



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC



**Εθνική Αρχή
Ανώτατης Εκπαίδευσης**
Hellenic Authority
for Higher Education

Αριστείδου 1 & Ευριπίδου 2 • 10559 Αθήνα | 1 Aristidou str. & 2 Evripidou str. • 10559 Athens, Greece
T. +30 210 9220 944 • F. +30 210 9220 143 • E. secretariat@ethaae.gr • www.ethaae.gr

Accreditation Report for the Postgraduate Study Programme of:

Economics and Business Law

Department: Accounting and Finance

Institution: International Hellenic University

Date: 12 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 **Economics and Business Law** of the **International Hellenic University** for the purposes of granting accreditation.

TABLE OF CONTENTS

Part A: Background and Context of the Review	4
I. The External Evaluation & Accreditation Panel.....	4
II. Review Procedure and Documentation	5
III. Postgraduate Study Programme Profile.....	6
Part B: Compliance with the Principles	7
PRINCIPLE 1: Quality Assurance Policy And Quality Goal Setting For The Postgraduate Study Programmes Of The Institution And The Academic Unit	7
PRINCIPLE 2: Design And Approval Of Postgraduate Study Programmes	10
PRINCIPLE 3: Student-Centred Learning, Teaching, And Assessment	13
PRINCIPLE 4: Student Admission, Progression, Recognition Of Postgraduate Studies, And Certification	16
PRINCIPLE 5: Teaching Staff Of Postgraduate Study Programmes	18
PRINCIPLE 6: Learning Resources And Student Support	20
PRINCIPLE 7: Information Management	22
PRINCIPLE 8: Public Information Concerning The Postgraduate Study Programmes	24
PRINCIPLE 9: On-going Monitoring And Periodic Internal Evaluation Of Postgraduate Study Programmes	26
PRINCIPLE 10: Regular External Evaluation Of Postgraduate Study Programmes	28
Part C: Conclusions	30
I. Features of Good Practice	30
II. Areas of Weakness	30
III. Recommendations for Follow-up Actions	30
IV. Summary & Overall Assessment	31

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 Economics and Business Law** 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 Economics and Business Law** took place over two days (Monday 10 July and Wednesday 12 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. 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, the teaching staff, the administrative staff and all those involved for their hard work and cooperation. The Panel however wants to note that as a matter of good practice and in order to assist the accreditation process, the institution and/or HAHE should brief the invited alumni and social partners about the aims and objectives of the process and their role, and that the composition of the group should be more diverse.

An orientation meeting was held by HAHE 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 it was evaluating on Friday evening. In the Panel's opinion, early dispatch of the files would facilitate the work of the accreditation Panels.

III. Postgraduate Study Programme Profile

The **MSc in Economics and Business Law** of the International Hellenic University was introduced in 2016 and runs since then with certain changes following the absorption of the previous educational institution by the IHU. The aim of the PSP is to provide specialised knowledge and relevant skills in Economics and Business Law and respond to the needs of the market. Its duration is 3 semesters, with the third semester dedicated to the writing of the dissertation. It is also available for part-time study. The programme is serviced by a small number of permanent teaching staff and a large number of external teaching staff. Upon successful completion, students are awarded the academic qualification of MSc. The programme is self-financed with students paying fees, but it also offers fee exemptions. 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

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

I. Findings

The PSP has adopted a quality assurance policy which is in line with the quality assurance policy of the IHU but is also specific to the specific programme of study. The quality assurance policy covers the structure of the programme, learning outcomes, teaching and learning methodology, staff qualifications, support services, finance, periodic assessment and review processes. There is commitment for continuous review of the policy and for good use of the financial resources to benefit the programme.

II. Analysis

The quality assurance policy and its specific targets correspond to the character of the programme. The programme and the modules it offers provide a good grasp of economics and business law which address market needs. There are strong synergies between the programme and the local community. The programme has contributed to the academic and professional life of the local community and Northern Greece. The Panel wants to stress the positive comments of local stakeholders and the appreciation of its former and present students. The programme is externally faced by organising conferences and open days.

Discussions with members of staff, current and former students and external stakeholders have confirmed the positive aspects of the programme but also revealed certain gaps in the effective realisation of the stated targets.

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) whose specific policies and targets should not only reflect but also contribute individually and collectively to the implementation and realisation of the PSP's quality assurance policy and its targets; (ii) the quality assurance policy and its targets should be communicated effectively to all those involved in the delivery of the programme (permanent as well as external staff, administrative staff etc); (iii) there should be continuous monitoring of the implementation of the quality assurance policy (iv) there should be new bodies (for example learning and teaching C/tee) to monitor and measure its implementation and issue policies; (v) institutionalise the relations between the programme and external stakeholders.

