



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



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Accreditation Report

for the Postgraduate Study Programme of:

Energy Law, Business, Regulation and Policy

Department Humanities, Social Sciences, and Economics

Institution: International Hellenic University

Date: 11 July 2023



Επιχειρησιακό Πρόγραμμα
Ανάπτυξη Ανθρώπινου Δυναμικού,
Εκπαίδευση και Διά Βίου Μάθηση
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



Report of the Panel appointed by the HAHE to undertake the review of the Postgraduate Study Programme of **Energy Law, Business, Regulation and Policy** of the **International Hellenic University** 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 **MSc in Energy Law, Business, Regulation and Policy** of the **International Hellenic University** comprised the following four (4) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

- 1. Professor Nicholas Tsagourias (Chair)**
School of Law, University of Sheffield, UK

- 2. Professor Thomas Skouteris**
Department of Law, The American University in Cairo

- 3. Professor Nikitas Haijimihail**
Department of Law, University of Cyprus

- 4. Ms Elizabeth Protonotariou**
Economist, Student Representative

II. Review Procedure and Documentation

The review of the **MSc in Energy Law, Business, Regulation and Policy** took place over two days (Monday 10 July and Tuesday 11 July). The first day was dedicated to the institutional presentation of the programme by its Director followed by a virtual presentation of buildings and facilities. The second day focused on the content of the programme and involved meetings with teaching staff, students, graduates, and social partners.

The meetings ran smoothly and professionally in a spirit of cooperation and openness. The Director of the programme responded promptly to our requests for additional information and documents. IT support was excellent. The Panel wishes to thank the Director of the Programme, teaching staff, administrative staff and all those involved for their commitment, hard work and cooperation which facilitated our work.

HAHE held an orientation meeting on Friday 7 July at 4 pm. The meeting provided information about the accreditation process and its principles.

The Panel received the files of the two programmes on Friday evening. The Panel wants to note that early dispatch of the files would facilitate the work of the accreditation Panels.

III. Postgraduate Study Programme Profile

The **MSc in Energy Law, Business, Regulation and Policy** of the International Hellenic University was introduced in 2015-2016 and runs since then with certain modifications. It is an interdisciplinary programme combining law, international relations, business, economics and regulation which responds to the needs of the energy market. It combines theory and practice. Its duration is 3 semesters, with the third semester dedicated to the writing of the dissertation. It is also offered part-time. There is a small number of permanent staff involved in the delivery of the programme but the bulk of teaching is carried out by external staff. Upon successful completion of the programme, students are awarded the academic qualification of MSc. The programme is self-financed with students paying fees but also offers scholarships and fee exemptions. The programme has established strong links with external partners who offer scholarships and internships. Its graduates are employed in the private and public sector. The physical and IT facilities as well as library resources are adequate and support the effective delivery of the programme.

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 which is in line with the quality assurance policy of the IHU but is also specific to this programme. 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 and are aligned with the character of the programme. The structure of the programme and its learning outcomes meet the requirements of the programme and support its delivery and the attainment of its aims. The modules address contemporary needs of the energy market, cover a broad range of topics thus providing a more comprehensive understanding of the energy market. Financial resources are used to support the programme and its development. The Panel was impressed by the close collaboration between the PSP and external stakeholders as well as the externally faced and market-oriented character of the programme (conferences/summer school). The knowledge and skills that graduates acquire align with the aims and objectives of the programme.

Discussions with members of staff, current and former students and external stakeholders confirmed the aforementioned findings but at the same time they revealed certain gaps in the effective realisation of the policy across all aspects of the programme. On the other hand, they have revealed many good practices for example with regard to student wellbeing which remain informal.

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 PSP's quality assurance policy and its targets (integrated/holistic approach/culture of quality); (ii) there should be effective communication of the quality assurance policy and its targets to those involved in the delivery and administration of the programme ; (iii) monitor the implementation of and adherence to the quality assurance policy and its targets by all those involved in the delivery and administration of the programme (culture of quality) ; (iv) create new bodies (for example a teaching and learning C/tee) or adapt the mandates of existing bodies in order to monitor, assess and measure the implementation of the quality assurance policy by setting out targets (responsibility/strengthen quality assurance); (v) institutionalise current informal good practices that reflect and realise the quality assurance policy and its targets (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	
Substantially compliant	X
Partially compliant	
Non-compliant	

