ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
HELLENIC REPUBLIC

Accreditation Report

for the New Postgraduate Study Programme of:

Law and Digital Business

Department: Accounting and Information Systems
Institution: International Hellenic University
Date: 29/05/2025

NOTES

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Report of the Panel appointed by the HAHE to undertake the review of the New Postgraduate Study Programme of Law and Digital Business 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 new postgraduate study programme of Law and Digital Business of the International Hellenic University comprised the following five (5) members, drawn from the HAHE Register, in accordance with Laws 4009/2011 & 4653/2020:

1. **MICHAEL MICHAEL (Chair)**
   (Title, Name, Surname)
   Department of Economics, Faculty of Economics and Management, University of Cyprus
   (Institution of origin)

2. **NEANIDIS KYRIAKOS**
   (Title, Name, Surname)
   The University of Manchester
   (Institution of origin)

3. **PAPAEFTHYMIOU SOPHIE**
   (Title, Name, Surname)
   Sciences Po Lyon
   (Institution of origin)

4. **Papathomas Aristides**
   (Title, Name, Surname)
   University of Western Macedonia
   (Institution of origin)

5. **VOUKELATOS NIKOLAOS**
   (Title, Name, Surname)
   University of Kent
   (Institution of origin)

II. Review Procedure and Documentation

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

The accreditation review was carried out between the 12th and 16th of May 2025. The External Evaluation and Accreditation Panel (EEAP) had downloaded the package of files submitted by the administration of the Hellenic Authority of Higher Education (ETHAAE) for the proposed MSc Law and Digital Business of the International Hellenic University.

The material provided by ETHAAE included inter alia the accreditation guidelines, the European qualifications framework, the mapping grid, the Report template, the Accreditation Guide, and the Accreditation management system manual. The material provided by the University included the accreditation proposal, a feasibility and sustainability study, the quality assurance policy and procedures, study guide, teaching staff profiles, etc.

As the programme is yet to commence, the evaluation procedure involved an initial accreditation process based on the organization of the future programme and the projections regarding its sustainability. On Monday May 12th, the EEAP held an internal meeting to discuss the programme and plan upcoming tasks. Subsequently, on Tuesday May 13th, the Panel met with the Prof. Panagiotis Tzionas (Vice-Rector of the International Hellenic University and President of the MODIP), Prof. Constantinos Stefanou (Head of the Department of Accounting and Information Systems), and Prof. Kalliopi Kalampouka (Director of the PSP). The EEAP then met with a number of members of the PSP's teaching team. Following this, the EEAP had an opportunity of an on-line visit of the buildings, labs and facilities of the University. Finaly, the EEAP met with the external stakeholders of the programme.

All materials presented during these meetings were provided to the Panel members. Throughout the remainder of the week, the Panel members collaborated to draft and finalize the accreditation report.

III.   Postgraduate Study Programme Profile

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

The Master in Law and Digital Entrepreneurship, PSP henceforth, is a new program that it will be offered by the Department of Accounting and Information Systems of the International Hellenic University. The Department is located in Thessaloniki. The program is expected to start in the academic year 2025- 26.

The PSP is designed to last for three academic semesters (18 months) for the full-time students and it is divided into two academic semesters with courses (Semester 1: September - January and Semester 2: February - June) and one semester for the preparation of the master's thesis. For the part time students, the duration of studies is five semesters. Each semester consists of at least 13 teaching weeks and 2 weeks of exams. The exams are held at the end of each semester. The lectures will be delivered in class, online or a combination of both.

Specifically, during their studies, postgraduate students are required to attend postgraduate lectures, participation in laboratory exercises, prepare individual or group projects and the preparation of a thesis. The total number of courses in the PSP that postgraduate students must attend is ten and a master thesis.

At the present time, the department of Accounting and Information Systems has eleven faculty members and two new members are expected to join the department within this year. The PSP is planning to admit up to 35 students in each academic year and the tuition fee is 4.000 euros. The employment opportunities of its graduates are considered good.