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 its targets across all aspects of the programme
- Communicate effectively the quality assurance policy and its targets to all those involved in the delivery of the programme
- Monitor the implementation of the quality assurance policy and its targets
- Institutionalise relations with external stakeholders

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 Programme (PSP) adheres to a well-articulated procedure in the development of its study programme. The academic profile, orientation, character, objectives, subject areas, and specialisations are delineated in the programme documents. The expected learning outcomes are established in alignment 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 and the feedback of the learning process. Feedback from students, external stakeholders, and alumni suggests that the programme is geared towards the deepening of knowledge and the acquisition of corresponding skills. The programme's design somewhat incorporates the experiences of external stakeholders from the labour market.

II. Analysis

The process for developing the study programme is well-structured. The academic profile and programme orientation are outlined in the programme documentation, yet a more precise positioning along the 'professional' versus 'academic' degree continuum could be beneficial. The expected learning outcomes are determined based on the EQF, NQF, and the Dublin Descriptors for level 7. However, the tools for measuring the achievement of said learning outcomes are not sufficiently comprehensive and do not incorporate certain good practices. Furthermore, there is a lack of sufficient correspondence and integration between the programme goals and measurable objectives across the various modules. While the programme is oriented towards deepening knowledge and acquiring corresponding skills, there appears to be no precise criteria or standards in place to measure the attainment of this goal. Consultation with external stakeholders occurs annually, but the composition of the focus group could benefit from geographical and other forms of expansion.

III. Conclusions

The programme is fully compliant with certain standards. However, it falls short in a few areas. The programme needs to a) strengthen its practices towards clearer and more measurable criteria to measure the extent to which the programme has attained its goals; b) develop measurable criteria or standards to produce empirical evidence to measure the goal of deepening knowledge and acquiring corresponding skills; c) rationalise and expand the composition of the focus group of external stakeholders in a manner that produces tangible and recordable results. This will ensure that the feedback from these stakeholders can be sufficiently diverse and more challenging. 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 criteria to measure the extent to which the programme has attained its goals
- Develop criteria to measure the goal of deepening knowledge and acquiring corresponding skills
- Rationalise and expand the composition of the focus group of 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 demonstrates a commitment to diversity by accommodating students from various backgrounds, notably law and economics, and ensuring both perspectives are introduced. The primary teaching method is traditional

lecturing, with limited and sporadic use of other pedagogical techniques. There's a lack of evidence for regular evaluation and adjustment of teaching methods. However, the program does conduct regular evaluations of teaching quality through student surveys. The learning process somewhat bolsters the student's sense of autonomy, but there's room for improvement. Students are not expected to prepare for class and have a limited range of assignment types. The program fosters a respectful student-teacher relationship, has appropriate procedures for handling student complaints, and provides counselling and guidance for thesis preparation. Assessment criteria and grade descriptors are not consistently published in advance. Student assessment is conducted by more than one examiner where possible, and a formal procedure for student appeals is in place. The function of the academic advisor runs smoothly. Course syllabi are published on E-learning, but the level of information provided varies across courses.

II. Analysis

The program successfully caters to the diversity of students, but 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 fostering student autonomy could be enhanced. The level of student engagement and intellectual autonomy is not always in line with graduate study practices. The lack of compulsory inclusion of published assessment criteria and grade descriptors in each course is a significant shortcoming, as it hinders transparency and clarity in the assessment process. The program does well in promoting mutual respect in the student-teacher relationship, handling student complaints, and providing counselling and guidance for thesis preparation. However, the documentation provided to support the thesis process is not comprehensive, which could potentially hinder students' understanding and preparation for their thesis work. The program's approach to student surveys 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 and introduce more student-centred modes of teaching based on international best practices in postgraduate study. The program should institutionalise discussions among faculty and students on teaching methods that produce actionable outputs. The program should also foster 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

- Enhance the variety and diversity of its pedagogical methods
- Introduce more student-centred modes of teaching based on international best practices in postgraduate study
- Provide clear grade descriptors and assessment criteria that are included in the course syllabi and are adhered to
- 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 Postgraduate Study Programme (PSP) demonstrates full adherence to Principle 4. The Study Guide, a comprehensive resource, clearly outlines the rights and responsibilities of students, covering all facets related to internships, scholarships, and international mobility opportunities. It serves as a reliable source of information for students and other stakeholders, offering insights into the study duration, course specifics, progression prerequisites, and the process for degree recognition and awarding. The program also provides well-structured guidelines for thesis development, supplemented by resources such as the Thesis Handbook and Code of Research Ethics.