Panel Recommendations

- Integrate the quality assurance policy and targets to all aspects of the programme
- Communicate the quality assurance policy and targets to those involved in the delivery and administration of the programme
- Monitor the implementation of the quality assurance policy and targets
- Establish new bodies or mandate existing ones to monitor, assess and measure the implementation of the quality assurance policy and its targets
- 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 PSP develops their study programme following a defined procedure. The academic profile, orientation of the programme, research character, scientific objectives, specific subject areas, and specialisations are described in the program documents. The expected learning outcomes are determined based on the European and National Qualifications Framework (EQF, NQF), and the Dublin Descriptors for level 7. There are some tools in place to measure the expected learning outcomes and the feedback of the learning process. Based on the feedback by students, external stakeholders and alumni, the program is found to be oriented towards deepening knowledge and acquiring the corresponding skills to apply the said knowledge. The design of the program somewhat takes into account the experience of external stakeholders from the labour market.

II. Analysis

The procedure for developing the study programme is well-defined, and the academic profile and orientation of the programme are clearly outlined in the program documentation. The expected learning outcomes are determined based on the EQF, NQF, and the Dublin Descriptors for level 7. However, the tools for *measuring* the extent to which the learning outcomes have been met are not adequate. Further, the Panel finds that there is insufficient correspondence and integration between the program goals and measurable objectives introduced in the various modules. While the program is oriented towards deepening knowledge and acquiring the corresponding skills, there are no criteria or standards in place to measure this goal. The consultation of external stakeholders, although present, is not institutionalised and regularised in a manner that produces tangible and recordable results.

III. Conclusions

The program is fully compliant with some of the standards. However, it falls short in a few areas. The program a) needs to strengthen its practices and develop clear, measurable criteria to ensure that reliable tools are in place to measure the extent to which the program has attained its goals; b) the program needs to develop measurable criteria or standards to produce empirical evidence to measure the goal of deepening knowledge and acquiring the corresponding skills; c) lastly, the consultation of external stakeholders needs to be institutionalised and regularised in a manner that produces tangible and recordable results. This will ensure that the feedback from these stakeholders can be effectively utilised to revisit and improve the program of studies. As a general remark, the Panel recommends that any good practices concerning the above that may be followed informally, should be formalised so that their application produces tangible output.

Panel Judgement

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

Panel Recommendations

- Develop clear, measurable criteria to ensure that reliable tools are in place to measure the extent to which the program has attained its goals;
- develop measurable criteria or standards to produce empirical evidence to measure the goal of deepening knowledge and acquiring the corresponding skills
- institutionalise and regularise consultation with external stakeholders in a manner that produces tangible and recordable results.

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 program respects and attends to the diversity of students and their needs by adopting flexible learning paths. However, it primarily uses a traditional ex-cathedra teaching approach with limited variety in pedagogical methods. There is no evidence of regular evaluation and adjustment of teaching methods. The

program does conduct regular evaluations of teaching quality through student surveys. The learning process somewhat strengthens the student's sense of autonomy. Students are not expected to prepare for class. Students have a limited range of assignments. The program promotes mutual respect in the student-teacher relationship, applies appropriate procedures for dealing with student complaints, and provides counselling and guidance for thesis preparation. Assessment criteria and grade descriptors are not published in advance. Student assessment is conducted by more than one examiner where possible, a formal procedure for student appeals is in place, and the function of the academic advisor runs smoothly. Course syllabi are published on E-learning, but there is inconsistency in the level of information provided across courses.

II. Analysis

The program handles the goal of respecting and attending to the diversity of students well. The limited variety in pedagogical methods and the lack of regular evaluation and adjustment of these methods are areas of concern. The program's approach to strengthening student autonomy could be enhanced, as the level of student engagement and intellectual autonomy is not always in accordance with graduate study practices. The lack of published assessment criteria and grade descriptors is a significant shortcoming, as it hinders transparency and clarity in the assessment process. The inconsistency in the level of information provided in course syllabi is another area that needs attention. The program does well in promoting mutual respect in the student-teacher relationship, dealing with student complaints, and providing counselling and guidance for thesis preparation. The documentation provided to support the thesis process is not comprehensive. This could potentially hinder students' understanding and preparation for their thesis work. The program's approach to student surveys, while commendable, could be improved by fostering higher participation rates.

III. Conclusions

The program is fully compliant with some of the standards but falls short in a few areas. The program should consider enhancing the variety and diversity of its pedagogical methods; introduce more student-centred modes of teaching; institutionalise discussions among faculty and students on teaching methods that produce actionable outputs. Further, the Panel recommends that the program fosters higher participation in student surveys, develop tools that nurture student critical skills and engagement with materials, and develop more comprehensive and detailed dissertation guidelines. The program must ensure that in every course and every type of assessment, the faculty provides clear grade descriptors and assessment criteria that are included in the course syllabi and are adhered to. Lastly, the program should harmonise syllabi templates and include a breakdown of session topics and reading materials per session.