PART B: COMPLIANCE WITH THE PRINCIPLES

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes

INSTITUTIONS SHOULD INCLUDE IN THEIR STRATEGIC MANAGEMENT THE DEVELOPMENT, ORGANISATION, AND IMPLEMENTATION OF NEW POSTGRADUATE STUDY PROGRAMMES (PSP) IN SPECIFIC SCIENTIFIC FIELDS AFTER INVESTIGATING THEIR FEASIBILITY AND SUSTAINABILITY.

INSTITUTIONS SHOULD APPLY A QUALITY ASSURANCE POLICY FOR THE NEW POSTGRADUATE STUDY PROGRAMMES AS PART OF THEIR STRATEGIC MANAGEMENT.

THIS POLICY SHOULD EXPAND AND BE AIMED (WITH THE COLLABORATION OF EXTERNAL STAKEHOLDERS) AT THE PSP OF THE INSTITUTION AND THE ACADEMIC UNIT. THIS POLICY SHOULD BE PUBLISHED AND IMPLEMENTED BY ALL INTERESTED PARTIES.

By decision/s of the Institutional Senate, the Institutions should adapt their strategy to allow for the provision of postgraduate study programmes, in addition to attending to the profile, vision, mission and strategic objectives of the Institution. In this strategy, the Institutions should anticipate the potential benefits, difficulties or risks from the implementation of new postgraduate study programmes and plan all the necessary actions to achieve their goals. The Institution's strategic choices should be documented through specific feasibility and sustainability studies, especially for new postgraduate study programmes.

In the case of PSP delivered by distance methods, the Institution prepares and applies an e-learning strategy. The Institution's e-learning strategy is integrated into its overall strategy and identifies educational goals while keeping up to the rapid technological changes and to the developments in pedagogical models. The Institution should include in its strategy the justification and feasibility as to why e-learning has been selected as the appropriate learning strategy for the particular programmes of study where it is applied.

In the context of e-learning, innovation strategies, the possibility of programme revision, the linking between learning and research (requiring knowledge of the latest innovations in order to select the most appropriate means to achieve the learning outcomes) should be taken into account.

The quality assurance policy of the academic unit for postgraduate study programmes should be in line with the Institution's strategy 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 postgraduate 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 continuous 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 and the availability 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 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 internal review and audit of the quality assurance system for the PSP through the cooperation of the Internal Evaluation Group (IEG) with the Institution's Quality Assurance Unit (QAU)*

Documentation

- *The Institutional strategy for postgraduate studies, which includes a special strategy for e-learning, as long as it is applied to the Institution's PSP*
- *Feasibility and sustainability studies for the new PSP*
- *Quality Policy of the academic unit for the development and improvement of PSP*
- *Quality Targeting of the academic unit for 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. <u>Findings</u>, <u>analysis of judgement</u> and <u>conclusions</u> should be developed below in <u>three distinct parts</u>.

I.   Findings

The PSP operates under a comprehensive quality assurance policy that aligns with the overarching quality assurance framework of the institution. This policy is clearly articulated and publicly available, ensuring transparency and accountability among all stakeholders involved. The quality assurance policy focuses on several key areas, including the interdisciplinarity of the courses offered, the alignment to the job market requirements, the development of the employability of the students, the growing mobility of both staff and students to collaborative institutions abroad, and the creation of a research culture.

The PSP has created a robust quality assurance policy, as indicated by the processes to conduct a regular review of the PSP academic quality and rigour. These processes pertain to teaching methods and approaches, student satisfaction, programme learning outcomes, the aim for high quality research output, overall ensuring a holistic approach to achieving academic excellence. The effort for a continuous improvement is evident through the systematic review and updating of quality goals and the regular actions as prescribed to the

PSP action plan.

Furthermore, the PSP ensures the suitability of its structure and organization, pursuing learning outcomes and qualifications in accordance with the European and National Qualifications Framework for Higher Education – Level 7. The teaching staff's qualifications are appropriate for the postgraduate level, contributing to the teaching quality and effectiveness.

II. Analysis

The PSP demonstrates a well-defined commitment to maintaining high standards in postgraduate education. The PSP's alignment with the institution's quality assurance policy ensures consistency and coherence in achieving the set quality goals. There is clear evidence that aim of the institution is the availability of the quality policy statement in the public domain, enhancing transparency and trust among stakeholders (students, faculty, external partners and wider community), currently available at http://lde.accis.ihu.gr/. There is a properly developed quality assurance policy, as indicated by the university overall strategy and its implementation from the department and the PSP relevant committees. The PSP's structure is well-suited to achieving the intended learning outcomes, while faculty members of high caliber can guarantee the quality of the provided academic training, research and education.

