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Accreditation Report

for the Postgraduate Study Programme of:

History, Sociology and Philosophy of Law

Department: Law

Institution: National and Kapodistrian University of Athens

Date: 26/06/2024



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 **History, Sociology and Philosophy of 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 History, Sociology and Philosophy of 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. PAPAETHYMIIOU 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

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 the Peloponnese) and Professor Efsthathios Banakas (University of East Anglia-Chair). The Institution provided substantial documentation on the PMS 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 Thursday the 20th of June. There was no visit in person, but a video presentation of the premises and facilities was offered.

III. Postgraduate Study Programme Profile

The PSP is one of the oldest postgraduate programmes in the Law Faculty of of EKPA, and aims to deepen and promote knowledge and research in the field of History, Sociology and Philosophy of Law, taking into account the development needs of the country. In particular, the preparation of a thesis aims to produce scientific research of a high standard and to create scientists capable of contributing to the progress of science and teaching. The PSP "History, Sociology and Philosophy of Law" awards the Diploma of Postgraduate Studies (LLM) in the following sub-disciplines: a) History of Law, b) Philosophy of Law, c) Sociology of Law, Science & Technology. There are two semesters of teaching, followed by a third semester dedicated to the writing of a thesis. Employment opportunities include progress to Doctoral research and an academic career, as well as better earning positions in the public and private sectors.

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 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. 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. 14 targets are set for the PSP, including: (i) Improving the Graduation Rate of Postgraduate Students; (ii) passing this accreditation process; (iii) improving flexibility of Studies and Student-centred Learning; (iv) the activation of Academic Advising; (v) ensuring the active participation of students and alumni in the internal evaluation processes; (vi) participation of the PSP's students in research; (vii) implementation of actions linking the PSP with the labour market and society at large; (viii) putting to use the Unit and the PSP's alumni and fostering collaborations and networking; (ix) attracting to the PSP teaching staff from abroad; (x) participation in the CIVIS European University Consortium (in which the NKUA is a member); (xi) participation of the PSP's postgraduate students of the programme in Erasmus; (xii) improvement of the infrastructure and support services for the PSP's student community; (xiii) Improvement of accessibility for SWSN; (xiv) promotion of gender equality. Some of these targets (notably iii, vi and xi) are specific to the PSP and address observations from the internal review process, especially regarding the student experience

Discussions with members of staff, current and former students and external stakeholders have confirmed the aforementioned findings, as well as revealed informal good practices. 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) 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);

(iv) 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);

(v) current informal good practices that reflect and realise the quality assurance policy and its targets should be formalized (strengthen quality assurance). Such changes will allow the programme to fully fulfil its potential.

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

R1.1 Integrate the quality assurance policy and targets to all aspects of the programme.

R1.2 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme.

R.1.3 Take measures to make more accessible a quality assurance policy specific to the programme perhaps through multiple platforms.

R1.4 Monitor the implementation of the quality assurance policy and targets.

R1.5 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets.

R1.6 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.

R1.7 Institutionalise 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

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 documentation. 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 of the PSP is formalised and well-structured. However, the tools for measuring the achievement of the learning outcomes are not adequate and lack transparency. There is no information as to how and when the content of the programme has been updated. There is information about the content of each course some of which is generic whereas in other instances it is more detailed. It is difficult thus to verify the statement that courses integrate new knowledge and engage with contemporary topics. There is a variety of assessment methods but courses do not specify their assessment methods. 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 variables but falls short in others. The programme should:

1. strengthen its practices towards clearer and more measurable criteria to assess the extent to which the programme has attained its goals;
2. provide grade descriptors to make assessment more transparent;
3. provide more detailed information about the courses across all courses;
4. Provide clear information about the assessment methods for each course;
5. provide responses in e-class to student feedback regarding the programme and each course;
6. integrate external stakeholders in the design and delivery of the programme;
7. streamline the elective courses in the three streams