Panel Judgement

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

Panel Recommendations

- Consider enhancing the variety and diversity of its pedagogical methods;
- introduce more student-centred modes of teaching;
- institutionalise discussions among faculty and students on teaching methods that produce actionable outputs
- develop more comprehensive and detailed dissertation guidelines
- provides clear grade descriptors and assessment criteria for every course, included in the course syllabi
- harmonise syllabi templates and include a breakdown of session topics and reading materials per session.

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

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

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The Programme (PSP) offers a Study Guide that is being updated on an annual basis. The guide covers all aspects related to internships, scholarships, and opportunities for international mobility. Students and other interested parties can refer to it for information about the duration of studies, course content and details, progression conditions, and the procedure for degree award and recognition. Guidelines for thesis implementation are defined. Thesis guidelines are available.

II. Analysis

The Study Guide and the program's website serve as comprehensive resources where students and other interested parties can find all necessary information about the program. The Study Guide includes course outlines, thesis preparation guidelines, mobility opportunities, and internship regulations. This ensures that students have access to all necessary information from the start of their studies until graduation. Faculty members diligently monitor students' progression throughout all semesters, maintaining consistent attendance records. The program's curriculum integrates the principles and rules of the European Credit Accumulation and Transfer Systems (ECTS), ensuring a standardised credit system. In terms of thesis preparation, students receive support from their teachers and are encouraged to attend seminars. The program also fosters networking

opportunities among students, teachers, and external stakeholders. Feedback from graduates and external stakeholders indicates a strong alignment between the studies and the labour market.

III. Conclusions

Overall, the program adheres to this Principle as it has developed and implemented all required regulations regarding its operation, covering all aspects from the start to the end of studies. The Study Guide is comprehensive and provides guidelines for all phases of studies. Additional resources are also available for students' reference, further enhancing the program's commitment to providing a thorough and supportive learning environment. The Program should however develop a more robust Thesis Handbook (see Principle 3, supra).

Panel Judgement

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

Panel Recommendations

None.

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

Recruitment of the teaching staff of the PSP corresponds to established criteria and procedures. Apart from the permanent IHU faculty members who direct the PSP, the PSP draws on faculty members from other institutions as well as younger scholars. The rotation of affiliated teaching staff and the involvement of international visitors encourages mobility; the workload of the teaching staff appears balanced; research seems linked with teaching for both permanent teaching staff and contractors and a coherent research strategy in matters of energy law and policy is discernible. Teachers are also regularly evaluated by students and the feedback received seems to be taken into consideration in the hiring and retention of teaching staff.

II. Analysis

The PSP is grounded on two tenured faculty members of I.H.U., who have been involved with it since its inception. Their enthusiasm and dedication are evident. Both remain prolific and their publications and research output enjoy national and international recognition. They are also involved in the policy area and hold or have held positions in national regulatory authorities in this area. Hiring at least one more faculty member, of similar potential, would

be a significant boost to the program and allow more time to the existing faculty members. There is space for a third lawyer, as well as possibly for a policy or technology (non-legal) scholar.

The PSP also draws on faculty members from other Greek universities, such as the University of Macedonia, who bring considerable experience and an interdisciplinary background in the PSP. Much of the PSP relies on affiliated lecturers who hold a doctorate degree. Over the years, there has been some degree of rotation of affiliated lecturers (for example, in the elective courses on water law and M&A in the energy sector). The teaching staff seems to combine teachers with significant experience and younger scholars, normally with expertise in their teaching subject. This allows the PSP to boast of considerable linkage of research with teaching. Student evaluations are conducted on a regular basis and there is evidence that they have led to decisions as to hiring and retention (or non-renewal) of affiliated teaching staff.

Teaching staff mobility appears encouraged, both institutionally and de facto, both inbound and outbound. This is also helped by the international nature of the program, its executive-education format and the development of distance education and international activities planned throughout the calendar year, such as the summer school. Finally, the PSP's directors have convincingly argued that they intend to encourage renewal and expansion of the teaching staff while building upon the PSP's existing philosophy.

III. Conclusions

The PSP's track record with regard to its teaching staff is solid, with potential for further growth. The hiring of one or two additional faculty members with international qualifications would significantly help the PSP's expansion and international outlook.

Panel Judgement

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

Panel Recommendations.