III. Conclusions

Given the above findings and analysis, the EEAP considers this principle fully compliant.

Panel Judgement

Please tick one of the following:

Principle 1: Strategy, Quality Assurance Policy and Quality Goal Setting for the New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

R1.1: Develop and formalise linkages with external stakeholders and market employers that can support and contribute to the PSP. This could be promoted with the existing External Advisory Board of the department that feeds its views about curriculum update and labour market directions to the PSP, which can be arranged to meet on annual basis.

R1.2: Enhance the satisfaction of students' expectations and needs by instituting at the end of semesters 1 and 2 a formal meeting between a student committee and the PSP leadership team, i.e., a Staff-Student-Liaison-Committee (SSLC), to discuss what went well and what can be improved as viewed from a student perspective. The views of this committee can feed into the internal evaluation report.

R1.3: Consider the offering of elective units in Semester 2 so that students can have some choice that offer specialisation in their own areas of interest.

Principle 2: Design and Approval of New 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 NEW POSTGRADUATE STUDY PROGRAMMES. THE OBJECTIVES, THE SPECIFIC SCIENTIFIC SUBJECT AND THE STREAMS OR SPECIALISATIONS, THE EXPECTED LEARNING OUTCOMES AND THE EMPLOYMENT PROSPECTS ARE SET OUT IN THE PROGRAMME DESIGN. DURING THE IMPLEMENTATION OF THE NEW 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, the specialisations, the expected learning outcomes, the structure, the courses, the teaching and assessment modes, the teaching staff and the necessary resources 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. In particular, for each expected 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 for the 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 NQF, 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: teaching assignments per subject area and per course*

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 Master in Law and Digital Entrepreneurship, is a new program and it will be offered by the Department of Accounting and Information systems of the International Hellenic University. The PSP consists of 90 ECTS spread over three academic semesters on a full-time basis or five semesters on a part time basis. The lectures will be delivered in classrooms, on line or a combination of both during hours that are convenient for working students. The PSP was developed in a strategic process in terms of a SWOT analysis and considering the University's strategy. It was designed in such a way that its graduates meet the needs of a demanding and evolving labor market. It offers its graduates the knowledge and skills that are required by firms and other organizations such as analytical and critical thinking, legal and digital skills, teamwork spirit, ability to work in a multi-disciplinary environment, respect for diversity, ability to work in a globalized environment, social, professional and ethical responsibility.

The curriculum of the PSP is designed to satisfy the current needs of firms and other organizations. It includes courses that combine legal, digital and business aspects of modern firms and other organizations. The program was approved by the Department, received an overall positive assessment by MODIP and was approved by the Senate. The learning outcomes of the PSP, based on the National and European framework of qualifications (EQF, NQF) for level 7, will be assessed by MODIP and by student by completing questionnaires.

MODIP undertakes an Internal System of Quality Assurance (ISQA) which must cover all the services and activities of the PSP. The internal evaluation of the program is based on working paper 4 of the ISQA entitled "Internal Evaluation". The design of the curriculum of the program was undertaken with the participation and consultation of the faculty, the department's advisory board, and proposals and input from external stakeholders such as employers from the private and public sectors. Any future revision of the program aims at the identification of new market needs and targets for quality and excellence according to the A3 indices of quality.

Information about contents, lecture outlines, teaching/learning methods,

expected learning outcomes and skills, student evaluation, assessment items, required and recommended bibliography and other relevant material is detailed and included in the course syllabi. Courses syllabi provide sufficient details about the courses that are important to students.