Panel Judgement

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

Panel Recommendations

- R 2.1 strengthen its practices towards clearer and more measurable criteria to assess the extent to which the programme has attained its goals;
- R.2.2 provide grade descriptors to make assessment more transparent;
- R 2.3 provide more detailed information about the courses across all courses;
- R 2.4 Provide clear information about the assessment methods for each course;
- R 2.5. Provide responses in e-class to student feedback regarding the programme and each course;
- R 2.6. Integrate external stakeholders in the design and delivery of the programme;
- R 2.7. Streamline the elective courses in the three streams

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 postgraduate program integrates a student-centered approach in its teaching methods, including flexible learning paths, multiple delivery modes, and varied assessment methods. Teaching is interactive, involving lecture deliveries, student presentations, guided discussions, guest lectures, and seminars. The asynchronous e-learning platform (e-class) is also used to provide more academic material to the students. Small class sizes facilitate direct contact with teachers, enhancing engagement and participation.

It has been reported that teaching is interactive and the students are encouraged to develop individual skills through research projects, presentations, and group work. The preparation and presentation of papers help students familiarize themselves with bibliographic research, knowledge organization, academic writing, and oral presentation skills. Graduates report gaining essential skills such as research abilities, source handling, language proficiency, argumentation skills, and a philosophical approach to thinking.

Assessment criteria and methods are published in advance. However, there is ambiguity regarding how each aspect of the assessment contributes to the final grade. Regular student satisfaction surveys are conducted, but the response rate is notably low.

The program fosters a respectful and supportive learning environment, promoting mutual respect between students and teachers. There is a formal procedure for student appeals, and the role of the academic advisor is well-implemented, providing continuous support.

II. Analysis

The programme's flexible learning paths and varied assessment methods demonstrate a strong commitment to student-centered learning. The interactive teaching methods and small class sizes enhance student engagement and participation. Encouraging students to develop individual skills and involving them as active partners fosters a sense of ownership and responsibility, improving learning outcomes and preparing students for professional challenges.

The ambiguity in how different assessment components contribute to the final grade needs addressing to enhance transparency. The low response rate to student satisfaction surveys indicates a need for better engagement strategies to gather comprehensive feedback.

A respectful and supportive learning environment is crucial for effective learning. The programme's emphasis on mutual respect fosters a positive academic culture. The formal procedure for student appeals and the role of the academic advisor provide continuous support, ensuring that grievances are systematically addressed.

III. Conclusions

The program is Fully Compliant with Principle 3: Student-Centered Learning, Teaching, and Assessment. The program successfully implements a student-centered approach, promotes skill development, and creates a respectful learning environment. However, the ambiguity in assessment weightings and low survey response rates indicate areas for improvement.

Panel Judgement

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

Panel Recommendations

R 3.1. Clarify Assessment Weightings: Define and communicate the weight of each assessment component clearly to students. Provide detailed feedback on performance in each assessment mode.

R 3.2. Increase Survey Engagement: Implement strategies to improve student engagement in satisfaction surveys. Consider integrating survey participation into course requirements or offering incentives.

R 3.3. Review Teaching Focus: Encourage faculty to focus on educational outcomes rather than demonstrating extensive knowledge. Emphasize the role of educators in facilitating student learning.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

ADMISSION

Admitted are graduates of the Law Schools of the Universities of Greece or Schools of recognized similar institutions abroad as well as other relevant Schools of the country or Schools of recognized similar institutions abroad, after evaluation of the qualifications of the candidates and their success in the entrance examinations. The maximum number of students admitted to the Postgraduate Programme is 25 (twenty-five) per specialisation. Currently, there are 7 students in History of Law, 12 students in Sociology of Law and Technology and 6 students in Philosophy of Law, all figures well below the maximum target figure of 25 per specialisation. In addition to the maximum number of admission and provided they meet the minimum criteria, the following are admitted: Up to (3) judicial or prosecutorial officials per specialisation, Scholarship holders of the Greek Foundation of State Scholarships (IKY) (for postgraduate studies), foreign scholarship holders of the Greek state, for the same or related subject matter as that of the MSc, are admitted without examinations, provided that the other requirements are met. Evaluation of candidates, written or oral, by a three- member committee set up by the Faculty Assembly, following a proposal from the Coordination Committee (CC). Candidates who have obtained a degree with a grade of at least 'Very good' or a grade of 'Very good' in a subject relevant to the specialisation applied for, or who hold a Master's degree in a subject relevant to the specialisation applied for, are eligible to apply. The subjects to be examined per specialisation are respectively, Philosophy of Law,

