issues can be crucial for non-EU international students, and additional support may be provided.

It would be advantageous if LexisNexis and VLex were added to the currently accessible databases.

Compulsory student evaluation is a matter whose appropriate implementation should continue to be discussed among the teaching staff.

PRINCIPLE 7: INFORMATION MANAGEMENT

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

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP is supported by a single Information System (UniTron) my-uni.uoa.gr, which covers the needs for managing and monitoring data of students, teaching staff, the structure and organization of courses, teaching, and the provision of services to postgraduate students. There is a range of services available to students, faculty, and staff.

The Secretariat of the PSP, in collaboration with the Secretariat of the Law School and the Network Operation Center of the National University of Athens, provides data, indicators, and information to all public services and bodies that are authorized to request this data. At the same time, the Department's OMEA feeds the OPESP information system of the National University of Athens, with census-

quality data for the previous academic year. These result in performance indicators, and on them, to a large extent, the preparation of the annual target setting of the Postgraduate Program is based, in accordance with the guidelines of the National University of Athens' Internal Quality Assurance System and the guidelines of the Institution's MO.DI.P.

A key element of the information management processes of the PMS is the collection of the required information for the operation of the PSP, the forwarding of the information for action to the competent bodies of the PSP, and the effective completion of the processes, as well as the processing of the information to serve the purposes of the PSP.

The Survey platform <https://survey.uoa.gr> is used to conduct student satisfaction surveys. The evaluation of the courses by the students is done using a username & password between the 8th and 11th teaching weeks of each semester. Only students who have registered for the course can participate in the evaluation. Students are informed about the evaluation period by an announcement on the School's website and in the e-class of each course. Student satisfaction surveys are used regularly and are considered important by the PSP to improve its performance. The surveys have been tailored to the PSP and its functioning, which allowed students to respond to specific questions about course content.

II. Analysis

There is available information that includes aggregate data across the University regarding the evolution of statistical trends on several variables, including the number of theses published at the undergraduate, graduate, and doctoral levels; the number of student satisfaction surveys; and the degree of satisfaction expressed by students, etc. This is the University's standard database, with a wealth of important data points.

The EEAP has also had access to the Law School's database, based on the same information data pool, which includes the period from 2016 to 2022.

There is also data as to the PSP's performance in the academic year 2021/22, the PSP's first year of functioning in its new form. This is a well-informed database that includes all important aspects of the PSP's development across several statistical categories. However, there are no graphs and therefore no trends as to the evolution of the PSP over time, which would allow for a comprehensive evaluation of its development.

The statistical depiction of the PP is dated; there are no detailed statistics as to the evolution of the PSP since 2022, which would have enabled an evaluation of its evolution.

The PSP Director informed the Panel that the low rate of survey completion by

students is “unfortunate”, and the PSP is committed to raising the rate of response to those surveys. The Panel received evidence not only of student satisfaction surveys but also of data analysis conducted by the PSP in search of an attempt to improve. This is aligned with best practices, and the Panel commends the PSP for this attempt. It was not entirely clear how the surveys are used to improve the Faculty’s teaching performance.

III. Conclusions

The PSP is in full compliance with this Principle.

Panel Judgement

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

Panel Recommendations

It is recommended that, when compiling the statistical profile of the PSP and in order to ensure comparability and measurability over time, the PSP adopt a policy of including Tables and Graphs to depict the evolution of the PSP’s courses, tuition fees level, number of Faculty and students, etc. over time.

To enhance student survey response rates, the Panel recommends that each faculty offer a set of clear incentives to students to fill out the student satisfaction survey.

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The website of the LL.M. in International and European Law <https://llm-inteurl.law.uoa.gr> is hosted on the network servers of the National and Kapodistrian University of Athens, which are managed, at the infrastructure level, by the Network Operation Center of the Institution <http://www.noc.uoa.gr>, which is responsible for the technical support of the network servers and the security of the websites.

The management of the content of the website is carried out by the administrative staff of the PSP, and is carried out throughout the year in terms of dynamic content for the posting of announcements and updates from the postgraduate program to postgraduate students and the general public.