II. Analysis

The PSP was designed according to the market needs, the standards of existing PSPs in other Universities, and the rules and regulations of the University itself. Detailed information about the PSP is available in the students' guide and in documents examined by the EEAP while additional information was provided during the meetings with faculty and other stakeholders. The learning outcomes that students are expected to have acquired upon the completion of the courses are detailed in the course syllabi. The procedure for the internal evaluation of the program is well designed. To accommodate working students, the lectures are planned to be delivered mainly during Friday and Saturday, five to six hours per day. The EEAP is of the opinion that the lectures should be delivered three to four times a week, with fewer hours each day, in order to enhance the efficiency of the learning process. While most information regarding the PSP can be found in the students' guide, no information is available on the website.

III. Conclusions

The PSP was established according to the rules and regulations of the University and with consultations with stakeholders. It is well designed to satisfy the needs of the local and international markets.

Panel Judgement

Please tick one of the following:

Principle 2: Design and Approval of New Postgraduate Study Programmes	
Fully compliant	X
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

R2.1: To enhance the learning outcome, lectures should be delivered more frequently with shorter duration.

R2.2: The PSP should have a bilingual website with all necessary information for students and stakeholders.

R2.3: The Panel suggests the PSP organises a few in-person seminars/classes, e.g., the preparatory ones and the first classes of each course. It also advises that some of the exams are in-person.

Principle 3: Regulations for 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).

The Institution should develop and publish the internal regulations prescribed by law which, among other things, should regulate all issues of postgraduate studies from the beginning to the end of the studies.

Indicatively:

- *The students' 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*

In case that the PSP is offered through distance learning methods, the Institution should have in place a regulation for e-learning, including in particular the following issues:

- *Services of the Institution to support e-learning*

- *Methodology for the development and implementation of courses*

- *Ways of providing teaching and variety of teaching and assessment modes*

- *General standard of course structure*

- *Student support system*

- *Support of faculty/teachers with mandatory e-learning training for new staff members*

- *Technological infrastructures made available by the Institution*

- *Student identity confirmation system (student identity check, assignment and exam writing process, security and certification issues).*

- ❖ *The Institution should establish rules for the provision of appropriate access and for the assurance of the participation of students affected by disability, illness, and other special circumstances.*

- ❖ *Ethical issues, such as those concerning data protection, intellectual property rights and rules for protection against fraud are governed by the e-learning regulation.*

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

Documentation

- *Internal regulation for the operation of the postgraduate study programme*
- *Special regulation for the implementation of e-learning if the PSP is delivered through distance methods*
- *Research Ethics Regulation*

- *Regulation of studies, internship, mobility, and student assignments*
- *Degree certificate template and Diploma Supplement template*

Study Programme Compliance

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

I. **Findings**

The PSP in Law and Digital Entrepreneurship includes a full set of regulatory documents addressing student admission, progression, thesis drafting, recognition, and certification. The Internal Regulation (A11) and the Study Regulation (A12) describe the procedures for admission, required documentation, academic obligations, part-time studies, thesis supervision, and the award of the degree. The content of these documents follows the standard departmental templates used across other postgraduate programmes.

A student complaint procedure is formally outlined in document A13, and the mentoring process is defined in A14, including the assignment and responsibilities of academic advisors. The Research Ethics Regulation (A15) and the E-learning Regulation (A18) are both provided exclusively in the official legal format of the Government Gazette.

The e-learning regulation refers generally to digital delivery and infrastructure, but there is no detailed or tailored description of how hybrid learning is specifically implemented in this programme. The degree certificate and diploma supplement templates (A16) are included in both Greek and English, and conform to national and EU standards.

II. **Analysis**

The programme follows the formal structural requirements with all core regulations submitted and properly approved. The documentation on admissions, thesis procedures, student progression, and certification is consistent with institutional practice. However, key regulatory texts—such as the research ethics and e-learning frameworks—are presented only in the formal legal language of the Government Gazette, limiting their accessibility for students and staff. Additionally, while the programme includes remote delivery elements, the absence of a clear, programme-specific description of the hybrid learning model may hinder transparency and student understanding. The use of standard departmental templates across multiple documents results in uniformity but offers limited contextualization for this PSP's interdisciplinary and digital focus.

III. **Conclusions**

The PSP in Law and Digital Entrepreneurship complies with the formal provisions of Principle 3, with complete and legally valid documentation. However, some regulatory elements are presented in a format that is not easily accessible to students, and others lack programme-specific operational clarity. The programme is assessed as fully compliant, with targeted improvements recommended in student-facing communication and the practical description of hybrid learning.