History of Law and Sociology of Law and the form of the examination is oral/written. The evaluation as described above is carried out within the first two weeks of July/September by the three-member committee, which ranks the candidates in terms of marks. The final order of merit will be established by the Board after the foreign language tests have been completed and approved by the Faculty Assembly. If the number of successful candidates in a specialisation is less than the number of candidates specified in the annual notice of the MSc, all successful candidates are enrolled. If the number of successful candidates in the entrance examinations is greater than the number of admission places envisaged, candidates will be selected in the order of their ranking. If there are as many candidates as there are candidates with the same ranking as the last one, all those with the same ranking will be admitted to the competition. If the number of successful candidates is less than eight (8), the programme or the individual specialisation may not be offered, following a recommendation from the Board and a decision by the Faculty Assembly. It should be noted, however, that in the current academic year the specialisation History of Law was allowed to run with 7 students, and Philosophy of Law with 6, and only Sociology of Law with 12 students has more than the minimum number of 8. For their participation in the MSc, postgraduate students pay a fee of 600, 00 euros per semester. The fee is paid at the beginning of each semester and is non-refundable.

PROGRESSION

In the information system of the School's Secretariat is installed the information system of the Management of Higher Education Secretariats UniTron. Where the students' data, the students' performance, their course declarations etc. are registered 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 work throughout the semester or can be based on mid-term examinations, progress, 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 student's presentations, research papers, exercises or other forms of participation during the course. When conducting written or oral examinations, the integrity of the process must be ensured. Grading is on a scale of 1 to 10, and 5 is the pass mark. Correction of grades is allowed if there is an obvious omission or cumulative error, following a letter from the lecturer responsible and a decision by the Faculty Assembly. Courses in which a student has not obtained a pass mark must be repeated. However, work or exercises that are graded independently are not repeated if they are deemed to have been successfully completed. The examination periods are two for each course. A student who has failed or failed to attend one or more courses in the first or second semester takes 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 have 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 Faculty Assembly following a recommendation of the Coordination Committee.

RECOGNITION OF STUDIES AND CERTIFICATION

Attendance in the M.Sc. programmes of the School of Law and the award of the M.Sc. corresponds to 75 credit units. In particular, the workload with which the student is charged is valued at ten (10) credit points per course of the first and

second semester. The master's thesis is worth fifteen (15) credit points. The courses and the thesis are graded on a scale of 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 credit points and the sum of the individual multiples is divided by the total number of credit points 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 Credit, which indicates the courses in which they were examined during their studies, as well as the credit points (ECTS) awarded for each course. It also issues a Diploma Supplement, which details (in Greek and in English) the academic progress of the person concerned during his/her studies at the School of Law. The graduation oath is not a constituent element of successful completion of studies, but it is a necessary condition for the award of the diploma.

II. Analysis

We found the admissions process that was presented to us orally and in writing satisfactory. Slightly worrying is the decline of admission numbers, with two of the three specialisations (History of Law and Philosophy of Law) currently followed by a number of students below the minimum number set by the School. The progression system also looks good, with progress tests, written assignments and presentations, all taken into account together with performance at the end of

Semester examination to determine grades. However, there is a great deal of ambiguity (not explicitly defined from the outset) about how each test and examination mode counts towards the final grade, with no further explanation given to students about their performance in each examination mode separately. Although students do not seem to be concerned about this, as they say "it is to their advantage", clarity in the composition of the final grade in each course is important to safeguard transparency and equal treatment. The method of calculation of the final grade of the Master's degree, involves an exercise in which the grade of each course and of the thesis is multiplied by the corresponding number of credit points, and the sum of the individual multiples is divided by the total number of credit points required for the award of the Master's degree. This looks fair albeit slightly too complicated.