- The hiring of at least one more faculty member with international expertise on areas of the PSP would significantly benefit the PSP and help the existing two faculty members who are tasked with all administration and management activities
- Inbound and outbound teaching mobility should be encouraged further

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, 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 program meets all requirements for learning resources and student support. Adequate funding to meet the needs of teaching in combination with adequate infrastructure and services received from administrative and teaching staff. Seminars, assignments, practical work and collaborations with law firms are held. The exams are written in conjunction with assignments (case studies).

II. Analysis

The program has upgraded technology methods, which is used by students and teachers throughout the course of studies, since classes are held online. The library as well as access to city and legal bases serves the needs of the courses and the workplace of students. At the same time, seminars and events related to the program are held. An important point is the scholarships that law firms give to students to cover tuition fees. However, this is an event that must be constantly

realised, attracting more companies both in Greece and abroad. The information material is detailed for students and is available on the website of the program where it is updated regularly.

The postgraduate program is supported by the university's infrastructure. The teaching staff consists of two faculty members as well as visiting professors selected by faculty members. Faculty members are selected primarily on the basis of their research and published work and are checked on the basis of their CV and their qualifications. The Master's degree is also supported by a library, access to electronic databases(and international legal bases), a study room, educational and scientific equipment, an IT room and services, as well as guidance and career support or counselling services. Except that visits are made to energy companies and at the same time the university has a career office and a career advisor for those who are not working. Students are informed about the activities of the program as well as about the whole program in detail from the University's website but also from the secretariat and administrative staff.

III. Conclusions

On the basis of our own research and the conversations we had with graduates and students, we came to the conclusion that the learning resources are adequate. This finding should also act as a trigger for further improvement. The support provided to students both financially (with scholarships) and professionally (by giving them incentives, links with the labour market) is positively noted.

Panel Judgement

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

Panel Recommendations

As mentioned by the graduates of the department, a platform could be created to connect the prospective employees-graduates of the program with the interested law firms and the jobs that open from time to time. Thus, students and companies will be immediately informed about possible cooperation.

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 academic unit has evidently put in place established procedures for the collection of data regarding its student body and teaching methods, including student satisfaction surveys. Additional work could be undertaken, especially with a view to better monitoring the employability and career paths of graduates. In addition, further work could be undertaken to make collected data more accessible and intelligible, for example with the use of graphs.

II. Analysis

The Unit has in place established procedures for the collection of data regarding both the student body, teaching methods and student progression. It enjoys information management support and solidarity. Its solid e-learning platforms and online teaching infrastructure could assist in achieving the objectives of Principle 7. However, as noted in the QUA/MODIP's internal evaluation, additional work must be done with a view to collecting, organizing and presenting data concerning the employability and career paths of the PSP's graduates. Student

satisfaction surveys are regularly conducted (albeit, in a few courses the QUA/MODIP's internal evaluation notes that student evaluations did not follow its own system). The academic unit seems to have a good grasp of available resources and staff/student needs and to be able to analyse and evaluate data. However, more could be done with a view to making data more intelligible and easier to use (for example, with the use of graphs demonstrating trends and drawing comparisons).

III. Conclusions

The Unit has demonstrated a good understanding of the PSP's actual operation and adequate ability in information management. However, more can and should be done, for example with a view to data collection/processing regarding the PSP's graduates. This would require additional administrative support and should be helped by possible new faculty hires.

Panel Judgement

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

Panel Recommendations

None.

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 all interested parties to be informed about the program, the study guide and the activities organised for this reason.

II. Analysis

The website of the programme shall contain information concerning the structure, organisation and operation of the programme and shall be updated throughout the year by the administrative staff. It is in a bilingual environment and provides access to all interested parties. Information to interested parties is also done in other ways, such as events and social media. The website is updated on an ongoing basis by the administrative staff and the director of the program for all activities and developments related to the program.

III. Conclusions

Closing this section we conclude that the publication of all information is immediate, complete and objective throughout the duration of the program, which enables everyone to be informed about the progress of the program. In addition to the study guide, there is also a list of the teaching staff with their personal information (contact numbers, email and office hours) so that students can easily contact them.

Panel Judgement

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

Panel Recommendations

As technology evolves, there are possibilities for development of the program's website. The website should contain more information about the programme and related activities and could be made more interactive in the way students communicate with the Secretariat or by getting notifications on their mobile phone.

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 PSP complies with the requirements as to its annual self-assessment process, handled at Unit level, and the provision of all relevant information to the QAU/MODIP for the institution's own report to the Authority. The PSP would benefit from further standardisation in its administrative work regarding quality control.