Panel Judgement

Please tick one of the following:

Principle 3: Regulations for Student Admission, Progression, Recognition of Postgraduate Studies, and certification	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

R3.1: It is recommended that the institution makes explicit the hybrid modality of the PSP, which can be facilitated with a brief, accessible guide outlining how the hybrid learning model operates, including its digital and face-to-face components.

R3.2: The PSP should consider transferring key regulatory documents—particularly those on e-learning and research ethics—into simplified, student-oriented formats to enhance clarity and usability.

Principle 4: Teaching Staff of New 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 and scientific competence of the teaching staff at the PSP, the appropriate staff-student ratio, the proper staff categories, the appropriate subject areas, the fair and objective recruitment process, the high research performance, the training, 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, policy for attracting highly qualified staff, and PSP Obligation Regulation*
- *List of the intended for recruitment teaching staff including subject areas, employment relationship, Institution of origin, Department of origin and relevant individual achievements*

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 policy of the Department of Accounting and Information Systems at the International Hellenic University on the recruitment and progression of academic staff is in line with the overall framework in the Greek Higher Education sector and compliant with local laws and regulations.

According to the accreditation proposal, 16 instructors will be teaching at the PSP. The majority (9) consists of resident faculty at the department. The remaining 7 are external instructors from other universities, with some of this external faculty also being practicing lawyers.

Teaching performance will be evaluated via anonymous student feedback and by

an internal evaluation process.

II.   Analysis

The student-staff ratio (16 instructors for a projected 35 students in 2025/26, with student numbers projected to increase annually by 5 each year after that) is relatively low, but still within commonly accepted norms in comparable institutions. The additional workload per member of staff who teaches in the PSP is reasonable.

To a large extent the academic staff who will be teaching at the PSP have significant teaching experience in their fields, with significant research and/or professional experience in certain cases. There is some evidence that academic members of staff are encouraged to pursue research, focusing on publications in internationally ranked journals, contributing monographs and edited volumes, as well as attending academic conferences. Research activity is supported via internal funds at the departmental/institutional level. However, research output is unevenly distributed among faculty members and the participation in high-visibility international conferences is limited.

III.   Conclusions

There is in place an appropriate and effective process to support staff recruitment and development. The resident faculty from the department teaching in the PSP consists of highly qualified academics with substantial teaching experience. There is scope for further strengthening and supporting the department's research culture.

Panel Judgement

Please tick one of the following:

Principle 4: Teaching Staff of New Postgraduate Study Programmes	
Fully compliant	
Substantially compliant	**X**
Partially compliant	
Non-compliant	

Panel Recommendations

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

R4.1: The PSP is encouraged to develop its research strategy for all faculty to further support research, improve the quality of published outputs, and enhance the participation in international conferences.

Principle 5: Learning Resources and Student Support

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

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

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

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

Documentation

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

Study Programme Compliance

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

I. **Findings**

The institution has submitted documentation describing the infrastructure, services, and financial resources available to support the PSP and the future students. The Internal Regulations (A11, A12) list general institutional resources such as library access, electronic databases, IT systems, and e-learning platforms, consistent with the information provided during the facilities tour. These references are broad and follow department-wide policies, without being

specifically tailored to the PSP. The PSP will provide access to open-source software, VPN-supported remote connectivity, and on-demand specialised resources, particularly for dissertation-related needs.

A detailed tuition utilisation plan (A19) confirms that all operational costs will be covered through student tuition fees (€4,000 per student), including allocations for administrative and technical support (€1,800/year), publicity and academic events. No dedicated documentation has been provided on the qualifications, roles, or development of administrative/support staff, although it is understood that administrative functions during the first year will be managed using existing infrastructure. Promotional material is not yet available online, as the PSP has not officially launched.

An annual budget is drawn up each year depending on the annual revenue, which is approved by the Department Assembly and the University Research Committee, thereby ensuring the sustainability of the PSP. ELKE manages the PSP revenue and allocates seventy percent (70%) to cover operating expenses such as teaching, administrative and technical support, travel, equipment, software and scholarships, and thirty percent (30%) to cover operating expenses of the institution, prioritising the needs of postgraduate PSPs operating without tuition fees. If the number of students is lower than expected, any reduction in revenue will be offset by a corresponding reduction in expenditure.