The PSP's website is almost exclusively in the English language, in line with the program's aims, objectives, and international student body. It is a very comprehensive website with all sorts of useful information with regard to: the PSP's rules and regulations, course content and curricula, Faculty profiles and CVs, information regarding the University, the city, visa regulations for international students as well as valuable information as to the European Law School Network, a detailed set of thesis regulations and policies, and much more.

Course outlines are included on the website and include modules for both tracks of the PSP. They ought to be more detailed, however (see "Recommendations" below).

E-class is an integrated e-course management system and supports the asynchronous e-learning service at the NKUA without restrictions and

commitments. The service is accessed using a simple web browser without the requirement of specialized technical knowledge. The integration of augmentative tele-education methods into the learning process at the NKUA supports and enhances teaching and access to knowledge, providing combinations of new methods to complement traditional teaching modes.

II. Analysis

The Panel commends the PSP for the comprehensive and informative webpage, which is up to date, timely, and fully accessible. It is especially noteworthy that the Faculty profile webpage also includes the profiles of Teaching Associates as well as Teaching Assistants, in a clear sign that their contributions to the PSP are (rightly) valued.

III. Conclusions

The PSP is fully compliant with the Principle.

Panel Judgement

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

Panel Recommendations

The course content (“modules”) ought to include a weekly breakdown of course content on the website to familiarize students more with the course content. This is especially necessary for elective courses.

The Faculty profiles do not include office hours and room numbers. It is advisable to add those to the website and update this information regularly as needed.

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

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

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

The above comprise the evaluation of:

- a) the content of the programme in the light of the latest research in the given discipline, thus ensuring that the PSP is up to date*
 - b) the changing needs of society*
 - c) the students' workload, progression and completion of the postgraduate studies*
 - d) the effectiveness of the procedures for the assessment of students*
 - e) the students' expectations, needs and satisfaction in relation to the programme*
 - f) the learning environment, support services, and their fitness for purpose for the PSP in question*
- Postgraduate study programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date.*

Documentation

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

Study Programme Compliance

I. Findings

The self-assessment procedure of the Programme is conducted yearly in a process which begins in October and ends in the beginning of July of the following year. The process begins with the planning and the setting of specific goals for assessment. It is centered on faculty and student feedback generated through questionnaires administered electronically. Once the answers to the questionnaires are compiled, they are synthesized into a report by MODIP along with recommendations for necessary changes and improvements. In turn, the report is shared with the Programme where it is discussed with the Coordinating Committee, and the teaching faculty. The discussion process determines the

need for revising the curriculum or the content of specific courses, in relation to student feedback and the estimation of market demands.

II. Analysis

The internal self-assessment process seems to have been institutionalized and functions smoothly, accomplishing its objectives. Based on the panel's interview with current and past students, all interested parties seem to be comfortable with the process and have grown to value and respect it. It is not a perfect process and can always benefit from greater attention so that all student feedback is taken into account and responded to. Included in the digital material provided by the program was the latest internal evaluation report (M9.1) with an assessment of strong practices and suggestions for improvement.

III. Conclusions

As it stands, the ongoing monitoring and periodic evaluation of the Program meets the requirements of principle 9 fully.

Panel Judgement

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

Panel Recommendations

None

PRINCIPLE 10: REGULAR EXTERNAL EVALUATION OF POSTGRADUATE STUDY PROGRAMMES

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

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

Documentation

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

Study Programme Compliance

I. Findings

This is the first time the Programme in question is being evaluated and assessed. The external evaluation and accreditation process for the Programme begins with the familiarization and internalization of the requirements as set forth by HAHE in accordance with the Bologna conditions. Based on the Panel's interviews with all stakeholders, the process involves them all to various degrees. All stakeholders appeared conscious of the benefits of the external evaluation and were eager participants and contributors. As far as this specific principle is concerned, the Panel's experience was most pleasant and most productive. There are no apparent reasons to indicate that the recommendations and suggestions of this report will not be taken into consideration, and serious efforts will be made to improve the Program further.

II. Analysis

All stakeholders participated in the accreditation process with genuine enthusiasm and made helpful contributions in a sincere way towards improving the program.

III. Conclusions

The Panel finds the Program fully compliant with Principle 10

Panel Judgement

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

Panel Recommendations

Continue with the continuous improvement process.