III. Conclusions

In the light of the findings and the analysis above, the programme can be described as fully compliant with Principle 4.

Panel Judgement

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

Panel Recommendations

R 4.1 More clarity in the composition of the final grade in each course should be sought to safeguard transparency and equal treatment.

R 4.2 The decline of admission numbers, with two of the three specialisations (History of Law and Philosophy of Law) currently followed by a number of students below the minimum number originally set by the School, must be addressed, and the reasons of this decline must be identified and be dealt with.

PRINCIPLE 5: TEACHING STAFF OF POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The PSP relies primarily on permanent faculty members of the Unit, supported by a small number of adjunct teaching staff. Therefore, all members of the teaching staff are Ph.D. holders with consistent research activity and scholarly output. The processes followed for the recruitment of its staff are clear, transparent and fair. The Unit clearly recognizes the importance of both teaching and research. Teaching time is balanced and fairly divided between staff members, while the teacher-student ratio is relatively low.

II. Analysis

The Programme involves the faculty members comprising the Fifth Sector of the University of Athens Law School, which comprises 3 legal historians, 2 legal philosophers, 2 legal sociologists and one professor specialising in legal information and the law of the information society, as well as a limited number of adjunct teaching staff, all of which are PhD holders and have held long connections with the Unit and the areas addressed by the Programme. As such, recruitment and promotion of teaching staff follows the laws and standards employed by the NKUA Faculty of Law for faculty appointments and is generally regarded as fair and transparent.

The Programme and its staff members could benefit from further administrative support from the Unit. The core of the Programme also consists of senior faculty with long experience, as exemplified in the A7 document. An infusion of younger academics is needed. In the very least, new faculty positions to replace existing faculty members upon retirement must be made immediately available by the Unit; in addition, retiring faculty members may still contribute to the Programme, alongside their existing and new colleagues.

The Programme will also benefit significantly from inbound mobility and opening up further to international exchanges, including guest lectures/seminars or visiting professorships, which would broaden the scope of subjects and approaches offered. The Unit should also support the outbound mobility of staff, ensuring their sabbatical leaves and granting them their fair share of participation in academic exchanges.

The PSP reflects the faculty members' research interests and specialisation and has evolved accordingly over time. The teaching staff has been using tested and widely used pedagogical practices and instructional methods. The Panel had the opportunity to interact with students and recent alumni who described teaching staff as committed, accessible, understanding, and ready to provide support and guidance. The Programme is research-focused, which is plausible given its subject areas. In the meetings, several students and alumni made a compelling case as to how their participation in the Programme also helped them in high-level practice, notably as lawyers or judges.

III. Conclusions

The Programme has relied on a solid core group of permanent faculty as its teaching staff, which has ensured its durability and informs its character and orientation. The relatively balanced distribution of teaching work among the faculty members further contributes to homogeneity and collegiality. The teacher- student ratio is very good for a research-focus master, albeit this is also the result of more limited enrollment in two of the three specializations in recent years and more work could be done to expand enrollment.

The Unit provides encouragement and adequate opportunities for the professional development of the faculty supporting the Programme, although there is room for improvement. Teaching staff should be commended for their firm commitment and concentrated effort in maintaining quality teaching and research, as well as on

fostering a collaborative climate, not only among faculty members, but also between students and teaching staff.

Panel Judgement

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

Panel Recommendations

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

R 5.2: Make new faculty hires in the areas covered by the PSP, while keeping integrated into the PSP the more senior faculty upon retirement

R 5.3 Take measures to support outbound mobility

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

PRINICPLE 6: LEARNING RESOURCES AND STUDENT SUPPORT

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Programme is run by seven (7) faculty (teaching and research) members, three (3) research assistants (EDIP), one (1) administrative staff and two (2) external collaborators with teaching appointments. Professors Emeriti actively participate in the Programme; doctoral and post-doctoral students assume teaching functions.

The Programme is situated at the premises of the Law School, downtown Athens. 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.