II.   **Analysis**
The PSP is projected to have strong demand and sound financial prospects, supported by a tuition allocation model that covers academic and operational needs, including scholarships and digital resources. As usual, the PSP relies significantly on the broader infrastructure and services of the Department. While the institutional setup is suitable for both in-person and remote learning, the documentation does not clearly specify how these services will be made directly accessible to students in this particular PSP. General provisions such as health insurance, meal plans, and transport discounts are available through the Department. The lack of specific information on administrative support roles and student-facing services leaves some uncertainty regarding how student support will be delivered in practice, which will need to be clarified going forward.

III.   **Conclusions**
The PSP meets the core expectations of Principle 5 with regard to infrastructure planning, budgetary allocation, and student support. However, the documentation is largely generic and department-wide, with limited PSP-specific detailing on how students will access hybrid learning resources and receive tailored support services. The PSP is assessed as fully compliant, with enhancement recommended in operational clarity and student-centered service description.

Panel Judgement

Please tick one of the following:

Principle 5: Learning Resources and Student Support	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

R5.1: The PSP should prepare and publish an online guide outlining the learning and support services available, including access to library resources, IT support, academic advising, and mobility options.

R5.2: The PSP should establish a dedicated administrative support services.

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes

INSTITUTIONS AND ACADEMIC UNITS SHOULD HAVE IN PLACE AN INTERNAL QUALITY ASSURANCE SYSTEM, FOR THE AUDIT, INTERNAL AND EXTERNAL EVALUATION OF THE NEW POSTGRADUATE PROGRAMMES, THUS ENSURING COMPLIANCE WITH THE PRINCIPLES OF THE PRESENT STANDARDS. ANY ACTIONS TAKEN IN THE ABOVE CONTEXT SHOULD BE COMMUNICATED TO ALL PARTIES CONCERNED.

The internal evaluation of the new PSP includes the assessment of the accreditation proposal, as well as the documentation in accordance with the Principles of the present Standards and the quality procedures of the Institution's Internal Quality Assurance System (IQAS). The internal evaluation of new postgraduate study programmes also aims at maintaining the level of educational provision and creating a supportive and effective learning environment for students. The Institution, through its Quality Assurance Unit (QAU) and the corresponding academic units, organise and support the external evaluation procedures of the new PSP, according to the specific guidelines and directions provided by HAHE.

The above comprise the assessment of:

- *the objectives, content, and structure of the curriculum, the knowledge offered and the level of science and technology in the given discipline, thus ensuring that the PSP is up to date, according to the relevant documentation listed in the decisions of the pertinent bodies*

- *the entailed students' workload for the progression and completion of postgraduate studies*

- *the satisfaction of the students' expectations and needs in relation to the programme*

- *the learning environment, support services, and their fitness for purpose for the PSP in question*

Postgraduate study programmes are designed and established in accordance with the provisions of the Institution's internal regulations, involving students and other stakeholders.

Documentation

- *The Quality Assurance Unit (QAU) procedure for verifying whether the requirements of the Standards for Quality Accreditation of New PSP are met, as well as the procedure for organising and supporting their external evaluation procedures*
- *Assessment and feedback mechanisms of the PSP strategy and quality targeting, and relevant decision-making processes (students, external stakeholders)*

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 quality of the Institution's educational and research activities is ensured by the QAU (MO.DIP), which supports the department's OMEA in their internal evaluation work by providing information and an appropriate information system. The OMEA is responsible for conducting the evaluation process within the relevant academic Unit and, in collaboration with the QAU, for coordinating and implementing the procedures set out in the Institution's internal quality assurance system.

All students enrolled at the Institution participate in the recurring evaluation process. This is carried out in accordance with the MO.DIP's guidelines, procedures and standards, which adhere to the ETHAAE's standards. Students participate in the internal evaluation of the Department and Institution mainly through specific paper or electronic questionnaires. The process is anonymous. Participation in the evaluation process of their teaching work is mandatory for the Institution's teaching staff and educational Units. The OMEA collects information and prepares the annual internal evaluation report, which includes specific chapters on the study programme and teaching work based on responses to student course evaluation questionnaires. If necessary, decisions are made regarding corrective actions to address negative points and improve subject matter and the learning process.