PART C: CONCLUSIONS

I. Features of Good Practice

Strong research output by the faculty
 Strong teaching culture by the department
 Diligent service to the students

II. Areas of Weakness

Curriculum can be overhauled
 Active learning is not practiced across the curriculum
 Syllabi can be better organized

III. Recommendations for Follow-up Actions

Take measures to increase student participation in assessment processes and in internal and external evaluations. This could include enhancing transparency and systematically informing students, for e.g. via the online platform, of how their feedback has been considered and acted upon.

Consider introducing courses that address contemporary developments in the field, as well as topics aligned with labour market demands and student interests.

Rebalance the curriculum to ensure an appropriate mix between general and specialised knowledge within the offered courses, with a view to strengthening students' depth of expertise.

Student participation in evaluation questionnaires should be increased to a statistically meaningful level. Introducing two evaluation periods—one mid-semester and one at the end- would allow students to observe and reflect on the outcomes of the evaluation process. Additionally, offering more guest lectures by academics from foreign institutions would further enrich the learning experience.

More opportunities for engagement with the labor market and for networking should be provided. For greater flexibility and to attract more working professionals, the option of completing two additional modules instead of writing a thesis could be introduced.

The Law Faculty of Athens, being a long-standing institution, has shaped its own culture and public profile. A certain degree of inbreeding is therefore to be expected, but some external influence can usefully be added. The PSP under accreditation is fully compliant, but could reach its full international potential by proceeding with a few appointments in the following directions:

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- Colleagues from cognate disciplinary fields, who could link the “black letter” core of the PSP (which is to be maintained), with their areas (e.g., international relations and geopolitics, law and society, globalisation, etc.)
- Colleagues who have not been part, at any point of their pre-appointment career, of the Law Faculty of Athens.

A continuous improvement scheme, specific to the English-speaking degrees, that introduces recent and best international developments, tools, and practices, regarding teaching and contact with students, could also help perfect an already strong teaching environment. This recommendation runs in parallel with the existing operation of the Teaching Support Centre & Learning Support Centre of the Faculty.

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Connected to the previous point, sociodemographic data linked to monitoring career outcomes of the alumni should complete the social reflexivity of the PSP.

Although formal points of student recourse exist and are communicated to the students, the feedback shows that they are perceived as distant and inaccessible. A confidential, effective, proximate, and easily practicable point of recourse,

independent from the PSP teaching staff, should be established to receive and act on student observations and complaints.

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Early, clear information on which parts of the PSP students can pursue remotely would be particularly appreciated by working and international students.

Visa-related issues can be crucial for non-EU international students, and additional support may be provided.

It would be advantageous if LexisNexis and VLex were added to the currently accessible databases.

Compulsory student evaluation is a matter whose appropriate implementation should continue to be discussed among the teaching staff.

It is recommended that, when compiling the statistical profile of the PSP and in order to ensure comparability and measurability over time, the PSP adopt a policy of including Tables and Graphs to depict the evolution of the PSP's courses, tuition fees level, number of Faculty and students, etc. over time.

To enhance student survey response rates, the Panel recommends that each faculty offer a set of clear incentives to students to fill out the student satisfaction survey.

The course content ("modules") ought to include a weekly breakdown of course content on the website to familiarize students more with the course content. This is especially necessary for elective courses.

The Faculty profiles do not include office hours and room numbers. It is advisable to add those to the website and update this information regularly as needed.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

One (1), three (3), four (4), five (5), seven (7), eight (8), nine (9), and ten (10).

The Principles where substantial compliance has been achieved are:

Two (2) and Six (6).

The Principles where partial compliance has been achieved are:

Zero (0)

The Principles where failure of compliance was identified are:

Zero (0)

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

GIANNAKOS SYMEON

LIANOS MICHALIS

TSAGOURIAS NICHOLAS

TSAROUHAS DIMITRIS

Καλίτση Μαρία

Signature

Signed by GIANNAKOS SYMEON

Signed by LIANOS MICHALIS

Signed by TSAGOURIAS NICHOLAS

Signed by TSAROUHAS DIMITRIS

Signed by Καλίτση Μαρία