II. Analysis

The PSP complies with the requirements of an annual self-assessment which is handled at School (Unit) level, with the participation of all teaching staff, the integration of student feedback and the possibility of individualised recommendations and self-evaluation. The annual self-assessment is then provided to the QAU/MODIP for its own biennial report. The degree to which – and the manner in which – the results of these internal evaluation processes

are communicated and shared with the PSP’s staff and stakeholders is not very clear from the written record. However, in our discussions the PSP’s permanent staff seemed to be actively aware of the output of these processes: the small number of permanent staff explains these observations and merits a positive evaluation.

III. Conclusions

The PSP fully meets the requirements of Principle 9 as to on-going monitoring and periodic internal evaluation. However, the Unit should be encouraged to better and more formally communicate its own findings to staff and stakeholders.

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

- PSP would benefit from further standardisation in its administrative work regarding quality control
- Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority’s standards are met in the future as well

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

There has been no previous external evaluation of the PSP, however both the PSP staff and the program's stakeholders were aware of the importance of this external evaluation and actively engaged in the process. The institution seems to have made good use of the School's evaluation in 2013 and 2016, as shown also by the Unit's Progress Report and eagerness to benefit from this current evaluation was displayed at every opportunity.

II. Analysis

The members of the teaching staff of the PSP who participated in the process seemed clearly aware of both the importance of the external evaluation and its potential to contribute to the improvement of the PSP and its international reputation. All relevant stakeholders took an active part in the process. The Committee is confident that the Unit and the PSP's staff have the appropriate culture to take the external evaluation seriously and dynamically benefit from feedback. The Unit should nonetheless devote more effort into outlining the process for integrating such feedback.

III. Conclusions

There has been no previous external evaluation of the PSP, however the Unit seems to have complied with the institutional external evaluation of 2013. The PSP meets the standards of Principle but the Unit should elaborate further on mechanisms for integration of external evaluations and consider other ways of soliciting external feedback in between formal external evaluations.

Panel Judgement

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

Panel Recommendations

- The PSP's staff should establish a culture of constant engagement with external evaluations, certainly under the auspices of this Authority. Evaluations themselves are often less important than the work done by the Unit and the Program in anticipation (and pursuant to)
- Additional administrative support would significantly help the Unit and PSP in ensuring that the Authority's standards are met in the future as well

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP has established strong links with social partners, professions, and the market that contribute to enhancing its academic provision and professional standing and enrich the set of transferable skills acquired by its graduates. The PSP has an international outlook and provides a dynamic educational environment. The PSO is interdisciplinary and is taught by well-qualified staff who are experts in their respective fields. Facilities are modern and adequate to support the delivery of the programme. Public information is adequate, accessible and user friendly.

II. Areas of Weakness

Although there is an overall quality assurance policy, it seems that it does not inform effectively each and every policy and action related to the PSP. In other words the effective integration and inculcation of its aims and targets across all aspect of the PSP is not sufficient. This relates to another set of weaknesses which relate to the full implementation of the quality assurance policy, its constant monitoring, and remedial action.

III. Recommendations for Follow-up Actions

The Panel's main recommendation relates to the full integration, implementation and monitoring of the quality assurance policy across all aspects of the PSP. Individual policies and actions should be informed by the quality assurance policy. New policies or mechanisms may also need to be introduced to implement its objectives for example in relation to teaching and learning. In this way the quality assurance policy will be fully and equally implemented across the board. There should also be effective monitoring of its implementation. This may require the introduction of new mechanisms or altering/strengthening the mandate of existing mechanisms. These mechanisms in addition to monitoring should also make proposals for changes or adaptations where needed. Monitoring should also be accompanied by effective action in cases of failure. In this way the School's approach to quality assurance of integration, responsibility and fostering a culture of quality will be fully realised.

In addition to the above, the links with external stakeholders should be institutionalised, informal policies concerning student wellbeing should be formalised, the number of permanent staff should be increased; more student-centred modes of teaching should be introduced; the participation in student surveys should be increased and the results should be actioned, more comprehensive and detailed dissertation guidelines should be introduced; grade descriptors should be introduced; syllabi templates should be harmonised.

IV. Summary & Overall Assessment

The Principles where full compliance has been achieved are: **4, 5, 6, 7, 8, 9, and 10.**

The Principles where substantial compliance has been achieved are: **1, 2, and 3.**

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. **Professor Nicholas Tsagourias (Chair)**
School of Law, University of Sheffield, UK
2. **Professor Thomas Skouteris**
Department of Law, The American University in Cairo
3. **Professor Nikitas Haijimihail**
Department of Law, University of Cyprus
4. **Ms Elizabeth Protonotariou**
Economist, Student Representative