II. Analysis

The Study Guide, along with the program's website, provides a wealth of information about the program, making it accessible to students and other interested parties. It encompasses course outlines, guidelines for thesis preparation, details about mobility opportunities, and internship regulations. This ensures students have access to all pertinent information throughout their academic journey, from enrolment to graduation. Faculty members are diligent in tracking students' progress across all trimesters, maintaining accurate attendance records. The program's curriculum is designed in line with the principles and rules of the European Credit Accumulation and Transfer Systems (ECTS), ensuring a

uniform credit system. Support for thesis preparation is robust, with students receiving substantial guidance from their teachers and being encouraged to participate in library-hosted seminars. The program also promotes networking among students, teachers, and external stakeholders. Feedback from graduates and external stakeholders underscores a strong correlation between the academic program and the labour market.

III. Conclusions

In summary, the program exhibits strong compliance with this Principle, having established and implemented all necessary regulations pertaining to its operation, spanning all stages of the academic journey. The Study Guide is a comprehensive resource, offering guidelines for all aspects of the study process. Additional resources, such as the Code of Research Ethics and Thesis Handbook, are also provided for students' reference, further solidifying the program's commitment to a comprehensive and supportive academic environment.

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

The PSP relies on a sizable teaching staff, combining lawyers and business/finance scholars; most faculty members of the Unit, senior faculty from other Greek universities and affiliated teaching staff possessing doctoral degrees. The near-parity between students and teachers ensures a manageable teaching load. This should encourage teaching staff mobility. Moreover, faculty members can combine teaching with research in their respective areas. 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 the Unit's own faculty members, as well as on senior law faculty (or emeriti professors) from other universities in Northern Greece. It is noted that there has been a conscious effort to include as many faculty members of the Unit as possible (8 out of 13), which shows the Unit's commitment to the PSP and assures the PSP's long-term viability. The impact of the senior law professors from Thessaloniki and Thrace is evident on the

career paths envisaged or chosen by many of the students or graduates of the programs. They are joined by several affiliated faculty members, some with a good research record. The total of 25 members of teaching staff almost results in a parity between students and teachers. It is also evident that the PSP, just like the Unit, is actively engaged in its region of Eastern Macedonia and Thrace and makes a lasting contribution to the legal and business community. Given the sizable number, there seems to be a remarkable constancy in the PSP's teaching staff. Student evaluations are conducted on a regular basis and are taken into account in teaching assignment decisions.

The fact that most of the PSP's teaching staff have limited international educational background makes the importance of ensuring teaching mobility clear. The Unit seems to be aware of this, expanding on its Erasmus exchanges as well as other international activities (conferences, journals). This should enable a further linkage between teaching and research.

III. Conclusions

The PSP's large pool of teaching staff, and the diversity in experience and disciplines between the teaching staff is positive for the program. Teaching mobility, both inbound and outbound, and international-interinstitutional collaborations should be further encouraged.

Panel Judgement

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

Panel Recommendations

- Consider expanding recruitment beyond the core network of the PSP's leadership
- Work towards strengthening outbound teaching mobility of existing staff
- Work towards inbound teaching mobility, making use of the Unit's international network and opportunities for visitors
- Work towards stronger linkage between scholarship and teaching in the core areas of the PSP

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 website is a necessary element for the publication of educational and academic activities related to the program in a direct and accessible way.

II. Analysis

The program has a specialised area on its bilingual website where it provides clearly, completely and objectively the information necessary to inform interested parties. At the same time, the website is constantly updated and maintained so that students are always informed about the events of the program.

III. Conclusions

As conclusions, we mention the continuous information of students and their need for a communication link with the university, which is achieved through the updated and accessible website.

Panel Judgement

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

Panel Recommendations

The university could organise speeches and seminars with professors abroad both in person and online, which would expand the network of contracts of students but would also add knowledge and experience. Except that professors could also help students to solve problems in their real working environment through case studies.

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 put in place established procedures for the collection of data regarding its student body and teaching methods. Work is needed as to the monitoring of the employability and career paths of the PSP's graduates. Data should also be made more accessible, for example with the use of graphs.