All teaching 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).

The Programme uses the Law School Library, located in walking distance from the Law School. The Library includes three reading rooms with a capacity of 275 seats, and 17 OPAC (Online Public Access Catalogue) workstations. It contains approximately 100.000 volumes, dating from 1900 on, some very rare 17th century books, 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. The Library is not yet accessible to students with health conditions or impairments, but several measures toward this aim are taken in cooperation with the Accessibility Office of the Institution. 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.

Special Labs are adequately equipped in workstations and digital resources. The Lab "Law and Informatics", founded in 2015 and directed by Professor G. Yannopoulos, cooperates with major companies, and conducts research on the needs of the public and private sectors.

The Lab "Philosophy of law"; directed by Professor Ph. Vassiloyiannis, who succeeded Professor K. A. Papageorgiou, was founded in the early 1990s by the then Associate and nowadays Professor Emeritus P. Sourlas, member of the Academy of Athens. The Lab has been very active in organizing seminars, inviting world famous academics, publishing a Journal and conducting research.

It appears from the Accreditation Proposal that all kinds of advisory and support services are provided to students, including 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 are offered to up to

30% of the students.

The Institution hosts cultural associations, and offers the students the possibility of attending foreign language courses (students can learn up to 25 foreign languages).

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

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, with the exception of reading spaces' accessibility to students with health conditions or impairments. The Panel regrets that physical access to all reading spaces is not available to them. It also regrets the use of politically incorrect terms ("handicap").

The opening hours of the Library are very restricted; no information was provided about the opening hours of all labs. No information was provided about the book loan service of the Labs.

No information was provided about the students' use of the different advisory services and about the existence of an online Alumni Network (mentioned among the achieved objectives).

III. Conclusions

It appears from the Accreditation proposal and the discussions with students and faculty 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.

Used for covering the Programme's needs and the salaries of visiting professors and external advisors, fees should not be further increased.

Panel Judgement

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

Panel Recommendations

The unit must ensure that:

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 institutions and associations involved in historical, philosophical and sociological studies, as well as law firms in Greece.

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.

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 "History, Sociology and Philosophy of Law" at the National and Kapodistrian University of Athens (NKUA) utilizes the UniTron system to manage all relevant data. This includes:

- Student and Program Data Management: Comprehensive management of student profiles, course registrations, and academic performance.
- Report and Statistics Management: Tools for detailed analysis and reporting, with a Business Intelligence (BI) system under development to enhance data analysis.

- Personalized Online Services: Automated grade updates, certificate issuance, and personalized information on teaching and exam schedules.

The system ensures accurate and efficient data collection and monitoring, feeding annual data into the National Information System for Quality Assurance in Higher Education (NISQA) of HAHE.

II. Analysis

The UniTron system provides a robust and integrated approach to information management, supporting the effective collection and use of data. The annual report from HAHE is accessible via the Program's website, and there is active engagement in data collection and evaluation processes.

The PSP's use of UniTron ensures comprehensive monitoring and management of critical data, facilitating informed decision-making and continuous improvement. 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 UniTron system's implementation for information management is fully compliant with accreditation requirements. It supports extensive data flow and has strong potential for enhancing the Program's effectiveness through improved data utilization and continuous monitoring. There are concrete steps that can be taken to manage the existing flow better and add to the existing one.

Panel Judgement

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

Panel Recommendations

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).

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

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

II. Analysis

The website contains information about the programme, the study guide, the programme's quality assurance statement, the internal quality assurance report, information about the teaching staff, 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. Although the names of teaching staff are provided, for their research and teaching profile one needs to resort to the School's website (there is no link) which is not student and user friendly. The information in the programme of study is up to date. There is no information or announcements about any academic activities taking place in the course of and related to the programme. The English language webpages are not developed.