The PSP intends to adjust its programme as necessary. The Department has a study programme committee consisting of faculty members appointed by the Department assembly, and collaborating with the PSP's Coordinating Committee to recommend the reform of the PSP to the Department Assembly on the basis of the data and results of the internal evaluation. The programme will be annually reviewed to ensure it adapts to changes in the economy, technology and law, as well as to changes in the knowledge and skills required in the labour market. There are established procedures for the reassessment, adjustment and updating of course material in line with scientific developments and changes, and after studying students' responses to learning requirements. The curriculum may be modified in the event of excessively low student success rates.

The Quality Assurance System for the Institution (MO.DIP), certified by ETHAAE on 29 May 2021, ensures external evaluation of the programme 'Law and Digital Entrepreneurship'. All faculty members of the Department contributed to the new MSc programme, 'Law and Digital Entrepreneurship'. All members of the Department's Internal Quality Assurance Committee are familiar with the relevant quality policy, strategy, objectives and rules, and can contribute to the external evaluation committee. This ensures that the MSc in Law and Digital Entrepreneurship adheres to the standards and objectives of the Department of Law and Information Systems and the International Hellenic University as a whole. The PSP cooperates with stakeholders in the region and responds to the

needs of the labour market.

II. Analysis

The new PSP will be evaluated internally and externally by the OMEA and the Institution's QAU, with contributions from students and teaching staff. The OMEA produces an annual report. When deemed necessary, corrective actions and programme adjustments and readjustments are possible by a study programme committee.

III. Conclusions

The Institution and the Unit have an internal quality assurance system within which they will carry out internal and external evaluations of the new PSP. Internal and external evaluations are scheduled to ensure its quality. The PSP is compliant with Principle 6 through the existence of a structured and comprehensive Internal Quality Assurance System (IQAS). Although no evaluations have yet taken place, the institutional framework provides clear mechanisms for monitoring and ensuring its quality.

Panel Judgement

Please tick one of the following:

Principle 6: Initial Internal and External Evaluation and Monitoring of New Postgraduate Study Programmes	
Fully compliant	**X**
Substantially compliant	
Partially compliant	
Non-compliant	

Panel Recommendations

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

None.

PART C: CONCLUSIONS

I.   Features of Good Practice

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

1. The PSP is innovative, useful, and addresses labour market needs in the sector.

2. The PSP is supported by very good facilities at the Department and Institution level.

3. The academic staff are committed to the success of the PSP.

II.   Areas of Weakness

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

1. The Departmental and Institutional webpages are not fully bilingual.

2. Limited information regarding the attractiveness of the PSP to foreign students, especially given the lack of information about the PSP in English.

3. The delivery of short-and-fat lectures over two days may adversely affect the learning ability of students.

III.   Recommendations for Follow-up Actions

Please make any specific recommendations for development.

1. The PSP should have a bilingual website with all necessary information for students and stakeholders.

2. To enhance the learning outcome, lectures should be delivered more frequently with shorter duration.

3. The PSP is encouraged to develop its research strategy for all faculty to further support research, improve the quality of published outputs, and enhance the participation in high-visibility international conferences.

4. The Panel suggests the PSP organises a few in-person seminars/classes. It also advises that some of the exams are in-person.

5. Develop and formalise linkages with external stakeholders and market employers that can support and contribute to the PSP through the creation of an External Advisory Board.

6. Consider the offering of elective units in Semester 2 so that students can have some choice that offer specialisation in their own areas of interest.

7. Keep abreast of developments in the relevant fields and update the curriculum to reflect those developments by offering (new) units that are at the frontier of the disciplines.

8. Consider the offering of preparatory classes prior to the beginning of semester 1 to ensure all incoming students possess the minimum level of knowledge as they enter a multidisciplinary PSP.

IV.   Summary & Overall Assessment

The Principles where full compliance has been achieved are:
1, 2, 3, 5, 6

The Principles where substantial compliance has been achieved are:
4

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
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