II. Analysis

The Unit has in place established procedures for the collection of data regarding its student body and teaching methods. The PSP's staff and leadership also know their student body and can use the available data as well as their empirical knowledge. Student satisfaction surveys are regularly conducted and a serious effort has been made with a view to soliciting student participation in evaluation processes. Additional work must be done with a view to collecting, organising and presenting data concerning the employability and career paths of the PSP's

graduates. Additionally, the PSP would benefit from 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.

Panel Judgement

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

Panel Recommendations

- *Improve the internal processes for data collection and information management*
- *Improve data collection with regard to the employability and career paths of graduates*
- *Make use of graphs and other tools supporting the evaluation of relevant data*

PRINCIPLE 8: PUBLIC INFORMATION CONCERNING THE POSTGRADUATE STUDY PROGRAMMES

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

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

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

Documentation

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

Study Programme Compliance

I. Findings

The website is a necessary element for the publicity of the teachers and academic activities concerning the program in a direct and accessible way.

II. Analysis

The program has a specialised area on its bilingual website where clarity, completeness and objectivity provides the information that is necessary to inform the interested parties. At the same time the website is constantly updated and maintained so that students can be at any time aware of the events of the program.

III. Conclusions

As conclusions, we mention the need for continuous orientation of the students and the establishment of a communication link with the university, which can be achieved through the continually informed and highly accessible website.

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 for the program's website as well. The website could be made more interactive so that students can be informed with notifications on their mobile phone and communicate with the university's secretariat.

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.

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 Unit relies on the Study Programmes Committee to work together with the PSP's

Coordinating Committee in drawing conclusions from internal evaluations and feedback given, revising the program.

The results of these internal evaluation processes are communicated and shared with the PSP's staff (the extent to which they are also communicated to stakeholders is more limited). An example of such evaluation is the effort of the PSP, in the past year, to expand enrolment so as to better meet the number of places offered, in accordance with the institutional self-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 communicate its own findings better and more formally 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

- *Improve the processes for on-going monitoring and periodic internal evaluation*
- *Improve the internal communication of internal evaluation and on-going monitoring*
- *communicate the output of internal evaluation and monitoring to stakeholders*

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 the PSP's Unit is evidently aware of the importance of this external evaluation and was actively engaged in the process, with a massive participation of teaching staff. The Unit seems to have made good use of the institution's general evaluation with a detailed list as to efforts at compliance.

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. An impressive number of teaching staff participated in the meeting with the Committee. The Unit took an active interest in facilitating the contact between the Committee and PSP students, as well as relevant stakeholders, especially representing the major professional associations of the area in which the Unit is centred. The Committee is confident that the Unit and the PSP's staff have the mechanisms to ensure compliance with the external evaluation and benefit from the feedback given.

III. Conclusions

There has been no previous external evaluation of the PSP, however the Unit seems to have complied with the latest institutional external evaluation.

Panel Judgement

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

Panel Recommendations

Place appropriate emphasis on building the capacity to integrate the results of external evaluations, both at the PSP and Unit level.

PART C: CONCLUSIONS

I. Features of Good Practice

The PSP is interdisciplinary in nature and responds to professional and market needs. There are strong links with the local community with some initiatives to open up the programme beyond its locality. The PSP is taught by staff who are experts in their respective fields. There is commitment to diversity. The facilities are adequate and support the effective delivery of the programme.

II. Areas of Weakness

Although there is a quality assurance policy, its full integration across all aspects of the programme, its implementation and continuous monitoring need to be strengthened. The links with external partners and their involvement in the design and delivery of the programme are not fully formalised. More student-centred teaching and assessment methods are needed.

III. Recommendations for Follow-up Actions

The Panel's main recommendation relates to the integration, implementation and monitoring of the quality assurance policy across all aspects of the programme. Each PSP policy and action should be informed by the quality assurance policy and address certain of its aims. The quality assurance policy should be implemented across all aspects of teaching and learning, research and administration. There should be continuous and effective monitoring of its implementation by everyone involved in the PSP and action should be taken in cases of failure. For this reason new mechanisms should be introduced or the mandates of existing ones should be revised or strengthened.

In addition to the above, the links with external stakeholders should be formalised and they should be involved in the design and delivery of the programme; practices to measure and ensure that the teaching and learning objectives have been attained should be strengthened; students should be actively engaged in surveys which should be actioned; grade descriptors should be introduced; syllabi templates should be harmonised; more student-centred teaching, learning and assessment methods should be introduced; inbound/outbound student and staff mobility should be enhanced; the website and the information held should be improved and updated.

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