III. Conclusions

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

1. There should be links to staff profiles
2. The English language webpages should be developed

Panel Judgement

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

Panel Recommendations

R8.1 There should be links to staff profiles

R8.2 The English language webpages 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

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 seven (7) Faculty members, three (3) research assistants (EDIP) and two (2) external advisors with teaching appointments. Professors Emeriti actively 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 competence of the teaching staff and the quality of teaching and research, the adequacy of the infrastructure and of the administrative support, the use of interactive methods in class, the sufficient number of secretarial staff.

It has also observed the weak points, namely the low participation in the student e-questionnaires, the delayed completion of the dissertations, which causes a delay in the awarding of the Master's degree, the overload of the teaching and research staff in the exercise of other activities, which renders their participation in the Programme very onerous, the lower than expected participation of the students in international research programmes.

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

The corrective actions include: the registration of the dissertations upon deposit in order to objectively certify the rate of completion; alternatively, the extension of the deadline to December 31st at the latest; the strengthening of the research potential of the Programme, by giving emphasis on international cooperation, and students' mobility and participation in international conferences.

Preventive actions include: compulsory participation in the evaluation procedure, and making of it a condition of the oath of office; 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 also regrets that no dissertation topic was communicated by the Programme, although requested.

Used for covering the Programme's needs and the salaries of visiting professors and external advisors, fees should not be further increased. The Programme needs generous financing in order to attract more students and to offer more scholarships on social criteria, so that no student has to work while studying.

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

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

The Panel recommends that the Programme:

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

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 of the MODIP. The communication of the content of the Commission's recommendations, as well as the full text of the external evaluators' report: a. 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, members of the teaching staff and administrative staff of the Law School 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 will be developed, which will include 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). 3) The continuous monitoring by the Law School's OMEA of the implementation of the recommendations of the external evaluation committee and indeed 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 ΜΟ.ΔΙ.Π 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 the Programme and that of the Master’s degree “Specialized Public 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 concerned about the amount of time needed for their internal review and implementation.

Panel Judgement

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

Panel Recommendations

Speedier conclusion of internal review and implementation of external reports should be sought. All actions should be communicated to stakeholders.

PART C: CONCLUSIONS

I. Features of Good Practice

The Programme 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. The program fosters a respectful and supportive learning environment, promoting mutual respect between students and teachers. There is a formal procedure for student appeals, and the role of the academic advisor is well-implemented, providing continuous support.

The program has relied on a solid core group of permanent faculty as its teaching staff, which has ensured its durability and quality.

The program successfully implements a student-centered approach, promotes skill development. The relatively balanced distribution of teaching work among the faculty members further contributes to homogeneity and collegiality. The teacher-student ratio is very good for a research-focused master's, albeit this is also the result of more limited enrolment in two of the three specializations in recent years. The programme's flexible learning paths and varied assessment methods further demonstrate a strong commitment to student-centered learning. The interactive teaching methods and small class sizes enhance student engagement and participation. Encouraging students to develop individual skills and involving them as active partners fosters a sense of ownership and responsibility, improving learning outcomes and preparing students for professional challenges.

The Unit provides encouragement and adequate opportunities for the professional development of the faculty supporting the Programme, although there is room for improvement. Teaching staff should be commended for their firm commitment and concentrated effort in maintaining quality teaching and research, as well as on fostering a collaborative climate, not only among faculty members, but also between students and teaching staff.

It appears from the Accreditation proposal and the discussions with students and faculty 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.

The UniTron system provides a robust and integrated approach to information management, supporting the effective collection and use of data. The annual report from HAHE is accessible via the Program's website, and there is active engagement in data collection and evaluation processes.

Publicity is a priority, and the means used are a dedicated website, general publicity and electronic or social media.

There is a well-organised internal process of review and implementation of recommendations of the external evaluation panel. All procedures comply with the rules and principles of the Internal System of Quality Insurance of the Institution.

The MODIP report is comprehensive. It adequately describes the Programme's strong points, and also sheds light on the weak points.

II. Areas of Weakness

Improvements are needed in the area of implementing and monitoring the quality assurance policy, making it more accessible especially to those responsible for the delivery and administration of the programme, using academic advisors as go-betweens for quicker action and formally adopting informal good practices. Strengthen its practices towards clearer and more measurable criteria to assess the extent to which the programme has attained its goals;

In terms of student progression and assessment, the unit must provide grade descriptors to make assessment more transparent, and more detailed information about all courses across all courses. Assessment methods for each course must be fully detailed. Teaching staff must provide responses in e- class to student feedback regarding the programme and each course. Student engagement in satisfaction surveys is poor. Consider integrating survey participation into course requirements or offering incentives.

Faculty should focus more on educational outcomes rather than demonstrating extensive knowledge.

The decline of admission numbers, with two of the three specialisations (History of Law and Philosophy of Law) currently followed by a number of students below the minimum number originally set by the School, is a serious concern that must be addressed, and the reasons of this decline must be identified and be dealt with.

Outbound mobility appears to be low, and there is little evidence of actively pursuing applications for external funding of staff and teaching mobility and research.

There seems to be little or no Communication with Alumni or Stakeholder Involvement. The digital version of the programme needs certain improvements, for example, links to staff profiles, and the English language webpages should be developed.

There seems to be partial conformity with the External Accreditation Committee recommendations.

III. Recommendations for Follow-up Actions

R1.1 Integrate the quality assurance policy and targets to all aspects of the programme

R1.2 Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme,

R.1.3 Take measures to make more accessible a quality assurance policy specific to the programme perhaps through multiple platforms.

R1.4 Monitor the implementation of the quality assurance policy and targets

R1.5 Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets

R1.6 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

R1.7 Institutionalise existing informal good practices

R 2.1 strengthen its practices towards clearer and more measurable criteria to assess the extent to which the programme has attained its goals;

R.2.2 provide grade descriptors to make assessment more transparent;

R 2.3 provide more detailed information about the courses across all courses;

R 2.4 provide clear information about the assessment methods for each course;

R 2.5 provide responses in e-class to student feedback regarding the programme and each course;

R 2.6 integrate external stakeholders in the design and delivery of the programme;

R 2.7 streamline the elective courses in the three streams;

R 3.1 clarify Assessment Weightings: Define and communicate the weight of each assessment component clearly to students. Provide detailed feedback on performance in each assessment mode.

R 3.2 Increase Survey Engagement: Implement strategies to improve student engagement in satisfaction surveys. Consider integrating survey participation into course requirements or offering incentives.

R 3.3 Review Teaching Focus: Encourage faculty to focus on educational outcomes rather than demonstrating extensive knowledge. Emphasize the role of educators in facilitating student learning.

R 4.1 More clarity in the composition of the final grade in each course should be sought to safeguard transparency and equal treatment.

R 4.2 The decline of admission numbers, with two of the three specialisations (History of Law and Philosophy of Law) currently followed by a number of students below the minimum number originally set by the School, must be addressed, and the reasons of this decline must be identified and be dealt with.

R 5.1 Encourage and support faculty members' research output especially in

International journals and publishers

R 5.2: Make new faculty hires in the areas covered by the PSP, while keeping integrated into the PSP the more senior faculty upon retirement

R 5.3 Take measures to support outbound mobility

R 5.4 Explore avenues to attract external funding, including European and national projects1. Improved Communication with Alumni: Conduct an alumni survey as early as possible and set a goal of conducting such surveys regularly (e.g., every three years).

R 6.1 The unit must ensure that:

The opening hours of the Library are extended during the week; the Library is open on Saturdays.

Library reading rooms, are accessible to students with health conditions or impairments.

An internship is established at the end of the academic year, in cooperation with institutions and associations involved in historical, philosophical and sociological studies, as well as law firms in Greece.

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.

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.

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 Unit must implement all External Accreditation Committee recommendations and communicate all actions to stakeholders.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are:

Principles 1, 3, 4, 5, 6, 7, 8, 9, 10

The Principles where substantial compliance has been achieved are:

Principle 2

The Principles where partial compliance has been achieved are:

None

The Principles where failure of compliance was identified are:

None

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

The members of the External Evaluation & Accreditation Panel

Name and Surname

Signature

1. 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. PAPAETHYMIYOU 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)